2015

Adoption Toolkit

English Language Arts/Literacy and English Language Development

October 6, 2015

Curriculum and Instruction Steering Committee (CISC)

CCSESA
California County Superintendents Educational Services Association

CALIFORNIA COUNTY SUPERINTENDENTS
Educational Services Association

This page left intentionally blank.

Foreword

On behalf of the County Superintendents of the State of California, we are pleased to introduce the 2015 English Language Arts/Literacy and English Language Development Adoption Toolkit developed by the English Language Arts/English Language Development Subcommittee of the Curriculum and Instruction Steering Committee. The English Language Arts/Literacy and English Language Development Adoption Toolkit offers a clear, data-driven process for reviewing language arts, English language development, and intensive intervention instructional materials to help district personnel make informed, objective recommendations to local Boards of Education to best meet student needs.

The California County Superintendents Educational Services Association (CCSESA) is an organization consisting of the county superintendents of schools from the 58 California counties working in partnership with the California Department of Education. The Curriculum and Instruction Steering Committee (CISC) is a subcommittee of CCSESA and consists of county office assistant superintendents focusing on curriculum, instruction, assessment, and professional development. The county superintendents of California are pleased to provide support to California schools for the ELA/ELD instructional materials selection process.

Gary Jones
Superintendent of Schools, Modoc County Office of Education
2015 President, California County Superintendents Educational Services Association

Valerie Chrisman, Ed. D.
Associate Superintendent, Ventura County Office of Education
2015 Chair, Curriculum and Instruction Steering Committee

This page left intentionally blank.

Acknowledgments

Primary Authors

English Language Arts/Literacy and English Language Development Adoption Toolkit Committee:

- Lori Musso, San Mateo County Office of Education
- Yee Wan, Ed.D., Santa Clara County Office of Education
- Tamara Wilson, Sacramento County Office of Education
- Armando T. Zuniga, Ventura County Office of Education

Contributors

Curriculum and Instruction Steering Committee and ELA/ELD Subcommittee:

- Charlene Stringham, Tulare County Office of Education
  CISC ELA/ELD Subcommittee Lead
- Patti Thurman, Lassen County Office of Education
  CISC ELA/ELD Subcommittee Co-Lead
- Raynette Sanchez, Los Angeles County Office of Education
  CISC ELA/ELD Subcommittee Co-Lead (Retired)

Special Thanks to

Production and Design:

- Danielle Geary, Sacramento County Office of Education
- Melanie Slootweg, Sacramento County Office of Education

CISC ELA/ELD Subcommittee

Curriculum and Instruction Steering Committee

California County Superintendents Educational Services Association

First Edition 2015

This page left intentionally blank.

Table of Contents

This page left intentionally blank.

Introduction

The English Language Arts/Literacy and English Language Development (ELA/Literacy and ELD) Adoption Toolkit is designed to facilitate the selection of publisher programs for instruction in English language arts, English language development, biliteracy language arts, intensive intervention, and specialized English language development. In the 2014 English Language Arts/ English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework), the five program types are:

- **Program 1:** English Language Arts Basic Program, Kindergarten Through Grade Eight (Program 1 Basic ELA);
- **Program 2:** English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 2 Basic ELA/ELD);
- **Program 3:** Biliteracy Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 3 Basic Biliteracy);
- **Program 4:** Intensive Intervention Program in English Language Arts, Grades Four Through Eight (Program 4 Intensive Intervention ELA); and
- **Program 5:** Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD).

Although the State Board of Education does not officially recommend materials for grades nine through twelve, it is appropriate for districts to use this ELA/Literacy and ELD Adoption Toolkit when adopting new materials.

The ELA/Literacy and ELD Adoption Toolkit is organized into five sections that will guide districts through the program selection process. A flowchart outlining each of these five sections is found on page 5. For your convenience, each section includes at-a-glance overviews to assist in planning. Additional information and support are included in the Resources section.

The five sections are:

- Section 1: Develop the District Lens
  Purpose: To determine program type(s) for adoption
- Section 2: Investigate Integration and Alignment
  Purpose: To determine which programs will move forward in the adoption process
- Section 3: Review Program Components
  Purpose: To make program recommendations
- Section 4: Determine Optional Program Review Tasks
  Purpose: To determine and conduct additional program review
- Section 5: Make a Decision
  Purpose: To come to consensus and make a decision

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework)

"The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework) breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards:

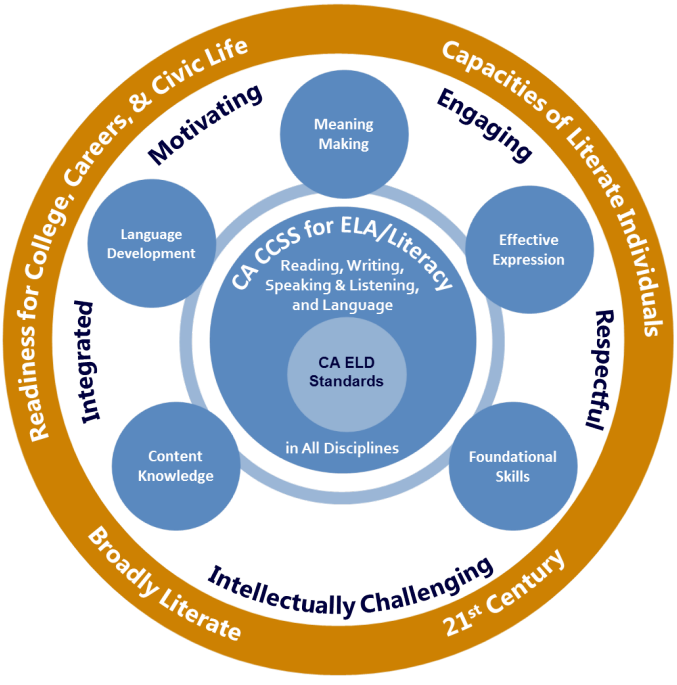
- California Common Core State Standards for English Language Arts and Literacy in History Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), adopted by the California State Board of Education (SBE) in August 2010 (with minor modifications adopted in 2013) (California Department of Education [CDE} 2013a)
- California English Language Development Standards (CA ELD Standards), adopted by the SBE in November 2012 (CDE 2014a)"

"California is a vibrant and dynamic state of extraordinary global influence and is unsurpassed in its cultural and linguistic resources, yet too many of its children and youth are ill-prepared for the incredible opportunities that await them. The adoption of the CA CCSS in ELA/Literacy and the CA ELD Standards and the development of the ELA/ELD Framework represent California's commitment to ensure that all its students receive an education that will enable them to take advantage of possibilities, pursue their dreams, and contribute to the wellbeing of California and the world. The most promising futures await our students—and our society—when we ensure that all individuals acquire strong literacy and language skills in every discipline."

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve (Introduction)

Circles of Implementation of ELA/Literacy and ELD Instruction

Crucial to the adoption process is an understanding of the key shifts and interrelatedness of the ELA/Literacy and ELD standards. The Circles of Implementation of ELA/Literacy and ELD Instruction graphic provides a visual representation of the conceptual design of the framework and includes the goals, context, and themes of ELA/Literacy and ELD instruction. The center and core of the figure represents how the CA ELD Standards are nested within the CA CCSS for ELA/Literacy. Both sets of standards integrate reading, writing, speaking & listening, and language development as expressed in the key themes.



Key Themes of ELA/Literacy and ELD Instruction

Instruction focuses on...

- **Meaning Making**

  Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

- **Language Development**

  Language is the cornerstone of literacy and learning; it is with and through language that students learn; think; and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

- **Effective Expression**

  Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence, or evoke responses from readers. They learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

- **Content Knowledge**

  Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

- **Foundational Skills**

  Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills. (See the Foundational Skills paper at www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf.)

Key Shifts in ELA/Literacy

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction

Key Shifts in ELD

1. English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose
2. An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary, and as inseparable from meaning
3. Language acquisition as a nonlinear, spiraling, dynamic, and complex social process where meaningful interaction with others is essential
4. Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices
5. Complex texts and intellectually challenging activities focused on content knowledge building as critical and essential for learning academic English

Integrated AND Designated ELD

BOTH integrated and designated English language development (ELD) are provided to English Learners.

- **Integrated ELD** is provided to English learners (ELs) throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

AND

- **Designated ELD** is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English.

For more information about the key shifts, integrated and designated ELD, and other topics related to the goals, context, and themes of ELA/Literacy and ELD Instruction (e.g., 21st century skills, depth of knowledge, etc.), please refer to the ELA/ELD Framework, which can be found online at http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp.

Section 1

Develop the District Lens

Purpose: To determine program type(s) for adoption

Time: 3–4 hours

Action Steps

1.1 Examine the Current Data in ELA/Literacy and ELD

1.2 Examine the Current Reality in ELA/ Literacy and ELD

1.3 Determine Program Type(s) for Adoption

Section 2

Investigate Integration and Alignment

Purpose: To determine which program will move forward in the adoption process

Time: 6–8 hours for Programs 1–3. Programs 4 and 5 will take additional time.

Action Steps

2.1 Determine small group configuration for deeper study

2.2 Browse the Programs: The Big Picture

2.3 Explore Integration of CA CCSS for ELA/ Literacy Strands and Integrated ELD

2.4 Examine Designated ELD

2.5 Select and Trace Identified Standards

2.6 Record Ratings and Narrow the Field

Section 3

Review Program Components

Purpose: To make program recommendations

Time: 8–12 hours depending on number of programs under consideration

Action Steps

3.1 Browse the Ancillary Materials: The Big Picture

3.2 Complete Program Criteria Reflection Charts

3.3 Investigate Additional Considerations for Programs 3, 4, and 5

3.4 Narrow Program Choices

Section 4

Determine Optional Program Review Tasks

Purpose: To determine and conduct additional program review

Time: Varies

Action Steps

4.1 Optional Program Review Choices

4.2 Conduct Additional Program Review

Section 5

Make a Decision

Purpose: To come to a consensus and make a decision

Time: 3–4 hours for each program type

Action Steps

5.1 Prepare for Decision-making Process

5.2 Compile and Review Data

5.3 Determine Level of Support for Each Program

5.4 Discuss and Cite Evidence

5.5 Work Toward Consensus

5.6 Examine Other Considerations

5.7 Fall-back Decision-Making Option

Using the Adoption Toolkit

1. Identify an adoption committee facilitator.
2. Assemble an adoption committee. Potential members should have knowledge and expertise in the ELA/ELD Standards, framework, and research base. It is suggested that the adoption committee include representation from the following:
    - » Teachers and Administrators
    - » Grade-span expertise: K–2, 3–5, 6–8, 9–12
    - » Balance of representation from school sites
    - » ELA/Literacy expertise
    - » ELD expertise
    - » Biliteracy/Dual Language expertise
    - » Assessment expertise
    - » Instructional technology expertise
    - » Special Education expertise
    - » Parents
3. Plan Timeline and Logistics
    - » Following Section One, contact publishers for all programs to be reviewed. Include requests for teacher editions, student editions, and all ancillary materials. Ascertain the exact materials that will be included in each package.
    - » Establish adoption timeline.
    - » Set dates and times for Toolkit meetings.
    - » Establish platform (e.g., Google Docs, Dropbox) to house relevant resources (e.g., ELA/ELD Framework, ELA/ELD Toolkit, district data, completed charts, meeting notes).

Program Types

There are five program types described in Chapter Twelve of the 2014 ELA/ELD Framework. A brief description of the five program types is included below.

