History-Social Science Instructional Materials Selection Process

Grades K-8

March 12, 2019
IUSD Adoption Timeline

**2017-2018**
- Review state approved HSS materials and select options to pilot in 2018-2019

**Summer/Fall**
- HSS Adoption Steering Committee designs HSS pilot

**Winter**
- Jan – OCDE Adoption Workshop and Materials Fair
- Feb/March – IUSD HSS Adoption Site Representatives determine common interests

**Spring/Summer**
- April – K-8 HSS Representatives review possible pilot materials for 2018-2019
- April/May – IUSD HSS Adoption Site Representatives recommend materials to pilot
- Summer – Two day training for teachers on first phase of pilot materials

**2018-2019**
- Pilot HSS materials and select materials for IUSD to adopt in 2019-2020

**Fall**
- IUSD pilot teachers use and evaluate all pilot materials
- Oct/Nov – One day training for teachers on second phase of pilot materials
- District information night about the adoption to parents
- IUSD survey for both phases to teachers/students/parents

**Winter**
- Jan – IUSD pilot teachers meet to recommend HSS materials for adoption
- School Board recommendation presentation; Board decision

**Spring/Summer**
- IUSD publisher training on the newly adopted HSS materials

**2019-2020**
- Implement adopted HSS materials and offer ongoing professional learning

**Winter**
- Implementation of HSS materials and ongoing professional learning for teachers

**Winter/Spring**
- Ongoing support within IUSD about the implementation of adopted HSS materials
Our Considerations for Adopting Materials

2016 History Social-Science Framework for California Public Schools

“This framework models the diversity of our great state. This framework tells a much broader story [than the HSS Content Standards] that features the contributions of diverse peoples of all sorts to the story of California and the United States.”

- Foreword, California HSS Framework
State of California
Criteria for Evaluating Instructional Materials

- History-social science content and alignment with standards
- Program organization
- Assessment
- Universal access
- Instructional planning and support
Our Considerations for Adopting Materials

Commitment

Evaluation

Examination of Materials

Options

Exploration of Materials

Interests

Our Overarching Objectives

Story

Background Information

Considerations

Perceptions

Our Overarching Objectives Exploration of Materials
# Our Considerations for Adopting Materials

## K-8 Common Interests

### IUSD History Social Science

<table>
<thead>
<tr>
<th>K-2 Top Interests</th>
<th>3-6 Top Interests</th>
<th>6-8 Top Interests</th>
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<tbody>
<tr>
<td>The textbook and instructional materials will empower teachers to...</td>
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</tbody>
</table>
| ❖ Deliver coherent curriculum and consistent instruction throughout IUSD with minimal supplementation  
❖ Attend to students’ multiple learning styles  
❖ Support instruction at all reading levels  
❖ Address our culturally diverse student population and promote inclusivity  
❖ Utilize grade level-appropriate curricular materials  
❖ Align instruction to the HSS Framework Shifts of Content, Literacy, Inquiry, and Citizenship (CLIC)  
❖ Access online resources and materials that are updated yearly | ❖ Engage students with interactive materials  
❖ Access online resources and materials such as videos, maps, games, current events, etc.  
❖ Utilize primary and secondary sources that offer multiple perspectives around the same historical event  
❖ Administer a variety of assessment options and item types  
❖ Employ differentiated supplemental resources | ❖ Address all content standards, HSS skills, and Framework shifts (CLIC)  
❖ Utilize assessment tools that are editable, go beyond recall, and facilitate proper evaluation and feedback  
❖ Show connections to past and present and across civilizations  
❖ Employ thematic instruction, offer essential questions, and can be updated to highlight current events  
❖ Include resources that offer a balance of primary and secondary sources  
❖ Foster the development of historical thinking, critical thinking, and citizenship  
❖ Engage students with a textbook that is accessible and offers a story well-told  
❖ Integrate user-friendly supplemental materials into the primary instructional program  
❖ Differentiate to address various Lexile levels and learning styles |
K-8 Common Interests
IUSD HistorySocial Science

The textbook and instructional materials will empower teachers to...

- Connect different civilizations across time and space
- Present historically accurate and well-told stories from multiple perspectives
- Provide readable texts and materials
- Empower students to understand differing points of view using primary and secondary source evidence
- Engage students through multiple learning modalities
- Make connections with historical events and actors to contemporary events and people
- Honor cultural diversity and build sensitivity
- Utilize high quality 21st century tools and digital resources
- Administer assessments that can be modified to measure a range of learning targets

State of California’s Criteria for Evaluating Instructional Materials

- History-social science content and alignment with standards: The content as specified in the Education Code, the History-Social Science Content Standards, and the History-Social Science Framework
- Program organization: The sequence and organization of the history-social science program
- Assessment: The strategies presented in the instructional materials for measuring what students know and are able to do
- Universal access: Instructional materials that are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level
- Instructional planning and support: The instructional planning and support information and materials, typically including a separate edition specially designed for use by teachers in implementing the History-Social Science Content Standards and History-Social Science Framework
“The History-Social Science Adoption Toolkit offers a clear, data-driven process for reviewing instructional materials to help district personnel make informed, objective recommendations to local Boards of Education to best meet student needs.”

