

The Role of High-Quality Instructional Materials to Support Distance Learning

Partners:

Curriculum Frameworks and Instructional Resources Division
CalCurriculum

June 11, 2020



California Department of Education
Tony Thurmond, State Superintendent of Public Instruction



Who We Are: CDE Presenters



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Agenda

- ▶ Overview
- ▶ Our current context: What have we learned?
- ▶ The need for high-quality instructional materials to support distance learning, in-person learning, and hybrid learning
- ▶ Understanding materials and instruction
- ▶ Preparing for ongoing distance learning
- ▶ Closing



CDE: Instructional Materials Support



The Instructional Quality Commission (IQC) is responsible for advising the State Board of Education on matters related to curriculum and instruction.

<https://www.cde.ca.gov/be/cc/cd/index.asp>



The Curriculum Frameworks and Instructional Resources Division (CFIRD) is part of the Instruction and Measurement Branch. It supports the IQC, develops curriculum frameworks, oversees the adoption of instructional materials, and produces and distributes instructional materials in specialized media.

<https://www.cde.ca.gov/re/di/or/cfird.asp>



Who We Are: CalCurriculum Presenters



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We support California districts in their search for instructional resource support. We offer

- ▶ independent reviews of instructional materials for use in California classrooms;
- ▶ tools and resources for smart adoptions; and
- ▶ guidance on instructional materials adoption and implementation.

<https://www.calcurriculum.org/>

CalCurriculum is a partnership between EdReports.org (<http://www.edreports.org/>) and Pivot Learning (<http://www.pivotlearning.org/>).



Getting to Know You



Poll

Select which role best describes your work

- ▶ Teacher
- ▶ Coach
- ▶ Specialist
- ▶ Site Leadership
- ▶ District Leadership
- ▶ County Office Support
- ▶ CDE Support
- ▶ Other





Overview

Learning Goals:

1. Reflect on the current context for distance learning, in-person learning, and hybrid models
2. Understand how to select appropriate instructional materials for distance learning, in-person learning, and hybrid models
3. Understand guidance and available supports for planning for the beginning of the next school year

What Do We Mean by Distance Learning?

“Distance learning” means instruction in which the student and instructor are in different locations.



Distance Learning May Include:

The use of print materials incorporating assignments that are the subject of written or oral feedback

Interacting through the use of computer and communications technology

Delivering instruction and check-in time with their teacher

Video or audio instruction in which the primary mode of communication between the student and instructor relies on computer or communications technology

Either synchronous or asynchronous instruction



A woman with short, curly dark hair and a warm smile is seated at a desk, working on a silver laptop. She is wearing a light blue button-down shirt and gold hoop earrings. Her hands are positioned on the laptop keyboard. The background features a white bookshelf filled with various books, with a pair of red-rimmed glasses resting on one of the shelves. The overall atmosphere is professional and focused.

What Have We Learned?



Important Reflection



Consider how your instructional practices were disrupted this spring. What kinds of adaptations did you/would you make in order to continue striving to provide high-quality instruction?

Distance learning best practices are general best practices

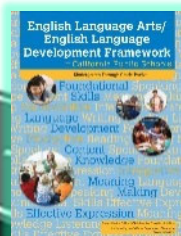
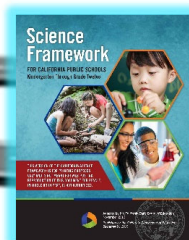
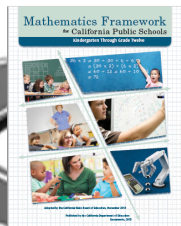
In general, learning should be

- ▶ designed to meet the needs of all students;
- ▶ accessible;
- ▶ built to include opportunities for formative assessment, necessary interventions, and multiple means of representation; and
- ▶ standards-aligned, guided by research, and based on data.



It's all connected!

Frameworks



Instructional Materials



Standards



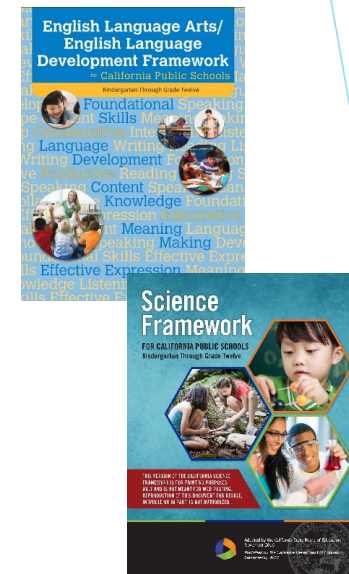
Content Standards

- ▶ What we want students to know, understand, and be able to do by:
 - End of a grade level
 - End of their school career
- ▶ They are the “what” for instruction



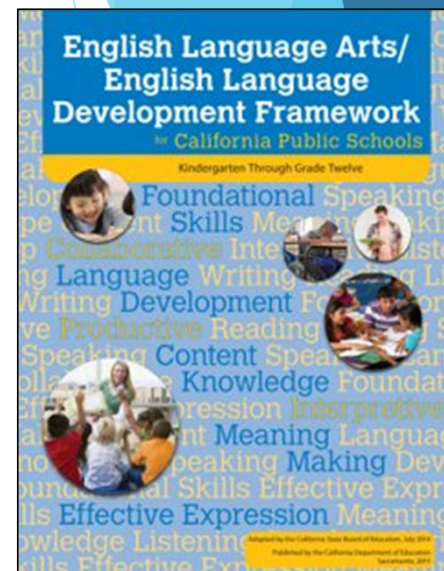
Frameworks

- The “how” for instruction
- Guidance for educational programs:
 - Teachers
 - Administrators
 - Directions to publishers
 - Reflects current and confirmed research
 - Adheres to current *CA Education Code* requirements
 - Meets the needs of ALL students



Guiding Principles Still Apply: ELA/ELD

- ▶ Schooling should help all students achieve their highest potential.
- ▶ The responsibility for learners' literacy and language development is shared.
- ▶ ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.
- ▶ Effective teaching is essential to student success.
- ▶ Motivation and engagement play crucial roles in learning.





