



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: July 23, 2019
SUBJECT: Curricular Support Materials (CSM) Initiative

PURPOSE:

To provide an overview to the State Board regarding the Curricular Support Materials (CSM) initiative developed through the 2015 Federal Statewide Longitudinal Data Systems (SLDS) Grant.

BACKGROUND:

In 2015, Maryland was awarded the Federal Statewide Longitudinal Data Systems (SLDS) Grant, which included an instructional project, The Curricular Support Materials (CSM) Collaborative. The CSM Collaborative has been initiated in an effort to support curriculum-design decision-making that will assist local school systems in the identification of high-quality, standards-aligned instructional materials, interventions, programs, and practices. The CSM Collaborative provides a listing of materials currently in use throughout local school systems in Maryland as well as materials vetted by national organizations. It will include national rating factors, evidence levels, and additional factors identified and rated by Maryland educators.

EXECUTIVE SUMMARY:

Through the 2015 State Longitudinal Data Systems (SLDS) Grant, the MSDE has developed the Curricular Support Materials (CSM) initiative as a way to provide local school systems with a repository of lists of instructional materials that have been vetted nationally and locally.

ACTION:

This item is informational only, and does not require any action.

Attachment: Curricular Support Materials (CSM) PowerPoint

A photograph of a classroom scene. In the foreground, a male teacher wearing a light blue button-down shirt is handing a white document to a student. The student, wearing glasses and a white shirt, is looking at the document. In the background, other students are seated at desks, some looking towards the teacher. The classroom has white desks and blue chairs.

Curricular Support Materials (CSM)