- Foreword, 2018 Adoption Toolkit, published by The California County Superintendents Educational Services Association
History-Social Science Themes are evident: Content, Inquiry, Literacy, Citizenship

Meaningful opportunities for students to collaborate are integrated and an overt part of the curriculum

Electronic and supplementary resources are integral to the program, support instruction, and connect explicitly
Reviewing the Pilot Process

Part I: Structure, Teams and Materials

• Selection of Pilot Materials
• Structure and Role of Site Leads
• Participating schools
• Materials and grade spans
<table>
<thead>
<tr>
<th>K-1 Grade Span</th>
<th>2-5 Grade Span</th>
<th>6-8 Grade Span</th>
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<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td><strong>Second Grade</strong></td>
<td><strong>Sixth Grade</strong></td>
</tr>
<tr>
<td>Alderwood</td>
<td>Deerfield</td>
<td>Turtle Rock</td>
</tr>
<tr>
<td>Eastshore</td>
<td>Springbrook</td>
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</tr>
<tr>
<td><strong>First Grade</strong></td>
<td><strong>Third Grade</strong></td>
<td><strong>Seventh Grade</strong></td>
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<tr>
<td>Bonita Canyon</td>
<td>Portola Springs</td>
<td>Lakeside</td>
</tr>
<tr>
<td>Stonegate</td>
<td>College Park</td>
<td>Sierra Vista</td>
</tr>
<tr>
<td><strong>Second Grade</strong></td>
<td><strong>Fourth Grade</strong></td>
<td><strong>Eighth Grade</strong></td>
</tr>
<tr>
<td>Deerfield</td>
<td>Cypress Village</td>
<td>South Lake</td>
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<tr>
<td>Springbrook</td>
<td>University Park</td>
<td>Jeffrey Trail</td>
</tr>
<tr>
<td><strong>Third Grade</strong></td>
<td><strong>Fifth Grade</strong></td>
<td><strong>Sixth-Eighth Grade</strong></td>
</tr>
<tr>
<td>Portola Springs</td>
<td>Culverdale</td>
<td>Beacon Park</td>
</tr>
<tr>
<td>College Park</td>
<td>Northwood</td>
<td>Plaza Vista</td>
</tr>
<tr>
<td><strong>Fourth Grade</strong></td>
<td><strong>Sixth Grade</strong></td>
<td><strong>Vista Verde</strong></td>
</tr>
<tr>
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<td></td>
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<tr>
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Considerations for Selecting Pilot Teams:
- Includes the entire PLC team
- Allows for a range of grade levels
- Represents all IUSD student populations
## 2018-19 History Social Science Instructional Materials Pilot

<table>
<thead>
<tr>
<th>Publisher Pilot Round One: August through October</th>
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<tr>
<td>Kindergarten - 1st</td>
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<td>2nd - 5th</td>
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<td>6th - 8th</td>
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<thead>
<tr>
<th>Publisher Pilot Round Two: October through December</th>
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<tbody>
<tr>
<td>Kindergarten-1st</td>
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<tr>
<td>2nd - 5th</td>
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<td>6th - 8th</td>
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Part II: Communication and Support

- Training on Pilot materials
- Classroom visits
- Debriefs
- Surveys
- Stakeholder Communication
Stakeholder Communication

- Literacy department Smore Page
- Presentations to principals
- Publisher materials display
- Parent letters and Information Night
Building Consensus

By Frits Ahlefeldt
The textbook and instructional materials will empower teachers to...

- Connect different civilizations across time and space
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Data Review for Recommendation

- Behind-the-Scenes: Ed Tech, IT and Warehouse Information
  - Digital Integration
  - Helpdesk Data: Response and Resolution Time
- Publisher Cost Per Student
- Surveys (parents, teachers, students)
- Phase 1 and 2 debrief notes
- Publisher responses and/or updates
- Literacy Team analyses
<table>
<thead>
<tr>
<th>Kindergarten-1st</th>
<th>Studies Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd-5th</td>
<td>Pearson</td>
</tr>
<tr>
<td>6th-8th</td>
<td>McGraw Hill</td>
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Next Steps with IUSD Board approval

- Seek IUSD Board approval for instructional materials
- Communicate decision to stakeholders
- Finalize contracts/DPAs with publishers
- Order instructional materials and distribute TEs to teachers prior to summer break
- Coordinate professional learning
- Communicate with teachers
Proposed Plan for Professional Learning:

- Optional Summer Training Dates (K-8)
  - June 2019 (to accommodate year-round)
  - August 2019
- Single Subject Teachers’ Content Day scheduled for September 2019 will incorporate new instructional materials (breakouts to differentiate for those who piloted and/or attended summer training)
- Elementary Teachers - Trainer of Trainers Model
  - Summer Training - encourage at least one teacher from each grade span per school to attend
  - Provide 1 hour modules for each grade span/publisher for sites to use during site
- Additional PL Support - Optional after-school publisher trainings offered throughout the year depending on need (ex: tech training)
PASSION LED US HERE