Note to Attendees

This meeting is being recorded and livestreamed via MSDE's YouTube channel.
Presentation Outline

1. Welcome

2. Guiding Question – How can Maryland ensure that high quality instructional materials (HQIM) processes include English learners?

3. Spotlight on National Best Practices and Research

4. Maryland Existing Policy and Practices

5. Data Dive

6. Discussion and Recommendations
Spotlight on National Best Practices and Research

- Jennifer Aguirre and Julie Lara, Texas Education Agency
- Jessica Carmen, Louisiana Department of Education
Maryland Existing Policy and Practices

Blueprint for Maryland’s Future
Existing Instructional Materials and Curriculum Requirements

- Social Studies (COMAR 13A.04.08)
- Science (COMAR 13A.04.09)
- Mathematics (COMAR 13A.04.12)
- English Language Arts/Literacy (COMAR 13A.04.14)

.01.1 Curriculum Documents: Consistent with Education Article, §4-111, Annotated Code of Maryland, each local system shall provide curriculum documents for the elementary and secondary schools under its jurisdiction that:

(1) Include the content standards set forth in this regulation; and

(2) Are aligned with the Maryland College- and Career-Ready Standards, as developed by the Maryland State Department of Education in collaboration with local school systems.
Existing Instructional Materials and Curriculum Requirements

COMAR Certification Procedures for Social Studies and Science:

.02 Certification Procedures.

By September 1, 2005 and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the instructional programming within grades prekindergarten—12 meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.
Existing Instructional Materials and Curriculum Requirements

COMAR Certification Procedures for English Language Arts/Literacy and Mathematics:

.02 Certification Procedures.

A. By September 1, 2020 and thereafter, upon adoption of new State standards, local school system curricula, or curriculum support materials, each local superintendent of schools or chief executive officer shall certify to the State Superintendent of Schools that the instructional programming for courses aligned to the Maryland College and Career Ready Standards meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.
Existing Instructional Materials and Curriculum Requirements

COMAR Certification Procedures for English Language Arts/Literacy and Mathematics:

B. The superintendent or chief executive officer shall provide evidence of meeting the requirements. Acceptable forms of evidence include:

(1) A Maryland State Department of Education Curriculum Vetting Report demonstrating that the reviewed curriculum has earned an acceptable rating as determined by the agency on all sections for the identified grade level(s) or course(s);

(2) A curriculum vetting report produced by a nationally recognized external party that demonstrates alignment to Maryland College and Career Ready Standards for the identified grade level(s) or course(s); or

(3) Documentation of national ratings to demonstrate an alignment to Maryland College and Career Ready Standards and strong (level 1) or moderate (level 2) evidence, as defined under §8101(21)(A)(i)(I) and §8101(21)(A)(i)(II) of the Every Student Succeeds Act, for all third-party curricula and curriculum support materials in use.
Existing Instructional Materials and Curriculum Requirements

Programs for English Learners: (COMAR 13A.05.07.03)

.03.B. The English language development programs shall contain the following components:

<table>
<thead>
<tr>
<th>(1) Goals</th>
<th>(7) Facilities</th>
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<tbody>
<tr>
<td>(2) Student identification</td>
<td>(8) Program delivery models</td>
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<td>(3) Student placement</td>
<td>(9) Parent and community involvement</td>
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<td><strong>(4) Curriculum and instruction</strong></td>
<td>(10) Support services</td>
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<td>(5) Certified teachers</td>
<td>(11) Exit criteria</td>
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<td>(6) Materials of instruction</td>
<td>(12) Program evaluation</td>
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EL/Title III Monitoring Visit Parameters

- Local education agencies (LEAs) participate in an EL/Title III services monitoring visit every three years.