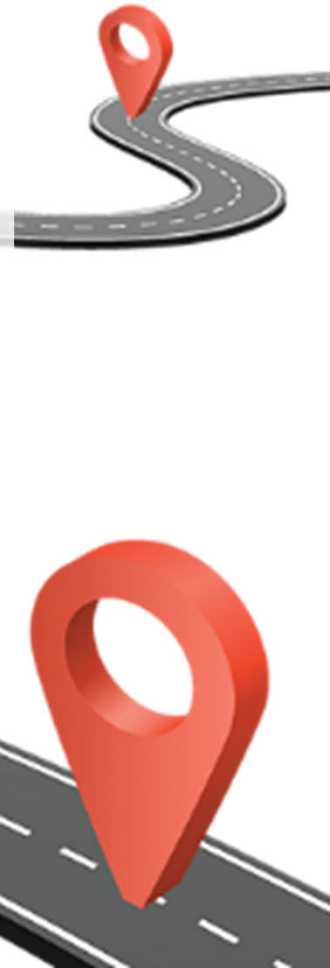
Guiding Principles Still Apply: Mathematics

- ▶ **Shifts:** Focus, Coherence, Rigor
- ▶ **Learning:** Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment, and develop depth of understanding.
- ▶ **Teaching:** An effective program is based on a carefully designed set of content standards that are clear and specific, focused, and articulated over time as a coherent sequence.
- ▶ **Technology** is an essential tool that should be used strategically in mathematics education.
- ▶ **Equity:** All students should have a high-quality mathematics program that prepares them for college and careers.
- ▶ **Assessment** of student learning in mathematics should take many forms to inform instruction and learning.

Instructional Materials

Tools to help teachers provide instruction on the standards

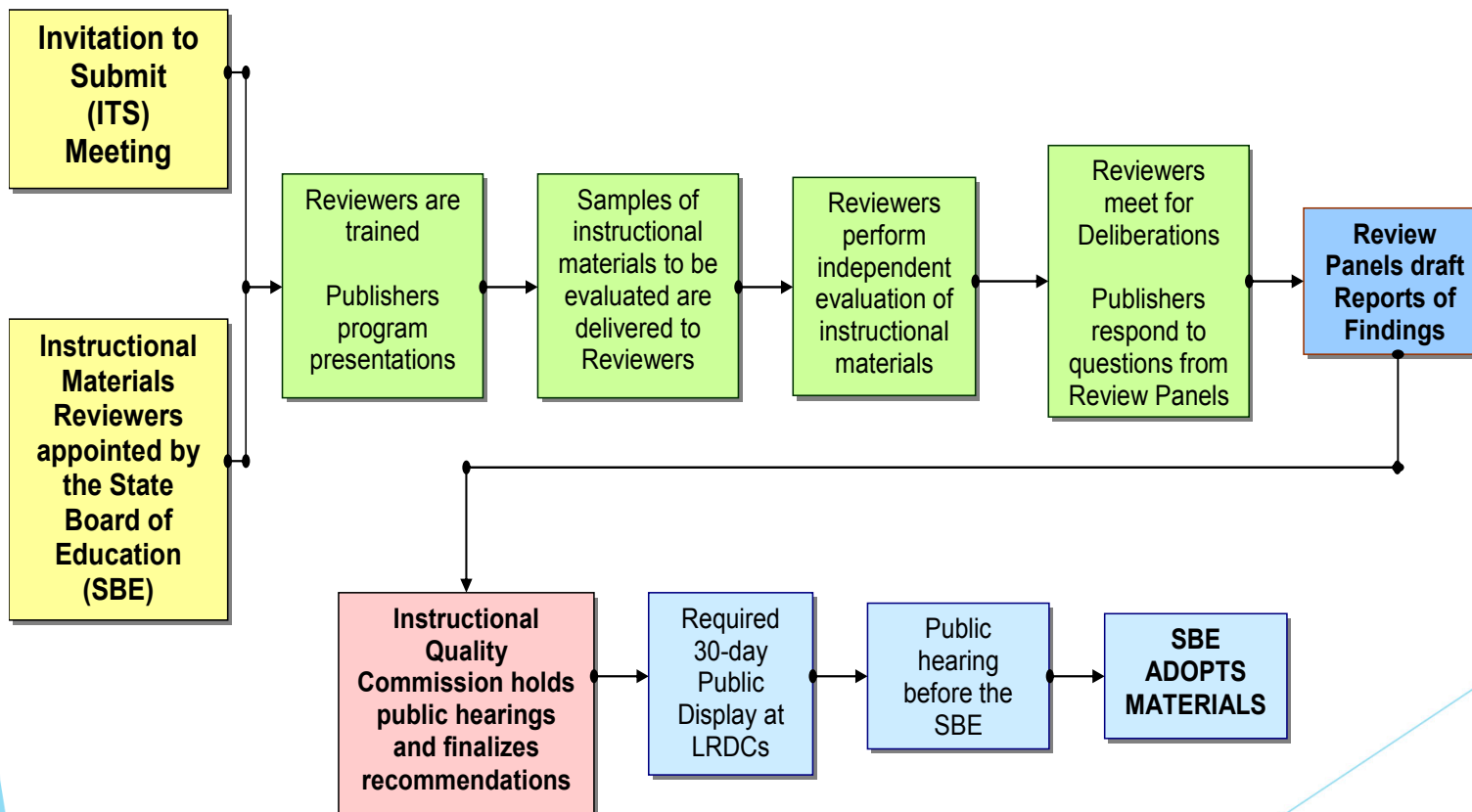
Road for students and teachers to follow on their journey to meeting the standards