MARYLAND STATE BOARD OF EDUCATION

July 23, 2019



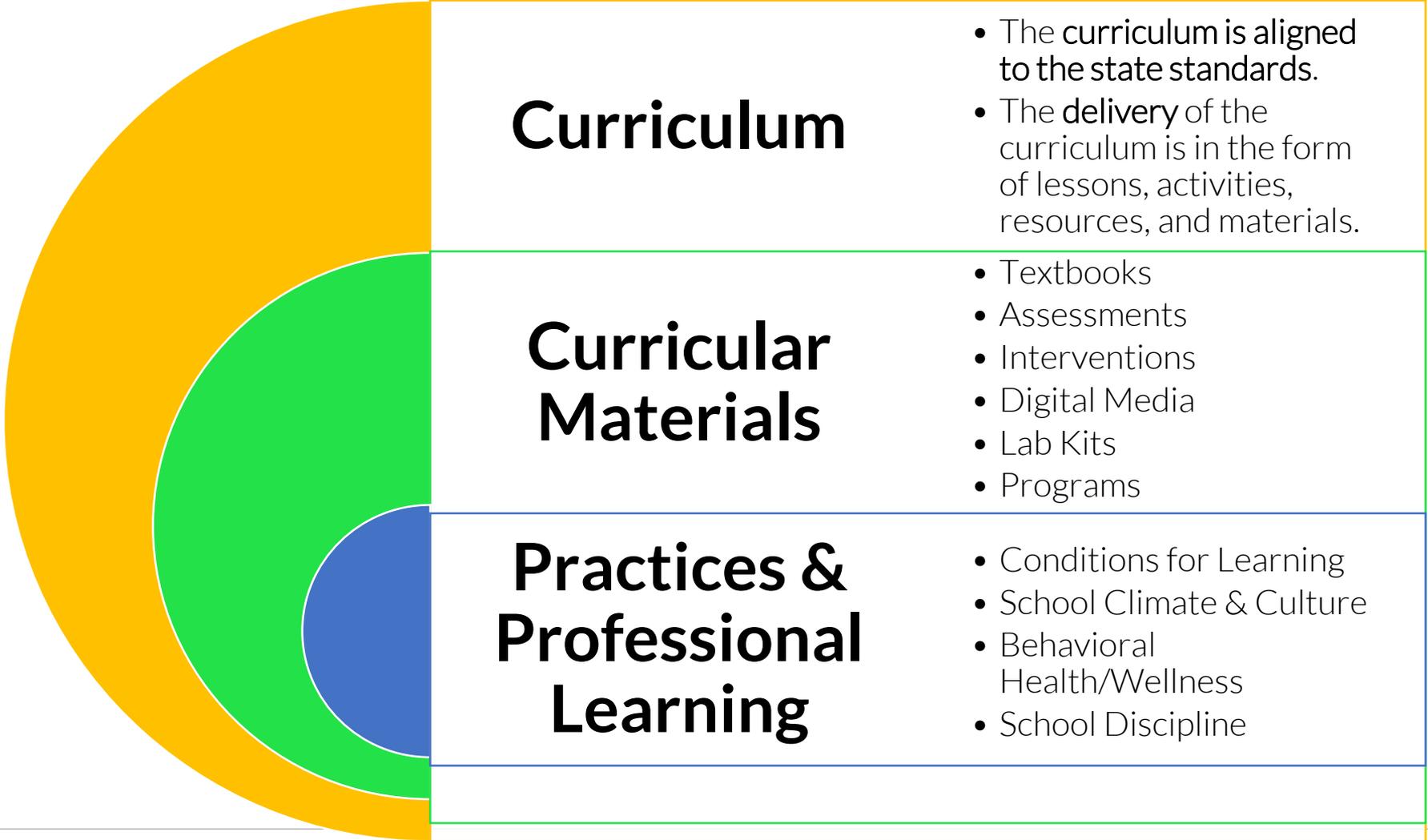
CSM Goals

Increase use of high quality, vetted, evidence-based, materials and resources that are aligned to state standards

- Assist local school systems in making informed selections of curricular materials and resources
- Promote networking and collaboration to exchange information and to support use of high-quality curricular materials and resources
- Facilitate professional learning on the use of high-quality curricular materials and resources in order to maximize implementation fidelity



Relationship Between Curriculum and Curricular Materials



Curriculum

- The curriculum is aligned to the state standards.
- The **delivery** of the curriculum is in the form of lessons, activities, resources, and materials.

Curricular Materials

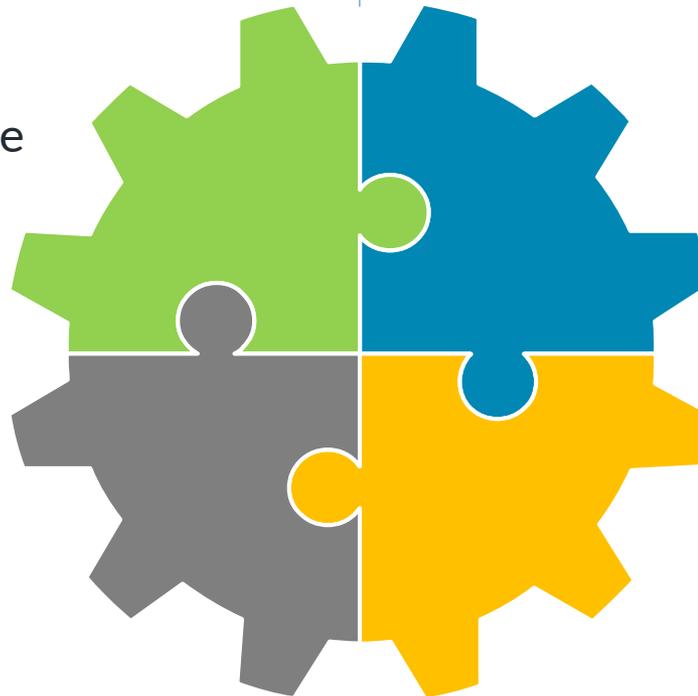
- Textbooks
- Assessments
- Interventions
- Digital Media
- Lab Kits
- Programs