- **Program 1: English Language Arts Basic Program, Kindergarten Through Grade Eight (Program 1 Basic ELA)**

  This basic grade-level program is the comprehensive curriculum in English language arts for kindergarten through grade eight. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA adopted by the State Board of Education (SBE) August 2010, and modified March 2013. It addresses the needs of students working at or near grade level. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted. Program Type 1 must include universal access features to support English learners as described in the Framework, Chapter 12, category 4, but it is not an ELD program.

- **Program 2: English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 2 Basic ELA/ELD)**

  This basic grade-level program provides the comprehensive curriculum in English language arts for kindergarten through grade eight with integration of the CA ELD Standards that were adopted by the SBE November 2012. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards; it also includes materials necessary for designated English language development instruction. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

- **Program 3: Biliteracy Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 3 Basic Biliteracy)**

  This basic grade-level biliteracy language program provides instructional materials in English and in a language other than English, is consistent with the content of the CA CCSS for ELA, and includes linguistic modifications for the non-English language. These materials are designed to ensure that students are successful in developing literacy in English and another language. The materials also provide instruction consistent with the CA ELD Standards. English language development instruction should assist students with acquiring English as quickly and efficiently as possible. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

- **Program 4: Intensive Intervention Program in English Language Arts, Grades Four Through Eight (Program 4 Intensive Intervention ELA)**

  This program supports a basic program and provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. This program could be used as a temporary replacement core where students are non-readers in the first- or second-grade level as evidenced in a broad set of measures. The materials are not intended to be a substitute for English language development instruction. The materials in this program are designed for students to gain two grade levels for each year of instruction while providing a rich curriculum supporting the five themes: meaning making, language development, effective expression, content knowledge, and foundational skills. The materials are designed to accelerate students' successful reentry into a basic program and include clear instructional plans and tools for entering and exiting the program.

- **Program 5: Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD)**

  This program for a specialized designated ELD instructional period provides an intensive, accelerated pathway that supports the needs of English learners, including students at risk of becoming or who are long-term English learners, whose academic performance is below grade level, are making minimal progress towards English proficiency, and whose lack of language proficiency precludes them from performing at grade level. The materials in this program are designed to support students in their movement to grade-level proficiency in English within 12–18 months and include clear instructional plans and tools for entering and exiting the program.

This page left intentionally blank.

Section 1. Develop the District Lens

Overview

Developing the district lens is a very important part of the adoption process because it can assist adoption committees in selecting the best possible programs for their particular student populations. Establishing a profile of the district's needs and resources creates this lens. The district lens can serve as a guide that will lead to an informed perspective regarding the needs of students and teachers. This adoption cycle includes five program types. It is in a district's best interest to thoroughly investigate the unique literacy and language needs of their students, and it is highly probable that districts will need to simultaneously adopt instructional materials in at least two program types to have the greatest likelihood of addressing and meeting those needs.

The tasks in this section will help districts prioritize essential program features in the materials being reviewed.

Data/Resources

Both district and state data should be compiled and provided to committee members prior to starting work on Section One and prior to the first committee meeting.

Timeline

Once district facilitators have compiled all of the necessary data and other pertinent information, the work of developing the district lens can begin.

It is anticipated that Section One can be completed in 3–4 hours.

Section 1. Develop the District Lens - At a Glance

Purpose: To determine program type(s) for adoption.

At a Glance		
Action Steps	**Tasks**	**Materials**
1.1 Examine the Current Data in ELA/Literacy and ELD	1.1a Review LCAP Goals 1.1b Review District Demographic Data 1.1c Review State and District Data: ELA/Literacy 1.1d Review State and District Data: ELD 1.1e Review State and District Data: Primary Language Literacy 1.1f List and Discuss Key Findings and Implications	• Demographic Data • ELA/Literacy Data • ELD Data • Toolkit Templates » *task_1_1_a.doc* » *task_1_1_b.doc* » *task_1_1_c.doc* » *task_1_1_d.doc* » *task_1_1_e.doc* » *task_1_1_f.doc*
1.2 Examine the Current Reality in ELA/Literacy and ELD	1.2a Determine Current Status/Alignment regarding instruction in ELA/Literacy and ELD	• Toolkit Template » *task_1_2_a.doc*
1.3 Determine Program Type(s) for Adoption	1.3a Select Program Type(s) (1–5) that will best meet the needs of all learners in the district as determined through previous Action Steps	• Program Type Descriptions (Resources) • Toolkit Template » *task_1_3_a.doc*

Action Step 1.1 - Examine the Current Data in ELA/Literacy and ELD

➢ Task 1.1a - Review Local Control and Accountability Plan (LCAP) Goals

Use the tool below to review your LCAP goals relevant to the ELA/ELD Adoption.

LCAP	
LCAP Goal	**Implications for New Adoption**

➢ Task 1.1b - Review District Demographic Data

Use the tool below to review your demographic data.

District Demographic Data		
Subgroups	**% of District Population**	**Site-Specific Notes**
Sample: *English Learners*	*12%*	*52% at School A*
Black or African American		
American Indian		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged Students		
English Learners: All		
English Learners: Newcomers		
English Learners: Long-Term		
Students with Disabilities		
Foster Youth		
Homeless		
Other Subgroups Based on District Demographics		

➢ Task 1.1c - Review State and District Data: ELA/Literacy

Use the tool below to review your California Assessment of Student Performance and Progress (CAASPP) data, including Smarter Balanced Assessment Consortium (SBAC) data and other English Language Arts/Literacy data.

SBAC: Overall

Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Met/ Exceeded Standard	Nearly Met Standard	Did Not Meet Standard	Met/ Exceeded Standard	Nearly Met Standard	Did Not Meet Standard	Met/ Exceeded Standard	Nearly Met Standard	Did Not Meet Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Reading

Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Writing

Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Listening										
Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Research/Inquiry										
Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Subgroup* _____										
Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

*Complete this chart for all significant subgroups

Other ELA/Literacy Assessment Data [Optional data may include, but is not limited to Benchmark Assessments, Unit Assessments, Diagnostic Assessments (e.g., Letter Naming Fluency, Phonemic Awareness, Phonics), and/or District-Created Assessments (e.g., Writing)]				
Grade	**# of Students Tested**	**% Met or Exceeded Standards**		
		(insert Local District Assessment)	*(insert Local District Assessment)*	*(insert Local District Assessment)*
TK				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

➢ Task 1.1d - Review State and District Data: ELD

Use the tool below to review your English Language Development data.

California English Language Development Test* (CELDT) Data											
Grade	# of Students Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
		#	%	#	%	#	%	#	%	#	%
TK											
K											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											

** Scheduled to be replaced with English Language Proficiency Assessments for California (ELPAC)*

CALPADS Data: Long-Term English Learners (LTELs)*			
Grade	# of English Learners	# of English Learners designated as Long-Term	% of English Learners designated as Long-Term from total EL Population
5			
6			
7			
8			
9			
10			
11			
12			

** A LTEL is defined [EC 313.1(a)] as an EL who is enrolled in any of grades six through twelve, inclusive, has been enrolled in schools in the United States (U.S.) for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to EC Section 60810, or any successor test, and scores far below basic or below basic on the English-language arts (ELA) standards-based achievement test administered pursuant to EC Section 60640, or any successor test ("Notification of 2013–14 Long-term English Learner and At-risk of Becoming Long-term English Learner Data File" CDE, 2014)*

Other ELD Assessment Data (Optional data may include, but is not limited to ELD Report Card, ELD Assessments, ADEPT, LAS Links, SOLOM)				
Grade	**# of Students Tested**	**% Met or Exceeded Standards**		
		(insert Local District Assessment)	*(insert Local District Assessment)*	*(insert Local District Assessment)*
TK				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

➢ Task 1.1e - Review State and District Data: Primary Language Literacy

Use the tool below to review your Primary Language Literacy data.

Primary Language Assessments				
Grade	**# of Students Tested**	**% Met or Exceeded Standards**		
		(insert Local District Assessment)	*(insert Local District Assessment)*	*(insert Local District Assessment)*
TK				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

➢ Task 1.1f - List and Discuss Key Findings and Implications

Use the tool below to list key findings from the state and district data and to review and determine the implications for the new adoption.

Key Findings and Implications	
Key Findings	**Implications for New Adoption**

➢ Task 1.2a - Determine Current Status/Alignment regarding instruction in ELA/Literacy and ELD

- Use the tool below to rate your district's **current** publisher-, district-, or teacher-created instructional materials in ELA/Literacy and ELD.
- Complete the applicable Rating Scale items for each of your current Instructional Programs in ELA/Literacy and ELD (including biliteracy and intervention programs).

Current Reality					
Program: _____					
Criteria for Evaluating Current Instructional Materials	**Not Evident . . . . . Strongly Evident**				
Alignment with the Standards *Instructional materials are designed to ensure that all students master each of the CA CCSS for ELA/Literacy and ELD standards.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Program Organization *Instructional materials support instruction and learning of the CA CCSS standards and ELD standards. The scope and sequence align with the CA CCSS for ELA/Literacy and ELD standards.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Assessment *Program includes CA CCSS-aligned assessments used for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Universal Access *Instructional materials provide access to the standards-based curriculum for all students, including English learners, students with disabilities, advanced learners, students below grade level in any strands of the English language arts, and students who speak African American English (AAE).*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Instructional Planning and Teacher Support *Information and materials contain a clear road map for teachers to follow when planning instruction and are designed to help teachers provide effective CA CCSS standards-based instruction.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Key Shifts in ELA/Literacy *Instructional materials support the key shifts in ELA/Literacy:*					
1. *Regular practice with complex texts and their academic language*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
2. *Reading, writing, and speaking grounded in evidence from texts, both literary and informational*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
3. *Building Knowledge through content-rich nonfiction*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5

Criteria for Evaluating Current Instructional Materials	Not Evident . . . . . Strongly Evident				
Key Shifts in ELD *Instructional materials support the key shifts in ELD:*					
1. *English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
2. *An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary, and as inseparable from meaning*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
3. *Language acquisition as a nonlinear, spiraling, dynamic, and complex social process where meaningful interaction with others is essential*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
4. *Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
5. *Complex texts and intellectually challenging activities focused on content knowledge building as critical and essential for learning academic English*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Integrated ELD *Instructional materials support the implementation of the ELD Standards use in tandem with the CA CCSS for ELA/ Literacy to ensure students strengthen their abilities to use English as they simultaneously learn content through English.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Designated ELD *Instructional materials support the implementation of the ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
Primary Language Support and Primary Language Instruction					
1. *Instructional materials provide primary language resources in multiple languages using varied media. Native language knowledge and cognates are accessed as vital linguistic resources.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
2. *Instructional materials in the primary language align and strengthen Dual Language/Biliteracy programs' literacy and language development via: the same rigor and range of instructional practices and assessment as ELA/ELD materials; resources for teaching cross-linguistic transfer; rich authentic literature; the culture of the target language; a teacher's guide demonstrating links between language arts and language development.*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5
21st Century Skills *Instructional materials include 21st Century Skills (e.g., Critical Thinking, Communication and Collaboration, Creativity and Innovation, Global Awareness and Competence, Technology)*	❍ 1	❍ 2	❍ 3	❍ 4	❍ 5

Action Step 1.3 - Determine Program Type(s) for Adoption

➢ Task 1.3a - Select Program Type(s) (1–5)

The next decision is to select the program types that best meet the needs of all learners in the district. Based on the data you reviewed in Action Steps 1 and 2, have a discussion regarding which program types best meet the needs of students in the district. Complete the Program Types for Your District chart below.

The five program types are listed below and described in the Introduction on page 1.