INSTRUCTIONAL MATERIALS ADOPTION PROCESS

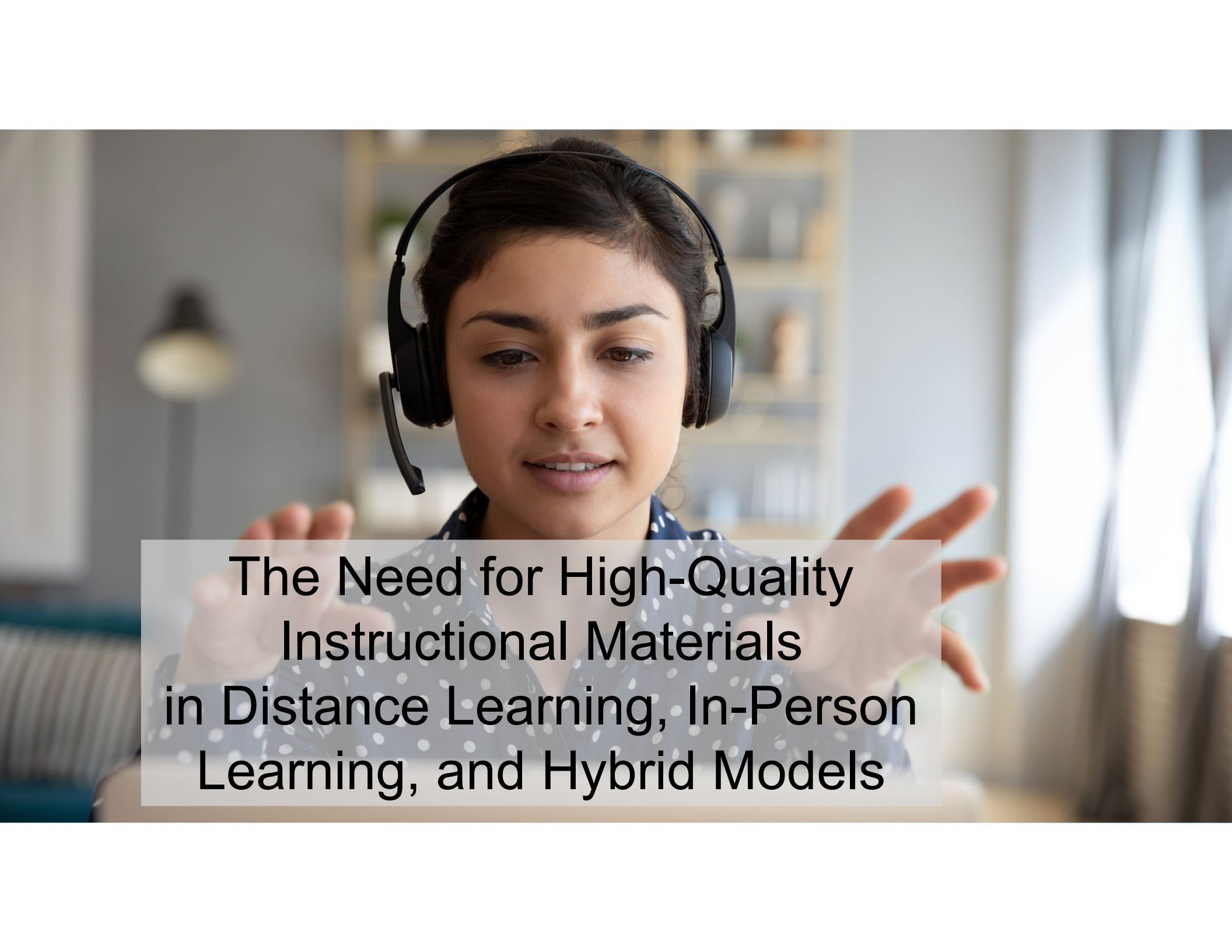
This flowchart shows the sequence of major components of California's Instructional Materials Adoption Process. From the time samples of programs are submitted by publishers for evaluation, approximately six months elapse before final adoption action is taken by the State Board of Education.



SBE Materials Adoptions: Three Areas of Focus

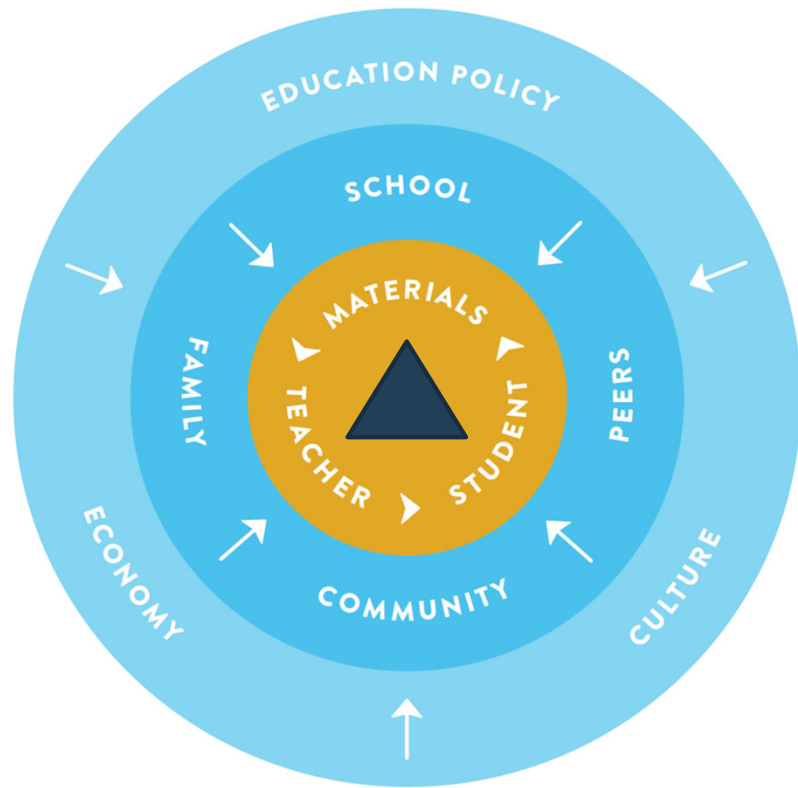
- ▶ 100 percent coverage of all grade level content standards
- ▶ Meet all of the Category 1 criteria and show strengths in Categories 2–5
- ▶ Social Content Review
- ▶ Note: Local adoption review includes which programs meet local needs.
(https://www.cde.ca.gov/ci/cr/cf/documents/impilotingguide_lines.doc)



A woman with dark hair, wearing a black headset with a microphone, is shown from the chest up. She is wearing a dark blue shirt with white polka dots. Her hands are raised in front of her, palms facing forward, as if she is explaining something or gesturing during a video call. The background is a blurred indoor setting with a lamp and shelves.