Practices & Professional Learning

- Conditions for Learning
- School Climate & Culture
- Behavioral Health/Wellness
- School Discipline

CSM Components

LSS Curricular
Materials in Use



National Reviews

- Ed Reports

Evidence Based

- Evidence for ESSA
- What Works Clearinghouse

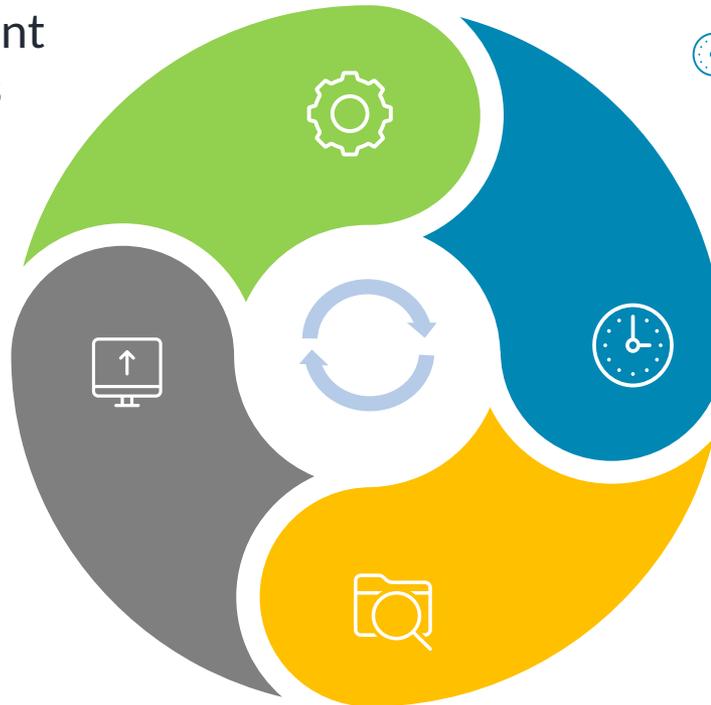
MD Educators

- CSM Factors
- Key Shifts

Partnership with WestEd

-  **Develop & Implement Rubrics & Protocols**
 - MD Educator Ratings

-  **Online Evidence Research Links & Ratings**
 - Capitalize on Existing Research



-  **Year 1: ELA & Math**
 - Review Teams

-  **Conduct CSM Reviews & Support LSS Decision-Making**
 - Guidance Materials

Rating Factors Identified by Maryland Stakeholders

Culturally Responsive and
Equitable Teaching Practices

Differentiation for English
Learners (ELs)

Mathematics Content and
Practices

ELA Rubric - Key Shifts

Effective Teaching Practices in
ELA - Elementary

Effective Teaching Practices in
ELA - Secondary

Differentiation for Diverse
Learners

Accommodations and Supports for
Students with Sensory or Physical
Disabilities

Effective Teaching Practices
in Math

Usability/Professional Learning
Supports

Formative Assessment Process

Summative Assessment

Selecting curricular materials ... It takes a village



Stakeholder Focus Group – Refine ratings, protocols, implementation plans, project priorities

Review Teams – Conduct a pilot, refine ratings and protocols, and participate in ongoing reviews