- **Program 1:** English Language Arts Basic Program, Kindergarten Through Grade Eight (Program 1 Basic ELA);
- **Program 2:** English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 2 Basic ELA/ELD);
- **Program 3:** Biliteracy Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 3 Basic Biliteracy);
- **Program 4:** Intensive Intervention Program in English Language Arts, Grades Four Through Eight (Program 4 Intensive Intervention ELA); and
- **Program 5:** Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD).

Answer the following questions:

1. Which program types best fit the needs of all learners in the district?

2. Based on the program types identified by your district, what alignment issues (between the programs types) should be considered as you move forward?

3. How many publisher programs can the district realistically support through fiscal and human resources?

Program Type(s) for Your District			
Program	**Type**	**Grades**	**Name(s) and # of Schools**
1	**Basic ELA**		
2	**Basic ELA/ELD**		
3	**Basic Biliteracy**		
4	**Intensive Intervention ELA**		
5	**Specialized ELD**		

Section 2. Investigate Integration and Alignment

Overview

The purpose of Section Two, Investigate Integration and Alignment, is to give the adoption committee an opportunity to examine publisher programs, keeping in mind the priorities established in Section One, Develop the District Lens. Section Two will begin broadly in scope and move toward a more targeted examination of integration and alignment. The list of prospective publishers will be pared down to the most promising options as a result of the committee's work in this section.

The tasks in Section Two include a broad look at each program using guiding statements and questions, followed by a standards trace to help districts determine which programs will move forward in the adoption process.

Data/Resources

Prior to the activities in Section Two, the district will need to contact publishers to obtain copies of instructional materials for each grade level and program type under consideration. A list of materials approved for adoption by the State Board of Education can be found on the California Department of Education website at www.cde.ca.gov.

Charts, templates, and data from Section One, Developing the District Lens, should be used to help committee members maintain the district priorities as they complete the activities in Section Two.

To trace standards in Action Step 2.5, committee members will need a copy of the CA CCSS ELA/Literacy and ELD standards.

Timeline

The timeline will vary for this section according to how many program types, publisher programs, and grade levels the district is reviewing.

It is anticipated that Section Two can be completed in 6–8 hours for Programs 1–3. Review of Programs 4–5 will take additional time.

Section 2. Investigate Integration and Alignment - At a Glance

Purpose: To determine which programs will move forward in the adoption process.

Action Steps	Tasks	Materials
2.1 Determine Small Group Configuration for Deeper Study	2.1a Organize the team into groups by grade spans: K–2, 3–5, 6–8, and 9–12 OR other district-appropriate configuration.	• List of publisher programs for review http://www.cde.ca.gov/ci/rl/im/ • Toolkit Template » *task_2_1_a.doc*
2.2 Browse the Programs: The Big Picture	2.2a Use guiding statements to record first impression about the program(s). 2.2b Review rating(s) and narrow the field (if appropriate).	• Publisher program materials • Toolkit Templates » *task_2_2_a.doc* » *task_2_2_b.doc*
2.3 Explore Integration of CA CCSS for ELA/Literacy Strands and Integrated ELD*	2.3a Investigate the integration of the four strands of the ELA/Literacy standards (reading, writing, speaking & listening, and language) in the lesson design of the program. 2.3b Compile grade-span ratings for ELA/Literacy. 2.3c Determine how intentionally the ELD standards are used in tandem with the ELA/Literacy standards. 2.3d Record grade-span ratings for integrated ELD and narrow the field (if appropriate).	• Toolkit Templates » *task_2_3_a.doc* » *task_2_3_b.doc* » *task_2_3_c.doc*
2.4 Examine Designated ELD**	2.4a Use essential features of designated ELD to examine the integration of Part I and Part II of the ELD Standards and determine how intentionally the ELD standards are used as focal standards in ways that build into and from ELA/Literacy instruction. 2.4b Record grade-span ratings for designated ELD and narrow the field (if appropriate).	• Toolkit Templates » *task_2_4_a.doc* » *task_2_4_b.doc*

* Program Type 1 must include universal access features to support English learners, but it is not an ELD program.

** Program Types 2 and 3 must include both integrated and designated ELD.

Action Steps	Tasks	Materials
2.5 Select and Trace Identified Standards	2.5a In grade-span groups, select standards from suggested list or identify standards for tracing activity (ELA/Literacy and integrated ELD). 2.5b In grade-span groups, select standards from suggested list or identify standards for tracing activity (designated ELD).	• Toolkit Templates » *task_2_5_a.doc* » *task_2_5_b.doc*
2.6 Record Ratings and Narrow the Field	2.6a Record ratings for each publisher and determine rankings. 2.6b Determine which programs will move forward in the adoption process.	• Toolkit Template » *task_2_6_a.doc*

Action Step 2.1 - Determine Small Group Configuration for Deeper Study

➢ Task 2.1a - Organize the team into groups by grade spans (K–2, 3–5, 6–8, and 9–12) OR other district-appropriate configuration.

The adoption committee will work in grade-span teams to examine program materials. Consider the following suggestions when forming grade-span teams:

- K–2, 3–5, 6–8, 9–12 or district-appropriate configuration
- At least one grade-level member on each team
- Specific expertise vital to the district's student population (see suggestions on page 5) on each team

Team Members				
K–2	**3–5**	**6–8**	**9–12**	**District Appropriate Configuration**

Action Step 2.2 - Browse the Programs: The Big Picture

➢ Task 2.2a - Use guiding statements to record first impression about the program(s).

Use the following rating scale to record your first impression of each publisher program. Use one chart for each program type under consideration.

+ Strong evidence
√ Adequate evidence
– Limited/No evidence

Big Picture Review					
Program Type: _____					
Guiding Statements	**Publisher** _____	**Publisher** _____	**Publisher** _____	**Publisher** _____	**Publisher** _____
Balance of informational and literary text					
Writing includes all three text types and is connected to the reading					
Speaking, listening, and collaborative opportunities are integrated and an overt part of the curriculum					
Research and inquiry to develop knowledge is included (e.g., conceptual themes, essential questions, or short projects)					
ELA/Literacy Key Shifts are evident (see page 3)					
ELD Key Shifts are evident (see page 3)					
Evidence of support for teaching integrated ELD (except Program 1)					
Foundational skills scope and sequence is clearly articulated					
Electronic resources, when included, are integral parts of the program, support instruction, and connect explicitly to the standards.					
(Insert district-specific question as needed)					

➢ Task 2.2b - Review rating(s) and narrow the field (if appropriate).

Review the evidence from the chart(s) to determine which publisher programs will move forward for a more in-depth investigation.

List Publisher Programs for Each Applicable Program Type		
Program	**Type**	**Publisher Programs**
1	**Basic ELA**	
2	**Basic ELA/ELD**	
3	**Basic Biliteracy**	
4	**Intensive Intervention ELA**	
5	**Specialized ELD**	

Action Step 2.3 - Explore Integration of CA CCSS for ELA/Literacy Strands and Integrated ELD

➢ Task 2.3a - Investigate the integration of the four strands of the ELA/Literacy standards (reading, writing, speaking & listening, and language) in the lesson design of the program.

Use the guiding questions below to record first impressions for all program types under consideration and each publisher program. Record evidence of integration and rate each publisher program using the scale below. Use one chart for each publisher program and program type under consideration.

- \+ Strong evidence
- √ Adequate evidence
- – Limited/No evidence

Integration of CA CCSS for ELA/Literacy Strands		
Program Type: _____		
Publisher Program: _____		
Grade Level/Span: _____		
Guiding Questions	**Evidence/Notes** *(Include specific unit/lesson information and page numbers)*	**Rating**
1. How are the reading and writing tasks integrated and connected within each lesson and throughout the unit?		
2. How are speaking and listening opportunities meaningfully connected to reading and writing?		
3. How is language instruction (conventions of standard English, knowledge of language, and vocabulary) purposefully integrated in reading, writing, speaking & listening instruction?		

Guiding Questions	Evidence/Notes *(Include specific unit/lesson information and page numbers)*	Rating
4. Writing is explicitly taught, connected to the reading, and includes opportunities for speaking and listening and collaboration.		
5. Foundational skills instruction is carefully designed, systematic, and includes ample opportunities for meaningful practice (TK– Gr. 5).		
6. Record additional evidence of integration of the four strands of the ELA/Literacy standards.		
7. (Insert district-specific question as needed)		

➢ Task 2.3b - Compile grade-span ratings for ELA/Literacy.

Compile grade-span ratings of the guiding questions for ELA/Literacy in the chart below. Record ratings for each publisher program under consideration.

You will add to this chart following the task that examines integrated ELD (Task 2.3c).

Grade-span Ratings: ELA/Literacy and Integrated ELD												
Program Type: _____												
Publisher Program: _____												
Grade Span* **Adjust table as needed*	**ELA/Literacy Guiding Questions**							**Integrated ELD Guiding Questions**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**
K												
1												
2												
3												
4												
5												
6												
7												
8												
9–10												
11–12												
Other district configuration												

➢ Task 2.3c - Determine how intentionally the ELD standards are used in tandem with the ELA/Literacy standards.

Use the guiding questions below to record first impressions of each publisher program. Record evidence of integrated ELD and rate each publisher program using the scale below. Use one chart for each program type (2 and/or 3) under consideration.

- \+ Strong evidence
- √ Adequate evidence
- – Limited/No evidence

ELA/Literacy and Integrated ELD		
Program Type: 2 or 3 (circle one) **Publisher Program:** _____ **Grade Level/Span:** _____		
Guiding Questions	**Evidence/Notes** *(Include specific unit/lesson information and page numbers)*	**Rating**
1. How are the ELA/Literacy and ELD standards integrated and connected within a lesson and throughout the unit?		
2. How does the program value and build on primary language and culture and other forms of prior knowledge?		

Guiding Questions	Evidence/Notes *(Include specific unit/lesson information and page numbers)*	Rating
3. Are the program materials appropriately scaffolded and inclusive of strategic supports that provide ELs access to ELA content, and do they foster progression through the language proficiency levels (Emerging, Expanding, and Bridging) toward academic English language proficiency?		
4. How does embedded, integrated ELD instruction allow students to interact and engage in collaborative, interpretive, and/or productive modes in meaningful ways to learn about how English works?		
5. *(Insert district-specific question as needed)*		

➢ Task 2.3d - Record grade-span ratings for integrated ELD and narrow the field (if appropriate).

Return to chart 2.3b to record integrated ELD ratings for each publisher program under consideration.

Discuss the ELA/Literacy and integrated ELD grade-span findings compiled on chart 2.3b to determine whether or not it is appropriate to narrow the field of publisher programs under review.

Highlight publisher programs that are moving forward in the review process.

Action Step 2.4 - Examine Designated ELD

➢ Task 2.4a - Use essential features of designated ELD to examine the integration of Part I and Part II of the ELD standards.

Use the essential features of designated ELD below to record first impressions of each publisher program (only those moving forward following Action Step 2.3). Record evidence of the essential features and rate each publisher program using the scale below. Use one chart for each program type (2, 3, and/or 5) under consideration.