- As part of the visit, LEAs share their ELD curriculum and are required to answer the following:
  - How has the LEA continued to operationalize Maryland’s ELD Standards?
    - Description and evidence of curriculum or internet link to curriculum resources, if applicable
    - Description and evidence of how LEA integrated ELD Standards into ESOL and/or content classes
    - How does the LEA ensure that ELD programs and related materials of instruction provided to ELs are comparable to those instructional services and materials provided to non-EL students?
    - Description and/or evidence that the LEA makes a reasonable and meaningful effort to ensure that ELD program instructional materials are aligned with Maryland’s ELD Standards
Data Dive

Blueprint for Maryland’s Future

Workgroup on ELs
Instructional Materials Survey

- In August 2022, local EL coordinators were surveyed on their system’s:
  - Instructional materials review process for core content areas
  - Supports for ELs in core content materials
  - EL Development program instructional materials selection process
  - Impact of instructional materials and teaching practices on ELs

- 16 of 24 LEAs responded
Do LEAs’ instructional materials review process include indicators for English learners?

One-third of LEAs’ review processes does not include indicators for ELs

- Review process includes indicators for ELs: 11 LEAs
- Review process does not include indicators for ELs: 5 LEAs
What supports for English learners do LEAs’ core content instructional materials (ELA, Math, Science, and Social Studies) include?

• Modified materials
• Audio files
• Leveled readers
• Scaffolding supports
• Differentiated support by English language proficiency level
• Spanish options
What is the process for selecting instructional materials for English Language Development programs?

• A third of LEAs use the same process as that for selecting core materials

• Most LEAs use a selection committee which includes EL teachers, staff, and/or families in the review process

• Evaluation rubrics look for:
  • Features which support language development (e.g. readability, graphics, etc.)
  • Equity, diversity, and inclusion
  • Right amount of rigor and meets grade level standards

• Some LEAs report piloting materials before selection
How do LEAs ensure that their instructional materials and teaching practices are impactful for English learners?

- Monitor grades and ACCESS scores to track student progress at the class, school, and district level
- Collaborate with curriculum coordinators to align WIDA ELD Framework and content instruction
- Embed multilingual strategies in content instruction to make the content more comprehensible without sacrificing rigor
- Talk to students about their interest and engagement
- Solicit teacher input on usefulness of instructional materials
- Keep up to date on evidence-based research on instructional materials
- Collaborate across districts to share best practices both statewide and nationwide
How can LEAs’ selection processes for instructional materials be improved?

• Provide a list of recommended materials

• Include EL staff and families in the selection process

• Provide professional development on how to select high quality materials and how to use evidence-based research

• Use a districtwide rubric to ensure consistent measures
  • Continue to revise rubrics based on feedback
  • Include elements for EL supports on all rubrics, including those for selection of core content materials
Discussion and Recommendations

Blueprint for Maryland's Future

Workgroup on ELs
Preliminary Recommendations from 2021 Interim Report

1. Identification and support for young dual language learners
2. Maryland bilingual teacher certification
3. All teachers prepared to serve English learners
4. Teacher pipeline
5. Scale two-way immersion programs
6. Support and sustain multilingualism by promoting an asset-based approach
7. Equitable communication with multilingual families
8. Inclusive and valid assessments for multilingual learners
Discussion and Recommendations

• In response to the Accountability and Implementation Board's (AIB) request to support their comprehensive Blueprint implementation plan, the new final report deadline is November 1, 2022.

• Based on the topics of our meetings this year, what new recommendations should we include in the final report?
Discussion and Recommendations

Padlet for brainstorming about new recommendations
EL Blueprint Workgroup Website

https://www.marylandpublicschools.org/Blueprint/Pages/ELBlueprintWorkgroup/index.aspx
Maryland Public School Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change. Please use this survey as an opportunity to share your thoughts.

MarylandPublicSchools.org/Survey

Connect with the MSDE Blueprint implementation team: Blueprint.MSDE@Maryland.gov
More information can be found on MSDE’s Blueprint webpage:

https://www.marylandpublicschools.org/Blueprint/Pages/Overview.aspx

To provide feedback on the EL Workgroup or Interim Report:

https://news.maryland.gov/msde/contactmsde/