Rubric for Culturally Responsive and Equitable Teaching Practices

Culturally Responsive and Equitable Teaching Practices			
Materials should be <i>culturally responsive</i> and include a variety of student experiences and representations to <i>avoid bias</i> and <i>promote equity</i> .			
4	3	2	1
<p>Curriculum materials, across the range of resources, include all of the following indicators:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are free from stereotypes, generalizations, misrepresentations, or negative portrayals of any group (e.g. culture, language, race, ethnicity, gender, socioeconomic status, or religion). <input type="checkbox"/> Support learning within a variety of cultural contexts <input type="checkbox"/> Value diversity and promote it as an asset <input type="checkbox"/> Provide opportunities for students to share or learn about each other's cultures <input type="checkbox"/> Present opportunities to recognize and value differences between the home cultures of students and the culture of the classroom or school <input type="checkbox"/> Promote diverse voices and perspectives around language, race, ethnicity, gender, socioeconomic status, or religion <input type="checkbox"/> Provide relevant background knowledge when students may not have specific cultural understanding needed to successfully engage in and demonstrate learning. 	<p>Curriculum materials include...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bolded indicator from the 4 score column <input type="checkbox"/> Three to five of the additional indicators from the 4 score column 	<p>Curriculum materials include...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bolded indicator from the 4 score column <input type="checkbox"/> Up to two of the additional indicators from the 4 score column 	<p>Curriculum materials include...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Insufficient evidence of the bolded indicator.
<p>Comments</p>			
<p>References</p> <p>Krasnoff, B. (2016). Culturally responsive teaching: A guide to evidence-based practices for teaching all students equitably. <i>Portland, OR: Education Northwest, Region X Equity Assistance Center</i>. Accessed April 2019: https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf</p> <p>J. Bryan-Gooden, M. Hester, & L. O. Peoples (2019). Culturally Responsive Curriculum Scorecard. New York: Metropolitan Center for Research on Equity and the Transformation of Schools, New York University. Accessed April 2019: https://steinhardt.nyu.edu/scmsAdmin/media/users/atn293/ejroc/CRE-Rubric-2018-190211.pdf</p>			

MSDE Online CSM System for Local School System Data Sharing

Data File Upload

* District

* Content Area

Please provide the mandatory Contact information for individual responsible for preparing and submitting the data file.

* Full Name

* Title

* Email Address

* Locate File No file chosen

* Upload Type Append Replace

- > File Upload
- > Reports/File Downloads
- > CSM Resources

CSM Data Download

Select LSS

Select Content

Select Download

MD K12 Searchable Database with EdReports & Evidence Reviews

[Home](#) > [INSTRUCTION](#) > [Curriculum](#) > [CSM](#) > [Math](#)

CSM: Mathematics

Expand Description ⌵

Grade Band	Program/Curricular Materials	Publisher	Evidence Level	Evidence Links	EdReports Alignment Rating	EdReport Links
High	Agile Mind	Agile Mind	No Reviews Found		Meets	Edreports: Agile-mind
Middle	Agile Mind Middle School Mathematics	Agile Mind	No Reviews Found		Meets	Edreports: Agile-mind-middle-school-mathematics
High	AMSCO Math: Algebra 1, Geometry, Algebra 2 (2016)	Perfection Learning	No Reviews Found		Does Not Meet	Edreports: Amsco-math-algebraMath-geometry-algebra-2
High	Big Ideas Integrated	Big Ideas Learning, LLC	No Reviews Found		Does Not Meet	Edreports: Big-ideas-integrated
Middle	Big Ideas Math	Big Ideas Learning, LLC	No Reviews Found		Partially Meets	Big-ideas-math
High	Big Ideas Integrated	Big Ideas Learning, LLC	No Reviews Found		Does Not Meet	Edreports: Big-ideas-integrated
Elementary	Bridges In Mathematics	The Math Learning Center	Demonstrates a Rationale (4)	Bridges in Mathematics	Meets	Edreports: Bridges-in-mathematics
High	Carnegie Integrated	Carnegie Learning	No Reviews Found		Partially Meets	Edreports: Carnegie-integrated

Maryland Ratings Timeline

STAKEHOLDER FOCUS GROUP

REVIEW TEAMS

LSS USE

APRIL/MAY

Develop and
Review Rubrics
and Protocols

JUNE

Revise and
Finalize Rubrics
and Protocols

JULY

Pilot Review
Team Activities
and Protocols

AUGUST

Review/Rate ELA
and Math
Materials

SEPTEMBER

Websites
Available to
Locals

The CSM Initiative is Tied to Current and Future Initiatives