The Need for High-Quality
Instructional Materials
in Distance Learning, In-Person
Learning, and Hybrid Models

Materials Influence on the Instructional Core



“ That instructional materials exercise their influence on learning directly as well as by influencing teachers’ instructional choices and behavior, makes them all the more important. ”

Choosing Blindly,
Chingos and Whitehurst 2012



District Vignettes



District A



District B



District C



District D



District A

- ▶ “We had materials but I couldn’t say if they were high-quality or not, nor could I say how they were being used. Most teachers were pulling from a variety of resources, vetted and unvetted, for their daily distance instruction.”



District B

- ▶ “We had high-quality instructional materials (HQIM) in place prior to schools closing, however, my teachers hadn’t been fully trained on the use of all online components of the materials, and that didn’t translate well to distance learning. Additionally, not all essential materials were available online which led to lots of teachers still trying to find supplements.”



District C

- ▶ "We had quality, well-aligned instructional materials with digital enhancements in place before school interruption, however, schools struggled with the implementation in a distance setting since many students couldn't access the digital elements of the materials and the online modules didn't match with the traditional materials which required a lot of planning and preparation."



District D

- ▶ “We were implementing HQIM prior to schools closing, teachers had solid training and support to implement the materials in their instruction pre-school closure, so we worked on ways for teachers to continue to collaborate and plan more effectively and focused on being creative with the time we had with students.”



District Vignette Poll

Which of these four districts from the vignettes most closely resembles your district?

- ▶ District A – Materials from many sources, often unvetted
- ▶ District B – High-quality instructional materials, little training, accessibility issues
- ▶ District C – Struggled to transition adopted materials to distance learning, accessibility issues
- ▶ District D – High-quality materials, support, collaboration





Key Questions to be Considered

- ▶ What is your vision and aspiration for what teaching and learning look like (in-person as well as distance) for each content area?
- ▶ How are high-quality materials supporting that vision?
- ▶ What are the capabilities of your materials to help you reach that vision in a remote setting?
- ▶ What guidance for teachers and families is in place to ensure systematic, coherent instruction in a distance learning environment?



WHY MATERIALS MATTER

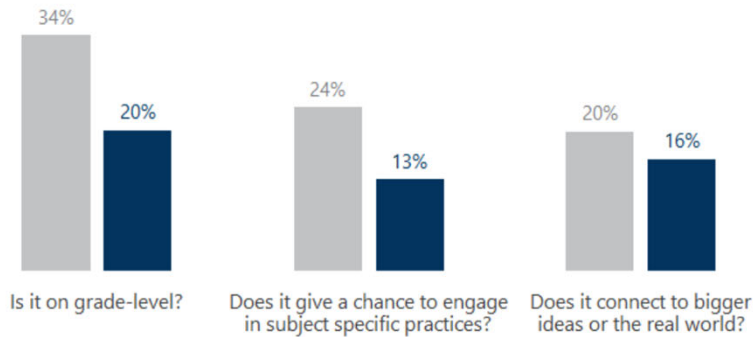


**CALIFORNIA
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Challenge #1: Overwhelmed by Choices

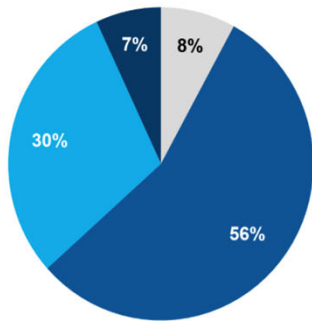
“They’ve shared that they are overwhelmed with all sorts of materials and products, and we are seeing educators begin to push back and request help filtering through all the resources to find those that are quality.”¹

- Brookings Institute, April 10



Assignments Provided by District or State Teacher Created/Selected Assignments

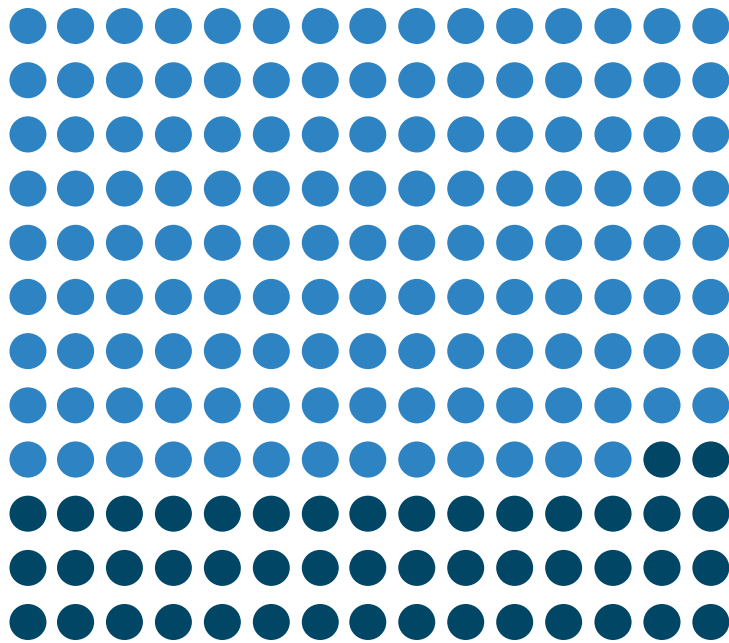
- Not Aligned
- Weakly Aligned
- Mostly Aligned
- Fully Aligned



A recent report on the quality of what was found on popular lesson/activity websites showed that only a small percentage of those activities are fully aligned to the intent of the standards.



