Curriculum Frameworks Share-Out

Supporting High-Quality Teaching and Learning per RIGL § 16-22-31

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Overview

✔ Introduction to Curriculum Frameworks

✔ Project Timeline

✔ Curriculum Frameworks Section Overview

✔ Feedback Focus

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Introduction

What are curriculum frameworks?

Purpose: to provide consistent guidance around how to use standards to support the selection and use of high-quality instructional materials, evidence-based instructional practices, and valid and reliable assessments.

The curriculum frameworks **should:**

✔ Equitably & effectively support the learning of **all** students, including multilingual learners and differently-abled students

✔ Support & reinforce the importance of culturally responsive & sustaining education (CRSE) practices

✔ Prepare students to thrive and succeed in college and/or their careers

Introduction

Why curriculum frameworks?

✔ Curriculum Frameworks are tools intended to support educational stakeholders with using content area standards to inform high-quality instructional materials, instructional practices, and assessments.

✔ Greater statewide commitment to increasing access to High-Quality Curriculum & Instruction is an essential component for increasing equitable access to rigorous education that supports college and career readiness.

Passed by the state legislature in 2019, RIGL§ 16-22-31 requires the Commissioner of Elementary and Secondary Education and RIDE to develop statewide curriculum frameworks that support high-quality teaching and learning.
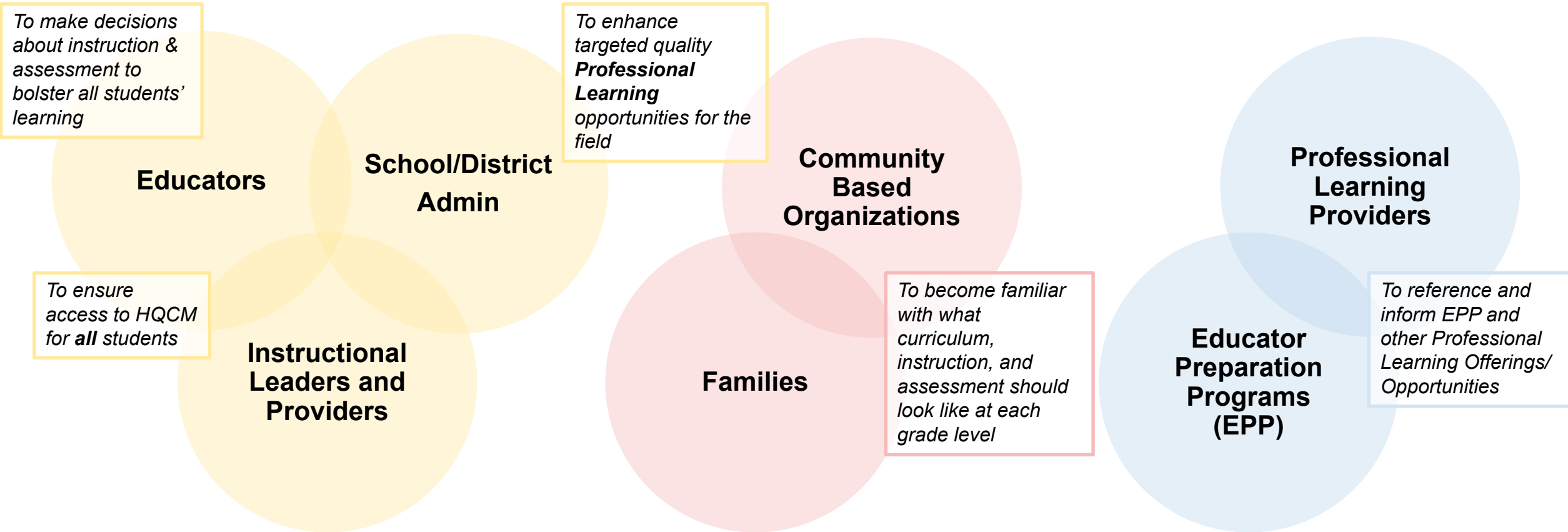
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Introduction