+ Strong evidence
√ Adequate evidence
– Limited/No evidence

Designated ELD		
Program Type: 2 or 3 (circle one) **Publisher Program:** _____ **Grade Level/Span:** _____		
Essential Features of Designated ELD Instruction	**Evidence/Notes** *(Include specific unit/lesson information and page numbers)*	**Rating**
1. **Intellectual Quality:** *Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.*		
2. **Academic English Focus:** *Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/ Literacy, and other content standards, should be the main focus of instruction.*		
3. **Extended Language Interaction:** *Extended language interaction between students with ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening/viewing and speaking/ signing should be thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities should also increase in sophistication.*		

Essential Features of Designated ELD Instruction	Evidence/Notes *(Include specific unit/lesson information and page numbers)*	Rating
4. **Focus on Meaning:** *Instruction predominantly focuses on meaning, makes connections to language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.*		
5. **Focus on Forms:** *In alignment with the meaning focus, instruction explicitly focuses on learning about how English works, based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable us to make meaning as members of discourse communities.*		
6. **Planned and Sequenced Events:** *Lessons and units are carefully planned and sequenced in order to strategically build language proficiency along with content knowledge.*		
7. **Scaffolding:** *Teachers contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.*		

Essential Features of Designated ELD Instruction	Evidence/Notes *(Include specific unit/lesson information and page numbers)*	Rating
8. **Clear Lesson Objectives:** *Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.*		
9. **Corrective Feedback:** *Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.*		
10. **Formative Assessment Practices:** *Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices, and they analyze student writing, work samples, and oral language production in order to prioritize student instructional needs.*		
11. *(Insert district-specific question as needed)*		

California Department of Education (2014)
ELA/ELD Framework: Figure 2.23 Essential Features of the Designated ELD Instruction

➢ Task 2.4b - Record grade-span ratings for designated ELD and narrow the field (if appropriate).

Compile grade-span ratings of the guiding statements for designated ELD in the chart below. Record ratings for each publisher program under consideration.

Discuss the designated ELD grade-span findings compiled on chart 2.4a to determine whether or not it is appropriate to narrow the field of publisher programs under review.

Highlight publisher programs that are moving forward in the review process.

Grade-span Ratings: Designated ELD											
Program Type: _____											
Publisher Program: _____											
Grade Span* **Adjust table as needed*	**Essential Features of Designated ELD Instruction**										
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
K											
1											
2											
3											
4											
5											
6											
7											
8											
9–10											
11–12											
Other district configuration											

Action Step 2.5 - Select and Trace Identified Standards

➢ Task 2.5a - In grade-span groups, select standards from suggested list or identify standards for tracing activity (ELA/Literacy and Integrated ELD).

Tracing standards is an opportunity to evaluate a program's teacher's edition and its treatment of some standards deemed critical to student achievement. A sampling of three standards is optimal; however, if this is not possible, one or two comprehensive standards will inform the process. If you are considering Program 2 or 3, a standards trace should include standards from both ELA/Literacy and ELD.

The work should focus on determining how thoroughly the identified standards are addressed in each publisher program examined. The goal is to create a comparison of each publisher's TE to narrow the field to those programs that best match the needs identified in the District Lens. For those programs that move forward in the process, Section Three includes deeper examination of the program and all of the ancillary components.

Use the following suggestions to identify standards to trace at each grade span or choose standards based on district context. These recommendations are based on the key shifts in ELA/Literacy and ELD.

ELA/Literacy and ELD Standards Trace Recommendations

Standards	K–2	3–5	6–8	9–12
ELA/ Literacy (Programs 1-4)	• Foundational Skills standard 3 • Informational Text • Writing standard 1 or 2 • Speaking & Listening standard 1	• Foundational Skills standard 3 • Informational Text • Writing standard 1 or 2 • Speaking & Listening standard 1	• Informational Text • Writing standard 1 • Speaking & Listening standard 1	• Informational Text • Writing standard 1 • Speaking & Listening standard 1
ELD (Programs 2 and 3)	• Identify standards that work in tandem with identified ELA/Literacy standard			

Use the guiding statements below to trace the identified standard(s) for each publisher program. Record evidence/comments and rate each publisher program using the scale below. Use one chart for each program under consideration.

+ Strong evidence/exceeds district needs
√ Adequate evidence/meets district needs
– Limited or no evidence/does not meet district needs

ELA/Literacy and Integrated ELD Standards Trace
(ELA/Literacy standards are the focal standards in ELA/Literacy and integrated ELD instruction)

Program Type: _____

Publisher Program: _____

Grade Level/Span: _____

Strand(s)/Standard(s): _____

Guiding Question/Prompt	**Comments** *(note evidence and page #)*	Rating
1. Lesson objectives clearly align with the standard, with sufficient opportunities for practice that are monitored through checks for understanding.		
2. All aspects of the standard are addressed throughout the school year in a logical progression with sufficiency.		
3. The TE offers procedures and strategies to develop students' skills and knowledge and includes ideas, resources, and adequate examples for effective instructional delivery including feedback, collaboration, and sufficient practice opportunities.		
4. The TE clearly provides formative and summative assessment tools that gauge student progress toward mastery of the standard.		
5. The TE provides suggestions for grouping and differentiating instruction for all students with clear references to supporting materials in ancillary materials.		
6. Standards are not taught in isolation; related standards in reading, writing, speaking and listening, and language are skillfully combined in an integrated model of instruction.		
7. The ELA/Literacy and ELD standards are used in tandem and adequately support ELs at all language proficiency levels to access grade-level content. (Programs 2 and 3 only)		

➢ Task 2.5b - In grade-span groups, select standards from suggested list or identify standards for tracing activity (Designated ELD).

Use the following suggestions to identify standards to trace at each grade span or choose standards based on district context. These recommendations are based on the key shifts in ELD. Complete this trace if you are considering Programs 2, 3, or 5.

Designated ELD Standards Trace Recommendations

Standards	K–2	3–5	6–8	9–12
ELD	• Part I standard 1 or 3 • Part II (select one standard)	• Part I standard 1 or 3 • Part II (select one standard)	• Part I standard 1 or 3 • Part II (select one standard)	• Part I standard 1 or 3 • Part II (select one standard)

Use the guiding statements below to trace the identified standard(s) for each publisher program. Record evidence/comments and rate each publisher program using the scale below. Use one chart for each program under consideration.

\+ Strong evidence/exceeds district needs
√ Adequate evidence/meets district needs
– Limited or no evidence/does not meet district needs

Designated ELD Standards Trace
(ELD standards are the focal standards in designated ELD instruction)

Program Type: _____

Publisher Program: _____

Grade Level/Span: _____

Strand(s)/Standard(s): _____

Guiding Question/Prompt	**Comments** *(note evidence and page #)*	Rating
1. Lesson objectives clearly align with the ELD standard and ELA/Literacy content, with sufficient opportunities for practice that are monitored through checks for understanding.		
2. The TE offers procedures and strategies to develop students' academic English and literacy in the content areas and includes contextualized language instruction, building background knowledge, and opportunities for meaning making with adequate examples for effective instructional delivery including feedback, collaboration, and sufficient practice opportunities.		

Guiding Question/Prompt	Comments *(note evidence and page #)*	Rating
3. The TE explicitly provides opportunities that focus on learning about how English works, based on purpose, audience, topic, and text type through meaningful interaction and collaboration.		
4. The TE clearly provides formative and summative assessment tools that gauge student progress toward English language proficiency.		
5. The TE provides appropriate suggestions for teaching students at all three proficiency levels (emerging, expanding, bridging).		
6. Standards are not taught in isolation; related standards in ELD and ELA/Literacy are skillfully combined in instruction.		

Action Step 2.6 - Record Ratings and Narrow the Field

➢ Task 2.6a - Record ratings for each publisher and determine rankings.

Compile grade-level ratings from the standards trace for ELA/Literacy and integrated ELD and designated ELD in the chart below. Record ratings for each publisher program under consideration. Complete this task if you are considering Programs 2, 3, or 5.

Discuss the ratings to determine whether or not it is appropriate to narrow the field of publisher programs under review.

Standards Trace Ratings

Publisher Program: _____

Program Type: _____

Grade Level* **Adjust table as needed*	**ELA/Literacy and Integrated ELD Ratings for Each Statement**							**Designated ELD Ratings for Each Statement**					
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**	**6**
K													
1													
2													
3													
4													
5													
6													
7													
8													
9–10													
11–12													
Other district configuration													

➢ Task 2.6b - Determine which programs will move forward in the adoption process.

Identify publisher programs that are moving forward in the review process.

Section 3. Review Program Components

Overview

The purpose of Section Three, Review Program Components, is to give the adoption committee an opportunity to examine publisher programs in depth, keeping in mind the priorities established in Section One, Develop the District Lens. The list of prospective publishers should have been pared down to the most promising options as a result of the committee's work in Section Two, Investigate Integration and Alignment. Now the committee will conduct a deeper, more thorough investigation of each publisher program, including the ancillary materials necessary to support the instruction outlined in the Teacher's Edition.

The committee members will review each publisher program in its entirety, including:

- English Language Arts and English Language Development Content/Alignment with the Standards
- Program Organization
- Assessment
- Universal Access
- Instructional Planning and Teacher Support
- English Language Development

At this point, the committee's task is to determine which publisher programs best meet the district needs as identified in the District Lens, not to verify whether the program meets the requirements outlined in Chapter Twelve of the ELA/ELD Framework. The Instructional Materials Advisory Panels (IMAP) and the Content Review Panels (CRP) appointed by the California Department of Education have already reviewed the publisher programs in depth and have determined that the programs meet the required criteria. The work done in this section should reflect specific district or site concerns.

Data/Resources

Complete sets of materials for each publisher program being considered should be available to the committee for this task. Confirm that all materials for each publisher program under consideration are available. A complete list of adopted materials is available on the California Department of Education website at www.cde.ca.gov.

Districts may want to ask publishers which materials are included in each grade-level package in order to ascertain which materials they will purchase. It is recommended to review only the materials that will be part of the district purchase.

Use templates, charts, and data from Sections One and Two to assist in this process.

Timeline

It is anticipated that Section Three can be completed in 8–12 hours (approximately 4 hours per publisher program still under consideration).

Section 3. Review Program Components - At a Glance

Purpose: To make program recommendations.

Action Steps	Tasks	Materials
3.1 Browse the Ancillary Materials: The Big Picture	3.1a Look through ancillary materials as an overview and record impressions and/or questions.	• Toolkit Templates » *task_3_1_a.doc*
3.2 Complete Program Criteria Reflection Charts	3.2a Choose a unit/chapter to study in each publisher's program being considered. Use the Program Criteria Reflection Charts to record impressions about the ancillary materials.	• Toolkit Templates » *task_3_2_a.doc*
3.3 Investigate Additional Considerations for Programs 3, 4, and 5	3.3a Answer guiding questions regarding the unique needs of students in biliteracy programs (Program 3). 3.3b Answer guiding questions regarding the unique needs of students who need intensive academic support (Program 4). 3.3c Answer guiding questions regarding the unique needs of long-term English learners (Program 5).	• Toolkit Templates » *task_3_3_a.doc* » *task_3_3_b.doc* » *task_3_3_c.doc*
3.4 Narrow Program Choices	3.4a Grade level/span team members meet to review their findings. 3.4b The whole adoption committee comes together to share their recommendations from each grade level/span.	• Toolkit Templates » *task_3_4_a.doc* » *task_3_4_b.doc*

Action Step 3.1 - Browse the Ancillary Materials: The Big Picture

➢ Task 3.1a - Look through ancillary materials as an overview and record impressions and/or questions.

This activity is a general overview of the publisher program ancillary materials only. Review each piece and fill out the chart below by writing the name of the piece and recording your impressions about these materials. See example in chart below and be sure to include technology components.

Ancillary materials are additional resource materials that are included in state-board approved publisher programs to provide necessary support to instruction. These materials are not contained in the teacher or student edition.