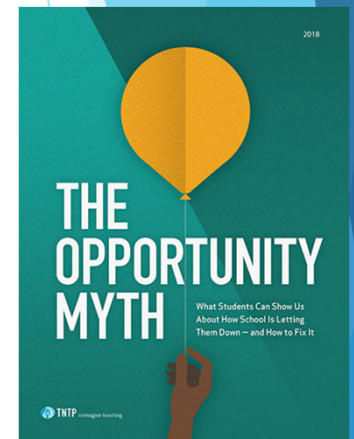
Challenge #2: Impact on Equity and Access



133 hours on assignments that **were not grade appropriate.**

47 hours on assignments that **were grade appropriate.**

This equals approximately $\frac{3}{4}$ of instructional time in each content area spent **OFF GRADE LEVEL.**



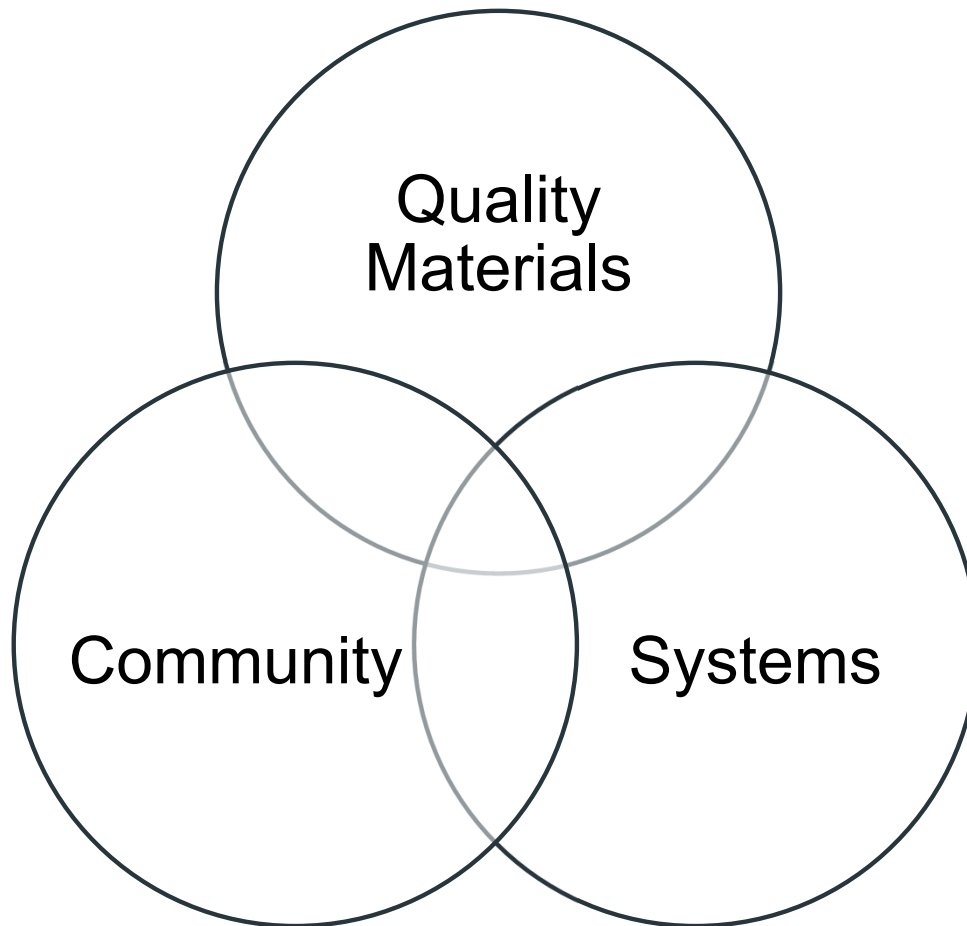
Now More Than Ever

“ Fundamentally, having high-quality curriculum as a baseline made everything easier. Our teams are having enough of a challenge translating their lessons to distance learning *formats*... if they were still creating the lesson content each week, we cannot fathom how much harder this would be! ”