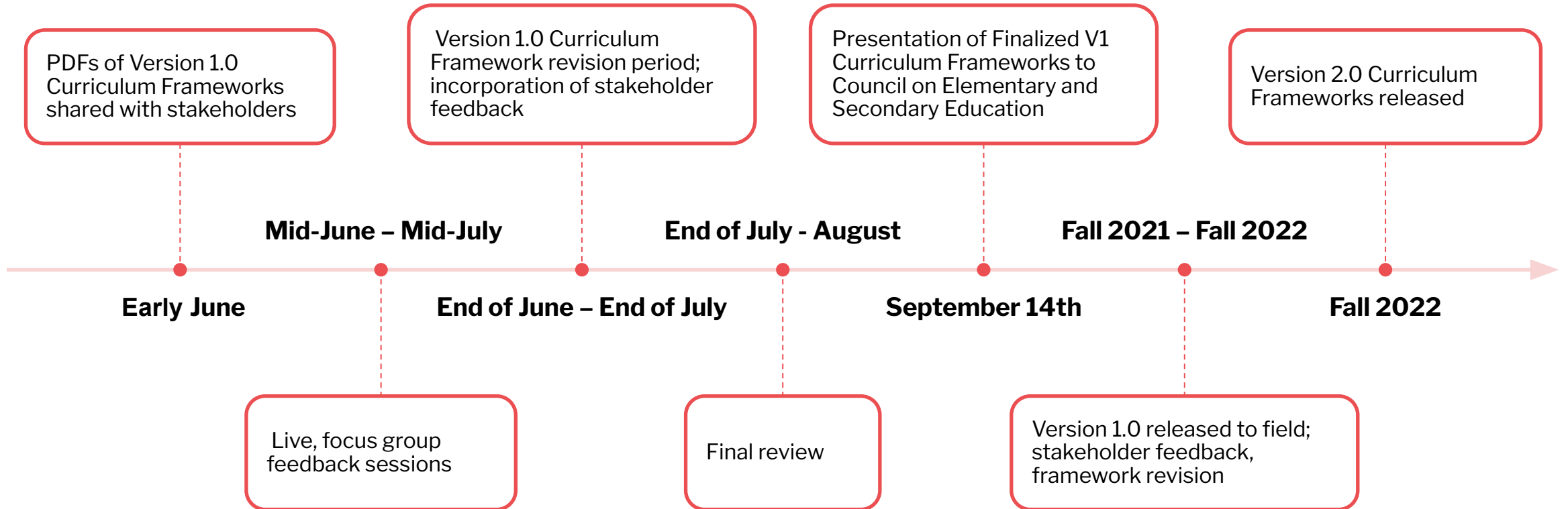*The 5 Guiding Principles of Rhode Island's Frameworks:*

1. Standards are the bedrock of the HQ curriculum, instruction, and assessment system.

2. HQCM aligned to the standards must be accessible, culturally responsive, developmentally appropriate, equitable, and leverage students' strengths as assets.

3. High-quality instruction provides equitable opportunities for all students to learn and reach proficiency with the knowledge and skills in grade-level standards, by using engaging, data-driven and evidence-based approaches and drawing on family and communities as resources.

4. To be valid and reliable, assessments must align to the standards and equitably provide students with opportunities to monitor learning and demonstrate proficiency.

5. All aspects of a standards-based educational system, including policies, practices, and resources, must work together to support all students, including multilingual learners and differently-abled students.

Introduction

Who are the Curriculum Frameworks intended for?

To make decisions about instruction & assessment to bolster all students' learning

Educators

School/District Admin

*To enhance targeted quality **Professional Learning** opportunities for the field*

Community Based Organizations

Professional Learning Providers

*To ensure access to HQCM for **all** students*

Instructional Leaders and Providers

Families

To become familiar with what curriculum, instruction, and assessment should look like at each grade level

Educator Preparation Programs (EPP)

To reference and inform EPP and other Professional Learning Offerings/Opportunities

Timeline & Feedback

PDFs of Version 1.0 Curriculum Frameworks shared with stakeholders

Version 1.0 Curriculum Framework revision period; incorporation of stakeholder feedback

Presentation of Finalized V1 Curriculum Frameworks to Council on Elementary and Secondary Education

Version 2.0 Curriculum Frameworks released

Mid-June – Mid-July

End of July - August

Fall 2021 – Fall 2022

Early June

End of June – End of July

September 14th

Fall 2022

Live, focus group feedback sessions

Final review

Version 1.0 released to field; stakeholder feedback, framework revision

Curriculum Frameworks Section Overview

Table of Contents:

- **Section I:** Introduction

- **Section II**: Implementing a High-Quality Curriculum

- **Section III:** Implementing High-Quality Instruction

- **Section IV:** High-Quality Learning through Assessment

Note: Although all three frameworks for ELA, Math, and Science have a common overarching structure, each has its own set of standards and unique characteristics.

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Purpose: To describe the standards and provide resources to help educators understand them so they can use them effectively to select curriculum materials, implement instruction, and design valid and reliable assessments

Highlights of this section include:

✔ The Practice Standards

✔ Content Area Standards

✔ Connecting the Content and Practice Standards

✔ Suggested Pathways/Progressions

✔ The WIDA ELD Standards

✔ Suggestions and Resources for Professional Learning

✔ Selecting High-Quality Curriculum Materials

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Purpose: To illustrate the relationship between standards and high-quality instruction; the use of HQCM alone is not enough – high-quality instruction and standards work in tandem with HQCM to comprehensively support student learning

Highlights of this section include:

✔   Principles of High-Quality Instruction

✔   High Quality Cross-Content Instructional Practices

✔   Implementing High-Quality Lessons

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✔ Selecting and Developing Assessments

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Key Themes

The Curriculum Frameworks will:

- Integrate and weave in support and resources to support multilingual learners and differently-abled students

- Provide dedicated resources to support these student groups in specific sections through the framework

- Explicitly connect to RIDE's work in other areas:

  ✔ Creating Frameworks for Social Studies, Arts, World Languages, Early Learning

  ✔ Supporting Multilingual Learners and Differently-Abled Students

  ✔ Integrating Resources for Work-Based Learning

  ✔ Implementing Social-Emotional Learning and Culturally Responsive & Sustaining Practices

Additional Resources:

- Rhode Island Definition of Curriculum
- Rhode Island's Content Standards
- Rhode Island's HQCM Resources

- Rhode Island's Blueprint for Multilingual Learner Success [Draft]
- Rhode Island's Social & Emotional Learning
- High-Leverage Practices for Students with Disabilities

Feedback Focus

The following are the specific kinds of feedback being requested:

- The extent to which each framework addresses specific elements articulated in the Board of Education Act

- Overall strengths

- Suggestions to make the frameworks stronger and more useful

- Suggestions about additional elements to include

- Any other suggestions or ideas

Feedback Survey Link: www.ride.ri.gov/CF-Feedback

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Thank you

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Science Curriculum Frameworks

Section 2 – Implementing a High-Quality Curriculum

Focus for review

- Is the introductory text relevant and clear?

- Are the three dimensions of the Next Generation Science Standards (NGSS) clearly explained?

- Is it easy to understand the three dimensions of the standards?

- Are grade level and grade band standards easily accessible and useful for reference?

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Section 3 – Implementing High-Quality Instruction

Focus for review

- Is the introductory text relevant and clear?

Do the Instructional Practices include:

- Effective teaching strategies are clearly explained?

- Useful format for educators to access best practices to support teaching and learning?

- Sufficient resources to support professional learning?

- Methods to enhance learning for all students?

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Section 4 – High-Quality Assessment

Focus for review

- Is the introductory text relevant and clear?

- Does it provide access to relevant information for how assessment informs learning and future instruction?

- Do the resources support teachers in reviewing or designing 3 dimensional assessments and how to use student performance and teacher feedback to support learning for all students.

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Mathematics Curriculum Frameworks

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Mathematics Framework: Section 2 & Appendix

Implementing a HQ Curriculum

Provides supports for deeply understanding the RI Core Standards for Mathematics

FEEDBACK FOCUS:

Consider the text, tables of resources, and the appendix.

- To what degree do they support an educator's understanding of the standards?

- What additions might be helpful?

- Is there sufficient integration of supports for differently abled students and multilingual learners?

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Mathematics Framework: Section 3

Implementing HQ Instruction

Demonstrates how High-Quality Instruction and RI Core Standards for Mathematics work in tandem with High-Quality Curriculum Materials to support student learning

FEEDBACK FOCUS:

- Do the descriptions of the practices provide clarity of expectations for mathematics instruction in Rhode Island?

- Are the resources provided to support the practices helpful?

- Does the section on STEM broaden your understanding of what it means for education?

- Is there sufficient integration of supports for differently abled students and multilingual learners?

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Mathematics Framework: Section 4

Implementing HQ Assessment

Provides guidance to ensure assessment of student learning is of high-quality and deliberately linked to the RI Core Standards, High-Quality Curriculum Materials, and High-Quality Instruction

FEEDBACK FOCUS:

- Does the section provide a comprehensive view of assessment and its role in informing future instruction to advance student learning?

- Do the resources support the goals of assessment?

- Is there sufficient integration of supports for differently abled students and multilingual learners?

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ELA/Literacy Curriculum Frameworks

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ELA/Literacy Framework

Section 2: Implementing A High Quality Curriculum

Provides supports for deeply understanding the RI Core Standards for ELA/Literacy

Feedback Focus

Thinking about educators' understanding of the ELA/Literacy standards:

- What is needed to support educators' understanding of the ELA/Literacy Standards?

- How might educators engage with this section of the Framework?

- Is there sufficient integration of supports for differently-abled students and multilingual learners?

ELA/Literacy Framework

Section 3: Implementing HQ Instruction

Demonstrates how High Quality Instruction and Standards for ELA/Literacy work in tandem with High Quality Curriculum Materials to support student learning

<u>Feedback Focus</u>

Thinking about educators deep understanding of standards, use of High Quality Instructional Materials, and their professional decisions within High Quality Instruction:

- Do the "What this looks like in ELA" sections help to define the Instructional Practices? If not, how might this section be improved?

- How might the High Quality Instructional Practices for differently-abled students and multilingual learners better serve ELA/Literacy educators?

- Are the professional resources included helpful to supporting the implementation of high quality instructional materials?

ELA/Literacy Framework

Section 4: High Quality Learning Through Assessment

Illustrates the relationship between standards and high quality assessments

Feedback Focus:

Thinking about what information needs to be collected to demonstrate student understanding of the standards:

- Districts are adopting/implementing HQIM, how might this section best support educators make decisions and/or utilize the assessments within their new instructional materials?

- Do the resources support the decisions needed to be made when defining a districts comprehensive assessment system?

- Is there sufficient integration of supports for differently-abled students and multilingual learners in ELA/Literacy classroom assessments?

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