Browse the Ancillary Materials	
Program Type: _____	
Publisher Program: _____	
Grade Level/Span: _____	
Title of Ancillary Material	**General Impressions, Comments, Questions**
Example: *Assessment Handbook*	*Assessment Handbook includes formative tools, weekly and unit assessments, mid-year and end-of-year summative assessments. Variety of item types.*

Action Step 3.2 - Complete Program Criteria Reflection Charts

➢ Task 3.2a - Choose a unit/chapter to study in each publisher's program being considered. Use the Program Criteria Reflection charts to record impressions about the ancillary materials.

Adoption committee members will now consider each publisher program in its entirety. Members may work individually, in pairs, or in grade-level teams. Each team should choose a unit/chapter through which to study each publisher program. Use the teacher edition and all the appropriate ancillary materials to review the entire unit/chapter and evaluate each program. Use the Program Criteria Reflection charts on the following pages to record responses and rate each publisher program. This process should be completed for each publisher program under consideration, so multiple copies may be required. Be sure to refer to the priorities that were established in the District Lens. The categories in the Program Criteria Reflection chart represent the program criteria from Chapter Twelve of the ELA/ELD Framework. Reflect on these categories as you answer the questions and rate the program using the rating scale below.

+ Strong evidence
√ Adequate evidence
– Limited/No evidence

Grade Level/Span Program Criteria 1		
Program Type: _____		
Publisher Program: _____		
Grade Level/Span: _____		
Unit/Chapter: _____		
1. **Standards Alignment**	**Evidence Notes** [include specific ancillary material(s) being referenced]	**Rating**
a. How do the ancillary materials preteach, reteach, and/or reinforce the standards taught in the core program?		
b. How do the ancillary materials provide review of the standards from the previous grade level in order to scaffold instruction for struggling learners?		
c. (*Insert additional questions based on District Lens*)		

Grade Level/Span Program Criteria 2		
Program Type: _____ **Publisher Program:** _____ **Grade Level/Span:** _____ **Unit/Chapter:** _____		
2. **Program Organization**	**Evidence Notes** [include specific ancillary material(s) being referenced]	**Rating**
a. How easy is it to identify and integrate the ancillary materials for each lesson?		
b. Are there consistent teaching routines and procedures that are reinforced in the daily and weekly lessons?		
c. How are technology and digital resources used to enhance instruction in reading, writing, speaking and listening, and language?		
d. How does the program build knowledge and make connections to other content areas?		
e. (*Insert additional questions based on District Lens*)		

Grade Level/Span Program Criteria 3		
Program Type: _____		
Publisher Program: _____		
Grade Level/Span: _____		
Unit/Chapter: _____		
3. **Assessment**	**Evidence Notes** [include specific ancillary material(s) being referenced]	**Rating**
a. How does the program incorporate short-cycle, medium-cycle, and long-cycle assessment?		
b. How easy is it to locate, administer, and score (e.g., answer keys, rubrics…) student assessments?		
c. Are there a variety of item types (e.g., selected response, constructed response, performance tasks, open-ended questions, technology-embedded and technology-enhanced) included in the assessment tools?		
d. How well do the assessments measure student progress toward proficiency and mastery of the standards (ELA and ELD)?		
e. How well do the materials guide teachers to use formative assessment to check for understanding and monitor student progress as they move through the lesson?		
f. Based on the analysis of data, how clearly does the program articulate next steps such as providing feedback, modifying instruction, reteaching, or accelerating the concept?		
g. (*Insert additional questions based on District Lens*)		

Grade Level/Span Program Criteria 4		
Program Type: _____		
Publisher Program: _____		
Grade Level/Span: _____		
Unit/Chapter: _____		
4. **Universal Access**	**Evidence Notes** [include specific ancillary material(s) being referenced]	**Rating**
a. How easy is it to incorporate the additional Universal Access ancillary materials into the regular instructional time?		
b. How well do the ancillary materials enhance and extend differentiated instruction beyond what is in the teacher edition?		
c. How do Universal Access materials support the specific needs of English learners?		
d. How do Universal Access materials support the range of learners?		
e. (*Insert additional questions based on District Lens*)		

Grade Level/Span Program Criteria 5		
Program Type: _____ **Publisher Program:** _____ **Grade Level/Span:** _____ **Unit/Chapter:** _____		
5. **Instructional Planning and Teacher Support**	**Evidence Notes** [include specific ancillary material(s) being referenced]	**Rating**
a. How effective is the program in guiding teachers' planning and instruction? Are the materials easy to access when planning?		
b. How well does the lesson design support all phases of instruction in inquiry-based, collaborative learning, and direct instruction?		
c. How are electronic learning resources integrated into the program to support teaching and learning (both teacher and student use)?		
d. (*Insert additional questions based on District Lens*)		

Grade Level/Span Program Criteria ELD (Programs 2–3)		
Program Type: _____		
Publisher Program: _____		
Grade Level/Span: _____		
Unit/Chapter: _____		
6. **English Language Development (ELD) - Programs 2–3**	**Evidence Notes** [include specific ancillary material(s) being referenced]	**Rating**
a. How easy is it to locate, access, and plan integrated ELD using the ancillary materials?		
b. How well do the ancillary materials for designated ELD build into and from the core content?		
c. How well do the ancillary materials address the needs of newcomers, including foundational literacy skills?		
d. How well do the ancillary materials address the needs of long-term English learners, including a focus on academic language and literacy skills?		
e. (*Insert additional questions based on District Lens*)		

Action Step 3.3 - Investigate Additional Considerations for Programs 3, 4, and 5

Consider the specialized requirements for Programs 3, 4, and 5 by answering guiding questions.

➢ Task 3.3a - Answer guiding questions regarding the unique needs of students in biliteracy programs (Program 3).

Answer guiding questions regarding the unique needs of students in biliteracy programs (Program 3).

Consider the specialized requirements for Program 3 by answering the guiding questions below. Record evidence and rate each publisher program using the scale below.

+ Strong evidence
√ Adequate evidence
– Limited/No evidence

Investigate Additional Considerations for Program 3		
Program 3 Biliteracy Language Arts/English Language Development Basic Program provides instructional materials designed to ensure that students are successful in developing literacy in English and another language. The materials also provide instruction consistent with the CA ELD Standards. English language development instruction should assist students acquiring English as quickly and efficiently as possible. **Publisher Program:** _____		
Guiding Questions	**Evidence Notes** [include specific ancillary material(s) being referenced]	**Rating**
1. What is the quality of the primary language text? Is it rigorous and culturally and linguistically appropriate?		
2. How well-articulated is the plan for teaching language arts in both languages? What teacher and student materials are provided for the flexible implementation for a range of program models (e.g., 90-10, 80-20, 50-50)?		
3. What support for cross-linguistic transfer between the two languages is provided?		
4. How does the program measure progress in both languages?		
5. (*Insert additional questions based on District Lens*)		

➢ Task 3.3b - Answer guiding questions regarding the unique needs of students who need intensive academic support (Program 4).

Consider the specialized requirements for Program 4 by answering the guiding questions below. Record evidence and rate each publisher program using the scale below.

+ Strong evidence
√ Adequate evidence
– Limited/No evidence

Investigate Additional Considerations for Program 4		
Program 4 Intensive Intervention ELA materials are designed to support an accelerated, intensive intervention pathway to address the needs of students in grades four through eight whose academic performance, which includes proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. **Publisher Program:** _____		
Guiding Questions	**Evidence Notes** [include specific ancillary material(s) being referenced]	**Rating**
1. How will these materials support students with the skills needed to accelerate English language arts and literacy in reading and writing?		
2. How do these materials provide multiple levels and points of entry and exit to appropriately address the skill levels and ELA content knowledge of students?		
3. How will this curriculum help fill in the gaps in areas where students are likely to have difficulty, including: concepts of print; the alphabetic principles; phonological awareness; phonics; word analysis skills; oral reading fluency; vocabulary and morphology; the knowledge of language and its conventions; listening and reading comprehension; sentence structure and syntax; and production of the different writing types?		
4. (*Insert additional questions based on District Lens*)		

➢ Task 3.3c - Answer guiding questions regarding the unique needs of long-term English learners (Program 5).

Consider the specialized requirements for Program 5 by answering the guiding questions below. Record evidence and rate each publisher program using the scale below.

- \+ Strong evidence
- √ Adequate evidence
- – Limited/No evidence

Investigate Additional Considerations for Program 5		
Program 5 Specialized ELD materials provide an intensive, accelerated pathway to support the needs of English learners, including those at risk of becoming or are long-term English learners, whose academic performance is below grade level and whose language proficiency precludes them from performing at grade level in English language arts. The program should be used during a designated ELD period of time, and is not intended to serve as ELA instructional time. The program should include clear instructional plans and tools for students entering and transitioning out of the Specialized ELD program. **Publisher Program:** _____		
Guiding Questions	**Evidence Notes** [include specific ancillary material(s) being referenced]	**Rating**
1. How will these materials support students who are at risk of becoming—or who are long-term English learners—to progress rapidly to grade-level proficiency in English literacy within 12-18 months?		
2. How do these materials provide multiple levels and points of entry and exit to appropriately address the English proficiency levels of students?		
3. How will this curriculum help students who are at risk of becoming or are long-term English learners in moving to grade-level proficiency in English literacy including development of academic language, organization and delivery of oral and written communication, development of reading fluency, and comprehension?		
4. (Insert additional questions based on District Lens)		

Action Step 3.4 - Narrow Program Choices

The goal of this section is to narrow the district's choices to two or three publisher programs. These will be the programs considered for adoption. Committee members should bring copies of their completed charts from Sections Two and Three to their grade level/span teams. The teams will discuss/share their findings and come to consensus on two or three publisher programs that they will recommend to the whole adoption committee.

➢ Task 3.4a - Grade level/span team members meet to review their findings.

Grade Level/Span Program Recommendation Chart	
Program Type (circle one): 1 2 3 4 5	
Grade Level (circle one): TK K 1 2 3 4 5 6 7 8 9 10 11 12 **OR** **Grade Span (circle one): TK–2 3–5 6–8 9–12**	
Publishers to Consider	
a.	
b.	
c.	

➢ Task 3.4b - The whole adoption committee comes together to share their recommendations from each grade level/span.

The next step is that all grade level/span teams will come together with the whole adoption committee to discuss their findings. The grade level/span teams will make their recommendations to the whole committee. The whole adoption committee will review grade level/span recommendations and come to consensus on two or three publisher programs that will continue to be considered for adoption.

District Program Recommendation Chart	
Program Type (circle one): 1 2 3 4 5	
Publishers to Consider	
a.	
b.	
c.	

This page left intentionally blank.

Section 4. Determine Optional Program Review Tasks

Overview

The purpose of Section Four, Determine Optional Program Review Tasks, is for district personnel to decide if the best course of action for their district is to engage in an additional investigation of the publisher programs still under consideration for adoption. This section includes a list of possibilities should the district choose to initiate one or more of the optional review tasks. These other options have the potential to further assist the adoption committee in selecting the best publisher programs to meet student and teacher needs.

Optional review choices include:

- Piloting Publisher Programs
- Teacher Analysis of Similar Lessons
- Student Surveys
- Executive Committee Review

If the district determines that an optional review is not necessary or feasible, then the committee will proceed directly to Section Five, Make a Decision.

Data/Resources

The data and resources required for this section will vary based on the optional program review task selected.

Timeline

The time needed for this optional aspect of the adoption process is predicated on which options are chosen. A full pilot of program materials would take a minimum of six weeks. Additional time would need to be allocated for including teacher analysis of similar lessons, student surveys, and executive committee review.

Section 4. Determine Optional Program Review Tasks - At a Glance

Purpose: To determine and conduct additional program review.