- Robin McClellan, Curriculum Director



Instructional Materials Reflection

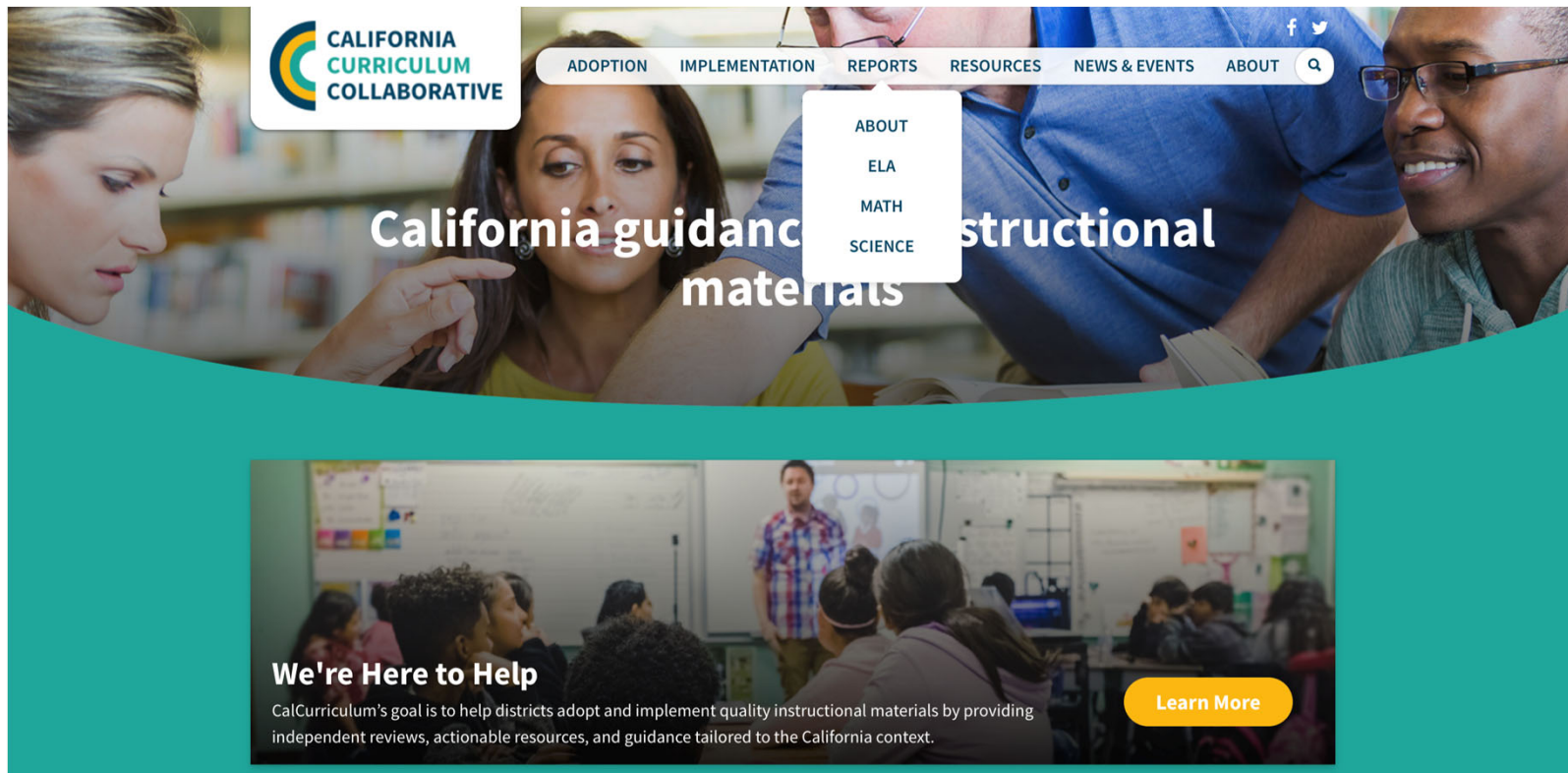


Quality of Materials — Key Elements

- ▶ Use of high-quality, aligned materials
- ▶ Supports for all learners
- ▶ Tools and accessibility for distance learning



Assess the Quality



The screenshot shows the homepage of the California Curriculum Collaborative. The header features the organization's logo on the left and a navigation menu on the right with links for ADOPTION, IMPLEMENTATION, REPORTS, RESOURCES, NEWS & EVENTS, and ABOUT. A search icon is also present. Below the navigation menu, a dropdown menu is open under the 'ABOUT' link, showing options for ELA, MATH, and SCIENCE. The main content area has a large background image of three educators looking at a document. Overlaid on this image is the text 'California guidance materials' and 'Instructional materials'. Below this, there is a smaller image of a classroom scene with a teacher and students. To the left of this image is the text 'We're Here to Help' followed by a paragraph: 'CalCurriculum's goal is to help districts adopt and implement quality instructional materials by providing independent reviews, actionable resources, and guidance tailored to the California context.' To the right of this paragraph is a yellow 'Learn More' button.

CALIFORNIA CURRICULUM COLLABORATIVE

ADOPTION IMPLEMENTATION REPORTS RESOURCES NEWS & EVENTS ABOUT

ABOUT
ELA
MATH
SCIENCE

California guidance materials
Instructional materials

We're Here to Help
CalCurriculum's goal is to help districts adopt and implement quality instructional materials by providing independent reviews, actionable resources, and guidance tailored to the California context.

[Learn More](#)




Assess the Quality



Into Reading (2020)

Houghton Mifflin Harcourt | Grades: K-6

This program has not been adopted by the CA State Board of Education. It is not required that districts use SBE-approved programs; find out more about [selecting "off-list" programs here](#).



Go to [EdReports.org](#) for detailed information about alignment and usability

KINDERGARTEN

Meets expectations for alignment. [Learn more](#)

REPORT BREAKDOWN

FIRST GRADE

Meets expectations for alignment. [Learn more](#)

REPORT BREAKDOWN

SECOND GRADE

Meets expectations for alignment. [Learn more](#)


REPORT BREAKDOWN

Journeys (2017)

Houghton Mifflin Harcourt | Grades: K-6

Adopted by the California State Board of Education.

This program has not been adopted by the CA State Board of Education. It is not required that districts use SBE-approved programs; find out more about [selecting "off-list" programs here](#). Houghton Mifflin Harcourt California Journeys (2017) is on the CA approved programs list. EdReports reviewed the national edition.



Go to [EdReports.org](#) for detailed information about alignment and usability

KINDERGARTEN

Does not meet expectations for alignment. [Learn more](#)

REPORT BREAKDOWN

FIRST GRADE

Does not meet expectations for alignment. [Learn more](#)

REPORT BREAKDOWN

SECOND GRADE

Does not meet expectations for alignment. [Learn more](#)

REPORT BREAKDOWN

System Landscape – Key Elements

- ▶ Clear vision and aspirations for teaching and learning
- ▶ Tech support and capacities
- ▶ Professional learning for teachers and school leaders
- ▶ Student experience during remote learning