Action Steps	Tasks	Materials
4.1 Optional Program Review Choices	4.1a Determine the need for additional program review such as: • Piloting Publisher Programs • Teacher Analysis of Similar Lessons • Student Survey of Program • Executive Committee Review	• Materials vary based on optional program review task(s) selected
4.2 Conduct Additional Program Review	4.2a Develop a plan and implement the Optional Program Review Task.	• Materials vary based on optional program review task(s) selected

Action Step 4.1 - Optional Program Review Choices

➢ Task 4.1a - Determine the need for additional program review such as:

- **Piloting Publisher Programs**
- **Teacher Analysis of Similar Lessons**
- **Student Survey of Program**
- **Executive Committee Review**

Optional program review is a local control decision. Districts may choose to use an optional program review task based on the recommendation of the adoption committee, district leadership, past practice, or other variables.

If the district determines that an optional review is not necessary or feasible, then the committee will proceed directly to Section Five, Make a Decision.

Piloting Publisher Programs

The most comprehensive option is to pilot publisher programs in selected classrooms. Consider the following guiding principles when planning for piloting publisher programs:

- Include using the program in a representative sample of classrooms for a specific period of time during the school year.
- The time frame is determined by the district and would last a minimum of six weeks.
- The adoption committee will pilot no more than two programs in each of the five program types.
- The adoption pilot teachers will pilot **each program** being reviewed in their assigned program type (Programs 1-5) for a minimum of one unit.
- Ensure that teachers are comparing similar components of competing programs by standardizing the components being piloted.

For detailed guidance on piloting textbooks and instructional materials, refer to the January 2015 California State Board of Education Policy included below and found at http://www.cde.ca.gov/ci/cr/cf/documents/impilotingguidelines.doc .

California State Board of Education Policy Guidelines for Piloting Textbooks and Instructional Materials

Foreword

These guidelines have been revised to reflect changes in law related to the flexibility of local instructional materials reviews and the local control funding formula. They are designed to touch upon major considerations most likely to be universally applicable to local educational agencies (LEA) and offer suggested strategies. They are offered for grades K–8; however, they may be adapted for grades 9–12.

Introduction

The California State Board of Education (SBE) has constitutional authority to adopt textbooks for grades one through eight (Article IX, Section 7.5 of the California Constitution) and statutory authority to adopt instructional materials for kindergarten. Education Code (EC) Sections 60200-60204 describe the process for the adoption of instructional materials for these grades and mandate that submitted materials be evaluated for consistency with adopted content standards and specific evaluation criteria approved by the SBE. (The evaluation criteria are incorporated in the curriculum frameworks.) EC Section 60010(h) defines instructional materials as "all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests." The SBE traditionally adopts only basic instructional materials programs, i.e., programs that are designed for use by pupils 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).

An LEA may choose to use instructional materials that have not been adopted by the SBE, pursuant to EC Section 60210, so long as they are aligned to state standards and a majority of the participants of any review process conducted by the LEA are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

The process of selecting and implementing new instructional materials should be thoroughly planned, conducted publicly, and well documented. At every step an LEA should 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."

I. Determining Materials to Pilot

The SBE-adopted curriculum framework for the respective subject will provide extensive information regarding initial selection of instructional materials. A review of the curriculum framework will be the first step in any curriculum development and instructional materials selection process.

In selecting instructional materials to pilot, a district may either choose from programs on the current SBE-adopted list of recommended materials, or the district may conduct its own independent review. In either case, the steps identified below are critical to the process.

The format of instructional materials may include print, technology-based, or a combination of both, as identified in EC Section 60010(h).

1. Establish a representative committee charged with recommending instructional materials for district adoption. The committee should involve representatives of all populations in the district, including parents, administrators, teachers at all grade levels, English learner programs, and programs to support students with special needs. The committee will:

    - Review criteria for evaluation of instructional resources as outlined in the most recent SBE-approved curriculum framework for the subject area under consideration. Whether choosing from the SBE-adopted list or conducting an independent review, a thorough understanding of the SBE's evaluation criteria will be helpful. These criteria include

alignment with the SBE-adopted content standards, program organization, assessment, universal access, and instructional planning with teacher support.

- Review, as appropriate, the Toolkit for Evaluating Alignment of Instructional and Assessment Materials developed by Achieve, the Council of Chief State School Officers, and Student Achievement Partners located at http://www.ccsso.org/Resources/Digital_Resources/Toolkit_for_Evaluating_Alignment_of_Instructional_and_Assessment_Materials_.html.
- Review SBE- or District-adopted grade-level content standards for the specific subject area under consideration.
- Review the SBE Adoption Report of Instructional Materials which outlines the K–8 state adoption process and the state level evaluations of each program.
- Identify student strengths and weaknesses using district or site level data as appropriate. Disaggregate measures of student achievement in mathematics and language arts from statewide tests results. Review results from district assessments in the content area for which materials are being adopted. District assessment data would be especially useful for the content areas that do not have CAASPP results.
- Identify student diversity/universal access issues that instructional materials need to address—above grade level, below grade level, English learner populations, and special needs populations. Ensure that the instructional materials being considered provide equitable access to all areas of the curriculum for all students. The curriculum frameworks contain extensive information regarding this access. The federal Individuals with Disabilities Education Act (IDEA) requires an LEA to provide accessible instructional materials to students who need them for participation and achievement. While SBE-adopted materials are available in accessible formats from the CDE, an LEA utilizing non-adopted materials will need to obtain digital files and have them converted to accessible formats, such as braille and large print books.

2. Define and prioritize evaluation criteria. Develop an evaluation instrument. The evaluation instrument should reflect criteria from the State, but it should also reflect district or site-specific concerns, such as, organization of teacher materials, management/availability of supplemental materials, required level of teacher knowledge, preparation time, etc. The evaluation instrument can also be used as a guide for a preliminary screening of suggested instructional materials for piloting so that only the few programs most closely aligned with the identified evaluation criteria will be piloted. It is difficult to adequately monitor and support piloting of more than two to four programs.

3. Ensure that instructional materials comply with the state laws and regulations for 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. These 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 learning environment. 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 an online, searchable list of the materials that meet the social content requirements. If an LEA is not purchasing state-adopted instructional materials or materials from the list of approved instructional materials maintained by the CDE, the LEA must ensure

that the review for social content is done at the state or local level. An LEA may require a publisher to submit its materials for social content at the state level before the materials are adopted at the local level. Information about the review process and the CDE's searchable database can be found on the CDE Social Content Review Web page at http://www.cde.ca.gov/ci/cr/cf/lc.asp.

II. The Pilot

Piloting instructional materials using a representative sample of classrooms for a specified period of time during a school year is a frequent part of the adoption process in many school districts. A structured and monitored pilot process can be helpful to school districts and school sites as they consider the adoption of instructional materials.

An effective pilot will help determine if the materials will actually provide teachers with the needed resources to implement a standards-based instructional program. The core of the pilot process is determining the relationship of the materials to the standards and the teachers' evaluations of how well the materials provide students access to the standards. The actual use of the materials in classrooms will provide teachers experience with the program's organization, assessment, and range of instructional strategies. The evaluations of the pilot teachers will carry considerable influence at the decision making time.

The piloting process, being mindful of EC Section 60002 as quoted above, should also involve representatives of all populations in the district, including parents, administrators, English learner programs, and programs to support students with special needs.

Listed below is a suggested chronology of the local pilot process.

1. Contact selected publishers to ascertain what assistance they will provide, e.g., number of pilots at free or reduced cost, in-service for the pilot teachers, consultation with teachers during the pilot process.

2. Establish the district contact for the selected publishers. Set firm ground rules with the publishers and teachers. Limit the amount of materials that can be distributed and to whom. Maintain a careful list of what materials are being used in each classroom in order to ensure student access to appropriate complete and rigorous content.

3. Ensure that teachers are comparing similar components of competing programs by standardizing the components to be piloted, e.g., intervention materials, English learner support, skills reinforcement.

4. Consider the use of formative assessments and pre- and post-testing. This might be done with subject areas that are used to determine statewide test scores or to determine retention/promotion policies.

5. Establish a system for removing non-consumable materials when the pilot is completed. Keep teachers, publishers, and site administrators informed of timelines and procedures.

6. Determine the duration of the pilot. Determine what information is needed from the pilot, and give teachers enough time to develop a complete unit or concept so that they will be able to evaluate the program fairly. It is preferable to have teachers use more than one program. This establishes a basis for comparison and evaluation.

7. Set up the pilot sites to represent the various student populations and teacher populations. Have programs distributed equally among grade levels.

8. Require that teachers attend an in-service training for their materials. They need to know what they have and how to use it in order to fairly evaluate the materials. They also need to understand that they are part of a small group of people who will be giving valuable input to the selection committee.

9. Review the evaluation instrument with the pilot teachers at the in-service training. Distribute it to the publishers prior to the in-service training, so they can address criteria during the in-service training.

10. Gather evaluations promptly when the pilot process is completed. Compile results and distribute them to the selection committee, teachers, and publishers. Look for trends by grade level, criteria, and particular school populations. The committee should use the evaluations as one step in the adoption process.

III. Additional Piloting Considerations

1. Keep the offerings of each publisher consistent with the other publishers, so that a bias will not be established toward a publisher who is more "generous."

2. Caution teachers and publishers about accepting or offering gifts, gratuities, meals, etc. Pilot evaluations need to be based on the merits of the program and its effectiveness with student learning. It is recommended that EC sections 60070–60076 be reviewed as these sections specify the prohibitions between publishers and school officials.

3. Establish firm guidelines regarding contact between publishers and district personnel at the outset of the piloting process and monitor during the process. To assist in setting guidelines, it is advisable to review the EC sections dealing with instructional materials (grades K–12, sections 60052–60076; grades K–8, sections 60200–60112; grades 9–12, sections 60400–60411).

4. Inform evaluation committees that publishers must comply with numerous statutes and regulations. In particular, evaluation committees should be aware that publishers are prohibited from publicizing in their marketing material excerpts, in whole or part, from state adoption reports.

5. Verify correlations/standards maps supplied by publishers to actual standards and check the references to specific lessons and page numbers. Materials adopted by the SBE must be aligned to the standards.

6. Survey educators outside the district to explore their experiences with the instructional materials that are being piloted or considered for adoption.

IV. Curriculum Mapping Considerations

If using materials from more than one source, i.e., basal program, to provide content aligned to the SBE-adopted standards, an LEA should develop a curriculum map to identify the materials to be utilized to provide complete coverage of the standards. This documentation is important for determining whether or not the LEA is in compliance with EC Section 60119, commonly known as Williams' instructional materials sufficiency. This law in part requires that each pupil in each school in the school district has sufficient textbooks or instructional materials, or both, that are

aligned to the content standards adopted pursuant to EC Section 60605 or 60605.8 in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the SBE: mathematics; science; history-social science; and English language arts, including the English language development component of an adopted program. While in the past an LEA typically utilized one SBE-adopted program for a particular grade level, in this era of local control, LEAs are beginning to incorporate additional materials. An LEA may utilize a textbook, a supplemental component, and online resources. It is important that an LEA demonstrate that students have access to this content both in the classroom and to take home, pursuant to EC Section 60119.

Teacher Analysis of Similar Lessons

Teachers compare publisher programs. Duplicate a similar lesson from each program and hide/cover the name of the publisher (if possible). Teachers analyze each lesson for strengths and weaknesses, then compare programs and determine which ones they would recommend for adoption.

Student Input on Programs

To gather additional information, teach a similar lesson for each program under consideration. Conduct a student survey of the lessons you have just taught. Create a series of survey questions that will focus on the lessons or use the suggestions below. Put students in small groups to review the two lessons and respond to survey questions. Follow the instructions below.

Instructions for Teachers

a. Teach a lesson from one of the programs under consideration.

b. Have students work individually or in small groups of three or four.

c. Following the lesson, have students work individually or in small groups to answer the survey questions.

d. Set guidelines for group discussion where students take turns discussing and answering questions about the book.

e. Students rate the lesson using the questions and rating scale below. Consider using an electronic data collection tool.

f. Repeat the process for the other program under consideration.

Directions for Students

Look through the student edition of the language arts textbook and reflect on the lesson. Answer the following questions:

a. Was the lesson interesting and engaging?

b. Was the text easy, just right, or too difficult?

c. Describe what you learned from the lesson.

d. Describe the features of the lesson that helped you learn.

e. Was there anything you didn't like in the lesson? If so, describe.

f. Rate the lesson from 1–4.

1 = not very good

2 = just okay

3 = good

4 = excellent

Executive Committee Review

The executive committee conducts an additional review of the publisher programs for the best match with the District Lens.

Action Step 4.2 - Conduct Additional Program Review

➢ Task 4.2a - Develop a plan and implement the Optional Program Review Task.

Once an optional program review has been selected, develop a plan including task, personnel, and timeline. This plan should include next steps prior to beginning Section Five, Make a Decision.

Section 5. Make a Decision

Overview

After completing the activities in Section Four, the adoption committee may be able to come to an agreement quickly and easily about which programs to adopt. If there is still need for further discussion and deliberation, proceed to the activities in this section.

The purpose of Section Five, Make a Decision, is to provide a decision-making framework in the event that the adoption committee has more than one viable option and has not yet identified a clear choice for adoption that everyone can support.

While every district has the option of not choosing off the list, there are still legal requirements to be met. If a local education agency chooses to use instructional materials that have not been adopted by the state board, the local education agency shall ensure that a majority of the participants of any review process conducted by the local education agency are classroom teachers who are assigned to the subject area or grade level of the materials. LEAs may also utilize supplemental resources that meet the requirements of the social content standards requirements. For more information, refer to EC section 60210 added via AB 1246 (Brownley).

Data/Resources

Use data, charts, and templates from Sections One, Two, Three, and Four as needed to assist adoption committee members as they complete this section.

Timeline

The process in this section is designed to facilitate the selection of instructional materials for Programs 1–5. It may be necessary to conduct multiple sessions of this process, so the timeline will vary according to the number of programs being reviewed. The approximate timeline for each program type is 3–4 hours.

Section 5. Make a Decision - At a Glance

Purpose: To come to consensus and make a decision (Toolkit Template: Section 5: At a Glance**)**

Action Steps	Materials
5.1 Prepare for Decision-Making Process	Action Step 5.1: Prepare for Decision-Making Process PowerPoint
5.2 Compile and Review Data	Refer to Action Steps
5.3 Determine Level of Support for Each Program	Refer to Action Steps
5.4 Discuss and Cite Evidence	Refer to Action Steps
5.5 Work Toward Consensus	Refer to Action Steps
5.6 Examine Other Considerations	Refer to Action Steps
5.7 Fall-Back Decision-Making Option	Refer to Action Steps

Action Step 5.1: Prepare for Decision-Making Process

1. Identify a person who is a recognized neutral leader to facilitate this process.
2. Use the *Action Step 5.1: Prepare for Decision-Making Process* PowerPoint to present the information for the following tasks.
3. Establish norms. Consider the following suggestions:
   - Let everyone be heard
   - Assume positive intentions
   - Be present and prepared
   - Base decisions on evidence collected from multiple perspectives
4. Introduce the definition of *consensus*.

   A consensus decision means:

   - Each team member agrees he/she can support the publisher program ultimately recommended by the committee.
   - Each team member has a responsibility to support the adoption and its implementation throughout the district.
5. Adoption committee members agree to express and defend their level of support for each program. Introduce the Levels of Support.
   1. **I strongly agree** with this publisher program and can support it.
   2. **I can support** this publisher program. I am willing to go along with this choice.
   3. **I have concerns** and cannot support this publisher program.
   4. **I abstain** because I didn't learn enough about this publisher program to have an opinion.
   5. Agree that if the adoption committee is unable to reach consensus, the district's Executive Committee will make the final decision.

Action Step 5.2: Compile and Review Data

1. Facilitator will lead a review of the District Lens data (Section One).
2. Facilitator will lead a review of the publisher program choices (including careful analysis by grade level/span and across grade implications) with assembled notes and opinions on each (Sections Two and Three).
3. Facilitator will lead a review of the Optional Program Review data (Section Four).

Action Step 5.3: Determine Level of Support For Each Program

1. Facilitator displays level of support categories and reminds participants of data reviewed.
2. Facilitator guides a discussion on strengths and weaknesses of each program. Record strengths and weaknesses on charts or using an electronic tool (e.g., Padlet, AwwApp - A Web Whiteboard, or Google Doc).
3. Facilitator grants members time to determine their level of support regarding each separate publisher program choice.
4. When all members are ready to be polled and later defend their level of support for program options, polling begins on the options. Note members may express any level of support for any program—for example, choosing to support two programs with full support. Consider using an electronic tool to poll (e.g., Poll Everywhere, Survey Monkey, Google Forms, etc.).
5. Facilitator polls the group, and members individually display their level of support. Facilitator posts results for each program choice on a chart or electronically.
6. If no program has Level 3 support, identify the program that has the most Level 1 support and congratulate the group on having reached consensus.

Action Step 5.4: Discuss and Cite Evidence

1. For any program that receives Level 3 support, meaning "no support for this choice," facilitator asks member to explain his/her position.
2. If program selections are in opposition to one another, invite participants to voice their opinions citing specific evidence (i.e., reference charts, notes, and data from Sections One through Four). Depending on group size, this might take the form of a simple discussion, or in a large group a more structured process that breaks the group into smaller mixed groups for discussion and charting.
3. Discuss patterns of strengths and areas of concern. Ask the group to narrow the existing strengths and concerns to items that might inhibit consensus. Encourage each member to share their concerns, rationale, and supporting evidence for those concerns in a way that will inform and provide knowledge that will enable the group to reach consensus.
4. Conduct another poll to see if the level of support has shifted after the discussion of strengths and concerns.
5. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.
6. If there are still Level 3 concerns, continue the process.

Action Step 5.5: Work Toward Consensus

1. Invite any who still express a Level 3 support to express their concerns to the whole adoption committee.
2. Suggest other committee members address the voiced concerns and discuss options for compromise.

3. Conduct another poll to see if the level of support has shifted after the discussion.
4. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.
5. If there are still Level 3 concerns, continue the process.

Action Step 5.6: Examine Other Considerations

1. If the decision is not yet clear, now is the time to consider additional differences based on district priorities. Considerations include:
    a. Evaluation criteria charts and criterion that is most critical based on district need.
    b. Alignment between program types.
    c. Other immediate needs such as new teachers, need for technology, growing number of students with intervention needs, etc.
    d. Factors such as cost breakdown for components by grade span.
    e. Availability of professional development support (within program and from the publisher).
    f. Opportunities to maximize articulation across schools, districts, and throughout the county.
2. Facilitator reviews consensus definition chart. Even though a choice may not be a member's first choice, facilitator reminds group that consensus means that everyone can support a program for the district.
3. Conduct a final poll of individuals in the group.
4. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.
5. If there are still Level 3 concerns, return to Action Step 5.5.

Action Step 5.7: Fall-Back Decision-Making Option

1. If consensus was not reached, the fall-back decision-making option is in effect. Input will be forwarded from the adoption committee to the district's Executive Committee to make a final program choice.

This page left intentionally blank.

Resources

Program Type Descriptions

There are five program types described in Chapter Twelve of the 2014 ELA/ELD Framework. A brief description of the five program types is included below.

- **Program 1: English Language Arts Basic Program, Kindergarten Through Grade Eight (Program 1 Basic ELA)**

  This basic grade-level program is the comprehensive curriculum in English language arts for kindergarten through grade eight. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA adopted by the SBE August 2010, and modified March 2013. It addresses the needs of students working at or near grade level. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted. Program Type 1 must include universal access features to support English learners as described in the Framework, Chapter 12, category 4, but it is not an ELD program.

- **Program 2: English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 2 Basic ELA/ELD)**

  This basic grade-level program provides the comprehensive curriculum in English language arts for kindergarten through grade eight with integration of the CA ELD Standards that were adopted by the SBE November 2012. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards, and includes materials necessary for designated English language development instruction. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

- **Program 3: Biliteracy Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 3 Basic Biliteracy)**

  This basic grade-level biliteracy language program provides instructional materials in English and in a language other than English, is consistent with the content of the CA CCSS for ELA, and includes linguistic modifications for the non-English language. These materials are designed to ensure that students are successful in developing literacy in English and another language. The materials also provide instruction consistent with the CA ELD Standards. English language development instruction should assist students acquiring English as quickly and efficiently as possible. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

- **Program 4: Intensive Intervention Program in English Language Arts, Grades Four Through Eight (Program 4 Intensive Intervention ELA)**

  This program supports a basic program and provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. This program could be used as a temporary replacement core where students are non-readers in the first- or second-grade level as evidenced in a broad set

of measures. The materials are not intended to be a substitute for English language development instruction. The materials in this program are designed for students to gain two grade levels for each year of instruction while providing a rich curriculum supporting the five themes: meaning making, language development, effective expression, content knowledge, and foundational skills. The materials are designed to accelerate students' successful reentry into a basic program and include clear instructional plans and tools for entering and exiting the program.

- **Program 5: Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD).**

  This program for a specialized designated ELD instructional period provides an intensive, accelerated pathway that supports the needs of English learners, including those at risk of becoming or who are long-term English learners, whose academic performance is below grade level, are making minimal progress towards English proficiency, and whose lack of language proficiency precludes them from performing at grade level. The materials in this program are designed to support students in their movement to grade-level proficiency in English within 12–18 months and include clear instructional plans and tools for entering and exiting the program.

Models of Designated ELD

All designated ELD instruction must connect to core content instruction. Designated ELD is not reading intervention.

Options for Designated ELD: Elementary School

Option	Model	
1A	Homeroom Model	Teachers schedule a block of time (ideally, daily) to provide designated ELD to the EL students in their homeroom class. Teachers (and ELD specialists pushing in) work with small groups of ELs, grouped by English language proficiency level, while non-ELs engage in independent literacy stations or engage in small group work. Possible Options: » 1A.1 Homeroom Model: Teachers work with small groups of ELs based on student needs, while non-ELs engage in independent literacy stations or engage in small group work. » 1A.2 Classroom Teacher with ELD Specialist Support: Teachers and ELD specialist (pushing in) work with small groups of ELs, based on student needs, while non-ELs engage in independent literacy stations or engage in small group work.
1B	School-wide Regrouping Model	Schools schedule a block of time (ideally, daily) to provide designated ELD by regrouping students by English language proficiency level within grade levels (or sometimes across grade levels, depending on numbers of ELs at each grade level). Teachers sharing students collaborate frequently to plan and adapt instruction in order to meet EL students' needs.
1C	Pull-out Model (rare)	In rare exceptions (schools with very low numbers of ELs or with newcomer ELs), students may be pulled out regularly from homeroom classes to receive designated ELD instruction from an ELD specialist. EL students must not be pulled from core content instruction, including ELA, math, and science. The ELD specialist and homeroom teacher collaborate regularly to meet EL students' needs.