Community Experience – Key Elements

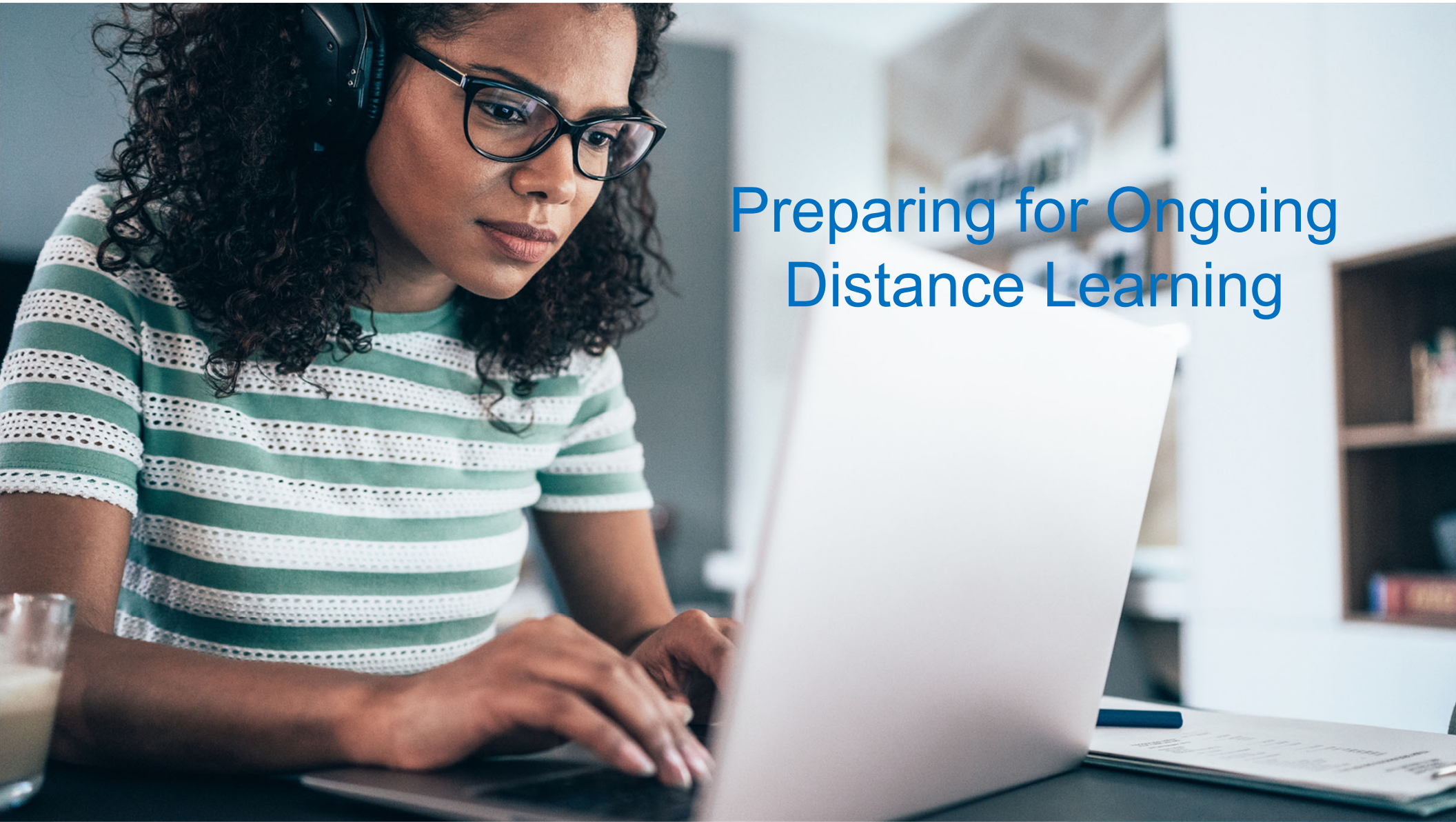
- ▶ Accessibility of materials and technology
 - ▶ Devices/internet
- ▶ Regular communication with teachers and schools
- ▶ Support for parents/caregivers in accessing materials (digital or print)



Establish Plans and Expectations

- ▶ Use high-quality materials
- ▶ Communicate clearly and often to both educators and families
- ▶ Be clear about what synchronous and asynchronous instruction with materials looks like
- ▶ Consider the STUDENT experience in plans
- ▶ Prepare for students who don't have access (materials, technology, language, etc.)
- ▶ Provide ongoing support and progress monitoring on using materials remotely





Preparing for Ongoing Distance Learning

Prepare for Ongoing Distance Learning

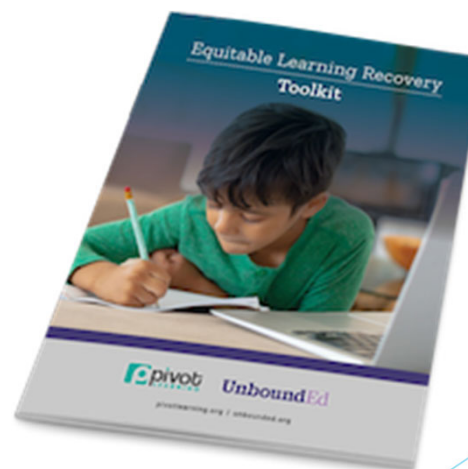
The one thing we know about next school year is that we will have to plan for a variety of scenarios.

- ▶ Learn from how ELA and math instruction went in the spring.
- ▶ Plan for summer professional learning for ELA and math instruction and high-quality instructional materials.
- ▶ Plan for implementing ELA and math materials for a variety of scenarios during the 2020–2021 school year.



Learn From Your Distance Learning Rollout in Spring 2020

Recommendation: Gather and analyze data from diverse stakeholder perspectives about distance learning as it relates to ELA and math materials and instruction.



Equitable Learning Recovery Toolkit

www.pivotlearning.org/equitable-learning-recovery-toolkit



Plan for Summer Professional Learning

Recommendation: Develop a plan for learning opportunities *before* school begins again:

- ▶ Addressing students' unmet needs for ELA and math instruction
- ▶ Professional learning for educators and site-based staff to implement ELA and math materials in a distance environment
- ▶ Supports and resources for parents/guardians for supporting ELA and math instruction at home





Plan for Summer Professional Learning (2)

Students

- What unfinished ELA and math instruction could be offered in the summer?
- What supports can be offered to help students better access instructional materials?

School-based staff

- How can you communicate expectations for distance learning for ELA and math instruction?
- What professional learning can you offer to guide teachers to address unfinished instruction?

Parents/Guardians

- How can you clarify and improve expectations for parent/caregiver supports needed for distance learning?
- What supports could help parents/guardians better understand instructional materials?



Plan for the 2020–2021 School Year

Recommendation: Consider guidance from the CDE as you plan to safely commence the 2020–2021 school year, with attention in part to the following:

1. Unfinished ELA and math instruction
2. System supports for students in accessing high-quality ELA and math materials and instruction
3. System supports for teachers and site-based staff for delivering high-quality ELA and math materials and instruction
4. System supports for parents in helping students with distance learning for ELA and math

<https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>





Plan for the 2020–2021 School Year (2)

Addressing unfinished ELA and math instruction:

- ▶ Reset your vision for MTSS supports; the traditional thresholds may need to be adjusted
- ▶ Recovery, not remediation, with a focus on priority students
- ▶ Assess where students are using valid, reliable screening assessments
- ▶ If you don't have high-quality intervention programs in ELA and math, adopt them

Plan for the 2020–2021 School Year (3)

Student supports for accessing high-quality core ELA and math materials:

- ▶ Center equity in this planning
Example from Jefferson County Public Schools
<https://www.jefferson.kyschools.us/departments/diversity-equity-poverty-division/school-based-decision-making/council-member-resources>
- ▶ System for ongoing monitoring of access to technology (internet, devices, platforms)
- ▶ System for ongoing monitoring of access to high- quality ELA and math instructional materials
- ▶ Ongoing supports for priority students to access technology and materials in response to monitoring



Plan for the 2020–2021 School Year (4)

Supports for site-based staff to deliver high-quality ELA and Math distance instruction:

- ▶ Reset your ELA and math instructional vision to account for distance learning
- ▶ Develop and communicate expectations for equitable ELA and math instruction in a distance learning environment

CDE Guidance on Distance Learning

<https://www.cde.ca.gov/ci/cr/dl/index.asp>



Plan for the 2020–2021 School Year (5)

Supports for site-based staff to deliver high-quality ELA and math distance instruction:

- ▶ If you don't have high-quality, standards aligned materials, adopt. If you do, offer professional learning on the virtual components.

CalCurriculum Adoption Guidance

<https://www.calcurriculum.org/adoption/index.html>

- ▶ Build your system for ongoing virtual professional learning aligned to high-quality instructional materials.





Plan for the 2020–2021 School Year (6)

Supports for Parents/Guardians in helping with ELA and math learning at home:

- ▶ A roadmap for transitioning between in-person and distance learning
- ▶ Guidance on the parent/caregiver's role in supporting ongoing distance learning

An example from Westlake Charter

<https://sites.google.com/westlakecharter.com/distance-learning/parent-resources>

- ▶ Learning opportunities on ELA and math materials





Plan for the 2020–2021 School Year (7)

Your plan should include the following components for ELA and math instruction:

- ▶ Adoption plan for high-quality ELA and math instructional materials if you don't currently have them
- ▶ Adjusted pacing and assessment calendar based on valid and reliable screening assessments for ELA and math
- ▶ Roadmap and expectations for ELA and math instruction in-person and through distance learning
- ▶ Ongoing improvements for access to high-quality ELA and math materials for priority populations
- ▶ Scope and sequence for ELA and math remote implementation coaching for instructional materials

Plan for the 2020–2021 School Year (8)

Recommendation: Make sure you develop, launch, and sustain your plan with the following:

- ▶ Strong communication, including ongoing feedback from stakeholders
- ▶ Progress monitoring
- ▶ Ongoing professional learning opportunities





Plan for a Variety of Scenarios

We don't yet know what school will look like next fall, but we do anticipate there could be recurring periods of distance learning. Support your community by

- ▶ continuing to plan instruction that meets a wide range of needs, abilities, and experiences;
- ▶ focusing on using materials to address the instructional needs of English learners, at-risk students, and students with disabilities;
- ▶ adapting district support systems for uncertainty;
- ▶ strengthening systems for communicating and collaborating; and
- ▶ strengthening virtually-provided professional learning.

Reflection and Closing

A woman with long dark hair and glasses, wearing a green shirt, is sitting at a white desk. Her hands are clasped together in front of her, resting on the desk. She is looking directly at the camera with a slight smile. In front of her is a silver laptop. To the left of the laptop is a white mug. To the right of the laptop is a smartphone. Further to the right is a brown paper coffee cup with a black lid. The background is a blurred office environment with white shelves, a potted plant, and a window.

Questions



Additional Supports

- ▶ Guidance for distance learning
 - ▶ www.cde.ca.gov/ls/he/hn/distancelearning.asp
 - ▶ www.calcurriculum.org/distance_learning.html
- ▶ Support for adopting new instructional materials
 - ▶ <https://www.cde.ca.gov/ci/cr/cf/documents/impilotingguidelines.doc>
- ▶ Support for understanding how well those materials work for distance learning
 - ▶ <https://edreports.org/resources/article/instructional-materials-technology-information-template>
- ▶ Reflection tool to look for instructional bright spots to replicate and challenges to address
 - ▶ <https://edreports.org/resources/article/instructional-materials-during-remote-learning-reflection-and-planning-tool>



Contact Us!

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For questions or to get more information on future CDE webinars, please contact us at:

DistanceLearning@cde.ca.gov

Or visit our web page

<https://www.cde.ca.gov/ci/cr/dl/>

For weekly email updates from the California Department of Education on COVID-19, send a blank email to:

join-covid19-update@mlist.cde.ca.gov