Santa Clara County Office of Education (2015)
Acknowledgement to Dr. Pamela Spycher (WestEd) for her assistance with development of models of designated ELD

Options for Designated ELD: Secondary School

Option	Model	
1	Designated ELD Class Period	ELD provided in a dedicated class period
1A	0/7th Period	Elective offered so that ELs do not miss out on a robust curriculum with designated ELD offered during periods 1–6
1B	1–6th Period	With careful scheduling so that ELs do not miss out on a robust curriculum
1C	Newcomer EL Program	With a clear plan to transition students into mainstream instruction with designated ELD
2	Designated ELD Within Content Courses	Designated ELD delivered to small groups for pre-determined amount of time (according to individual needs) within content class setting by the content class teacher in collaboration with ELD specialist and possibly with paraprofessional support for newcomer ELs

Santa Clara County Office of Education (2015)
Acknowledgement to Dr. Pamela Spycher (WestEd) for her assistance with development of models of designated ELD

Websites and Technology Resources

- **ELA/ELD Framework**
  http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
- **ELA/Literacy Standards**
  http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf#search=ela/literacy%20standards&view=FitH&pagemode=none
- **CCSS English Language Arts Resources**
  http://www.cde.ca.gov/re/cc/elaresources.asp
- **Common Core en Español**
  http://commoncore-espanol.sdcoe.net
- **ELD Standards and Resources**
  http://www.cde.ca.gov/sp/el/er/eldstandards.asp
- **English Language Development Glossary of Key Terms**
  http://www.cde.ca.gov/sp/el/er/documents/sbeeldglossary.pdf
- **Smarter Balanced Assessment Consortium**
  http://www.smarterbalanced.org/
- **eStandards**
  http://estandards.scoecurriculum.net/index.html
- **Digital Chalkboard (Brokers of Expertise)**
  https://www.mydigitalchalkboard.org/
- **Williams Settlement**
  http://www.cde.ca.gov/eo/ce/wc/wmslawsuit.asp

ELA/ELD Adoption Toolkit Timeline

Section	Estimated Time*	Dates/Location	Notes/Consideration
Introduction			• Request materials from publishers • Gather data for Section One • Identify adoption committee members • Establish a timeline
I. Develop the District Lens	3–4 hours		
II. Investigate Integration and Alignment of ELA/Literacy and ELD	6–8 hours for Programs 1–3. Programs 4 and 5 will take additional time.		
III. Review Program Components	8–12 hours depending on the number of programs under consideration		
IV. Determine Optional Program Review Tasks	Varies		Pilot of a Program: Minimum of six weeks per program
V. Make a Decision	3–4 hours for each program type		

**This is an estimated minimum time requirement for each section. The timeline will be affected by the number of committee members, program types, and publisher programs being reviewed.*

Glossary of Terms

- **Academic Performance Index (API)**

  State legislation established the Academic Performance Index (API), which summarizes a school's academic performance and progress on statewide assessments. In 2014, the California State Board of Education decided not to produce an API or any new state accountability system until a growth model is developed using the results from the Smarter Balanced assessments. A reconstituted API is scheduled to resume in 2015-16.

- **Adequate Yearly Progress (AYP)**

  The federal No Child Left Behind (NCLB) Act of 2001 requires all schools and districts to measure academic success according to how well the school and district meet common performance targets. This determines whether or not each public school and LEA is making Adequate Yearly Progress (AYP). AYP criteria include subject matter proficiency, participation rate, API score and high school graduation rate. For federal accountability, the U.S. Department of Education approved a waiver to allow California not to make new Adequate Yearly Progress (AYP) determinations for elementary and middle schools in 2014. Instead, elementary and middle schools received the same AYP determinations as in 2013. This means that no new schools entered or exited Program Improvement (PI), and the current PI schools did not advance a year in their PI status. High schools were not affected by this waiver. High schools will continue to receive AYP determinations because those determinations are not based on STAR results, but on California High School Exit Exam (CAHSEE) results and graduation rates.

- **Ancillary Materials**

  Additional resource materials that are included in state-board approved publisher programs to provide necessary support to instruction. These materials are not contained in the teacher or student edition.

- **Basic Program (often referred to as Core Program)**

  - » Program Types 1, 2, and 3. Comprehensive curriculum in English language arts for kindergarten through grade eight. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA adopted by the SBE.
  - » Program 2 Basic ELA/ELD provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards. The program includes materials necessary for designated English language development instruction.
  - » Program 3 Basic Biliteracy provides instructional materials in English and in a language other than English, is consistent with the content of the CA CCSS for ELA, and includes linguistic modifications for the non-English language. These materials are designed to ensure that students are successful in developing literacy in English and another language.

- **CAHSEE**

  California High School Exit Exam. Beginning with the class of 2006, all public high school students must pass this exam in order to earn a high school diploma.

- **CAASPP**

  The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013. The 2014–15 CAASPP comprises the following required assessments:

  CAASPP Assessment Components Include:

  » Smarter Balanced Assessment Consortium (SBAC) – online computer-adaptive assessment in ELA and mathematics for grades 3–8 and 11.

  » California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) – paper/pencil tests in science for grades 5, 8, and 10 will continue to be administered until new tests aligned with the Next Generation Science Standards are implemented.

  » Alternate assessment in ELA and mathematics (CalAlt will replace CAPA in Spring 2016) for grades 3–8 and 11.

- **CELDT**

  California English Language Development Test (CELDT) is a state test of measuring English language proficiency levels of students who are: (1) newly enrolled students whose primary language is not English, as an initial assessment, and (2) students who are English learners, as an annual assessment. CELDT is scheduled to be replaced with Engish Proficiency Assessments for California (ELPAC).

- **CST**

  California Standards Test. This criterion-referenced test, administered annually in grades 2–11, determines student proficiency in California content standards and shows how students served by the school or local educational agency achieved on the statewide academic assessment. Results of these tests are used to calculate state Academic Performance Index (API) for schools and districts and serve as an additional indicator for federal Adequate Yearly Progress (AYP) requirements.

- **Designated ELD**

  Designated English language development (ELD) instruction is protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. (2014 ELA/ELD Framework, Glossary)

- **Differentiated Instruction**

  Differentiated instruction is the use of a variety of evidence-based instructional approaches to transform the materials, curriculum, and production in response to the interests, preferences, and readiness of diverse learners. It is not a program but a way for teachers to think effectively about whom they teach, where they teach, and how they teach to maximize all students' academic potential (Glass 2012). (2014 ELA/ELD Framework, Chapter 9, Page 47)

- **District Lens**

  Data gathered by a school district showing information about teacher and learner needs, state testing results, available resources, and instructional materials unique to that district.

- **English Learners**

  English learner/English language learner. "English learner" means a child who is learning English as an additional language, whose native language is not English, and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP child. (Education Code section 306)

- **ELPAC**

  English Language Proficiency Assessments for California (ELPAC), scheduled to replace the CELDT test, will include initial identification and summative assessments, and will be aligned to the 2012 State Board of Education-adopted English Language Development ELD Standards that assess the English language proficiency of pupils whose primary language is a language other than English.

- **Integrated ELD**

  Integrated English language development (ELD) is English language development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners. (2014 ELA/ELD Framework, Glossary)

- **Intensive Intervention Program**

  Program Type 4 provides an accelerated, intensive intervention pathway that supports the needs of students in grades four through eight whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. (2014 ELA/ELD Framework, Chapter 12, Page 8)

- **Intervention**

  A structure for diagnosing and supporting students who do not demonstrate competence in the skills and knowledge required for grade-level work. This structure should include age-appropriate materials delivered explicitly, systematically, and with urgency to accelerate student learning.

- **Local Control**

  In education, local control refers to (1) the governing and management of public schools by elected or appointed representatives serving on governing bodies, such as school boards or school committees, that are located in the communities served by the schools, and (2) the degree to which local leaders, institutions, and governing bodies can make independent or autonomous decisions about the governance and operation of public schools.

- **LCAP**

  The Local Control Accountability Plan (LCAP) is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees, students, and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals, and specific actions the district will take to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

- **Long-Cycle Assessment**

  Yearly assessments (e.g., annual/end-of-year) of learning, such as the Smarter Balanced annual assessments, are long-cycle assessments. They cover a year's worth of learning and, by their nature, provide very large grain-sized information about student achievement relative to the standards. (2014 ELA/ELD Framework, Chapter 8, Page 25)

- **Long-Term English Learner**

  An English learner who is enrolled in any of grades 6-12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to EC Section 60810, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to EC Section 60640, or any successor test. (2014 ELA/ELD Framework, Glossary)

- **Medium-Cycle Assessment**

  Assessments that teachers develop, or that are included in the curricular materials and are administered at the end of a unit, quarterly or every six weeks, are medium cycle. Medium-cycle assessments (e.g., end-of-unit, quarterly interim/benchmark) occupy a middle ground between short-cycle formative assessment and long-cycle summative assessments. Some are used to inform instruction during the school year; others serve evaluative purposes. (2014 ELA/ELD Framework, Chapter 8, Page 19)

- **Newcomers**

  Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries.

- **Short-Cycle Formative Assessment**

  Short-cycle formative assessment is the assessment for learning which is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve student achievement of intended instructional outcomes (McManus 2008). Short-cycle formative assessment occurs when evidence of learning is gathered minute-by-minute, daily, and weekly from a variety of sources during ongoing instruction for the purpose of moving learning forward to meet short-term goals (i.e., lesson goals) (Black and Wiliam 1998; Council of Chief State School Officers Formative Assessment State Collaborative 2006; Heritage 2010; Popham 2010). This short-cycle formative assessment process is referred to as formative assessment. (2014 ELA/ELD Framework, Chapter 8, Page 12)

- **Smarter Balanced Assessment System**

  The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. The Smarter Balanced Assessment System has three components designed to support teaching and learning throughout the year: the Summative Assessments, the Interim Assessments, and the Digital Library.

  Smarter Balanced Assessments are computer-based tests aligned with the state's rigorous new standards for English language arts/literacy and mathematics. Smarter Balanced is part of a comprehensive new testing program called California Assessment of Student Performance and Progress (CAASPP), which replaces the Standardized Testing and Reporting Program that expired on July 1, 2013.

- **Specialized ELD**

  Program Type 5 provides an intensive, accelerated pathway that supports the needs of English learners, including those at risk of becoming or who are long-term English learners, whose academic performance is below grade level, are making minimal progress towards English proficiency, and whose lack of language proficiency precludes them from performing at grade level. (2014 ELA/ELD Framework, Chapter 12, Page 9)

- **Systematic Instruction**

  The strategic design and delivery of instruction that examines the nature of the objective to be learned and selects and sequences the essential skills, examples, and strategies necessary to achieve the objective by (1) allocating sufficient time to essential skills; (2) scheduling information to minimize confusion on the part of the learner; (3) introducing information in manageable and sequential units; (4) identifying prerequisite skills and building on prior knowledge of the learner; (5) reviewing previously taught skills; (6) strategically integrating old knowledge with new knowledge; and (7) progressing from skills in easier, manageable contexts to more complex contexts. (2014 ELA/ELD Framework, Glossary)

- **Summative Assessment**

  This is the assessment of learning that includes quarterly, midyear, and end-of-year tests developed by publishers and school districts. They are used to determine whether the student has mastered the content and to document long-term growth.

- **Universal Design for Learning** (UDL)

  This is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL involves the use of effective teaching practices and the intentional differentiation of instruction from the outset to meet the needs of the full continuum of learners.