

Introduction

The Maryland District Curricular Support Materials Collaborative (CSM) aims to foster peer-to-peer networking and sharing of information about curricular resources across districts. By using an online tool, Maryland content supervisors who need to identify helpful, vetted materials, can quickly and easily do so.

The CSM tool provides citations (Title, ISBN, source, etc.) of district curricular materials, interventions, practices and assessments. To the extent available, the online CSM tool is designed to include ratings by Maryland educators, as well as references to external reviews, to help determine the degree to which elements of [Maryland College and Career Ready State Standards](#) are successfully included. CSM rating factors are based on content supervisors' interests and needs to systematically exchange information across the state and to enhance collaborative efforts to evolve best practices and data-based decisions across all content areas.

The CSM is designed to include citations and ratings of materials for prekindergarten through grade 12. In accordance with interests of stakeholders from across the state, references to the findings of the [What Works Clearinghouse](#) and [EdReports](#) are incorporated in the online tool. A core set of State Standards are assessed across all materials while unique rating factors are associated with standards for specific content areas to inform the selection of materials with the highest priorities and concerns in mind. For example, in the case of English Language Arts (ELA) curricular materials, a unique rating factor regarding close reading & skills-based reading instruction for different texts, purposes, and contexts reflects a key element of the SS for that particular content area. Such ratings will be conducted alongside an assessment of "level" in accordance with the US Ed's definition of 4 levels of evidence-based (Strong; Moderate; Promising; Under Evaluation).

In the first-year of implementation, the CSM tool reflects available ELA and Mathematics district curricular materials. A broader array of district curricular materials will be included as it becomes available.

A systematic collection of district curricular support materials in use and ratings of those materials is beneficial for students, families, schools, districts and the state in terms of:

- Minimizing the time and effort for districts, schools and teachers to identify and obtain quality teaching materials aligned with State Standards by capitalizing on successful outcomes already experienced in individual districts
- Facilitating timely communications across districts to accelerate and improve the implementation of evidence-based and promising practices, especially in light of the fact that there is a time lag for relevant rigorous reviews
- Developing cross-district collaborations to strengthen the implementation of proven practices and, where possible, partnering with one another to share resources and conduct more economical vendor contracts
- Creating a sustainable, systematic system for sharing information across the state that thrives in the context of staff turnover and new staff induction
- Assisting districts in identifying curricular materials that contribute to successful teaching and learning outcomes for all students and for target populations, as locally defined.

Examples of initiatives that incorporate use of the CSM include: Striving Readers Comprehensive Literacy, ESSA, and Kirwan Education Reforms.

See matrix of initiatives tied to the District CSM Collaborative

Initiatives Tied to the District Curricular Support Materials Collaborative (CSM)

Striving Readers Striving Readers Comprehensive Literacy Grant Program

Project Objectives and Activities

(1) Use evidence-based practices for designing and implementing effective professional learning and local comprehensive literacy plans aligned to the state CLP that positively impacts student outcomes. (2) Utilize data to develop and implement practices designed to increase the numbers of disadvantaged children served by high-quality programs and practices and improve program and student outcomes. (3) Strengthen alignment of state and local language and literacy standards across a continuum from birth through grade five, and develop a state and local system of professional learning and technical assistance to streamline implementation. Absolute priority: Maryland uses a standardized peer review process which considers member orientation, independent scoring, debriefing and approval. The process prioritizes local plans that propose a high quality comprehensive literacy instruction program that is supported by strong or moderate evidence, is based on a local needs assessment, and is aligned to Maryland's Keys for Comprehensive Literacy Plan.

Role of CSM

The Curriculum Support Materials Collaborative (CSM) rubric for use with PreK to Grade 12 will be used to vet texts, programs, and assessments to guarantee the resources are supported by moderate or strong evidence for use in literacy instruction. The CSM provides research to support the validity of the instructional program. Subgrantee applicants will have access to this tool in order to select the best program to support the needs of children of various subgroups.

Birth to Prekindergarten programs that are evaluated as a high-quality program in the Maryland Quality Rating and Improvement System (EXCELS) are required to use curriculum selected from Maryland's state recommended list of evidence-based and standards-aligned comprehensive literacy programs for Infants, Toddlers, 3 year olds, and 4 year olds; all of which have been vetted by the Division of Early Childhood Development.

Initiatives Tied to the District Curricular Support Materials Collaborative (CSM)

Every Student Succeeds Act (ESSA)

Project Objectives and Activities

The MSDE uses the Four Domains of Rapid School Improvement: A System Framework (2017) developed by the Center for School Turnaround at WestEd as a framework for school improvement. The four domains include turnaround leadership, talent development, instructional transformation, and culture shift which have been identified as the areas of critical practices for successful school improvement. This framework allows for a coordinated and strategic approach to technical assistance for school improvement. The MSDE will collaborate with the LEAs on the development, implementation, and monitoring of intervention strategies. The level of technical assistance provided by the MSDE to the CSI and the TSI schools will differ. However, sufficient support will be provided to ensure evidence-based strategies aimed at improving student academic performance will be implemented with a high-level of fidelity.

Based on the needs assessment and root cause analysis, the LEAs will be required to develop action plans for each school that include evidence-based interventions to address identified needs that resulted in identification as a CSI or TSI school. The LEAs must demonstrate that the action plan was developed by a diverse stakeholder group. The LEAs must also identify in their plans community partnerships that will be established to promote student achievement and overall student well-being. The CSI action plans must be approved by the MSDE while the TSI action plans must be approved by the LEA. To support all the LEAs in their school improvement efforts, the MSDE will develop a resource hub that contains evidence-based interventions, effective practices, research articles, rubrics, templates, planning documents, and other items that support the identification, implementation, and assessment of evidence-based interventions.

Technical Assistance for Instructional Transformation:

Maryland recognizes that the implementation of standards-based curriculum is critical for school improvement for CSI and TSI schools. As a result, each CSI school will be required to use English/language arts and mathematics curriculum that has been vetted by the MSDE. The LEAs and the MSDE will collaborate to provide training that supports curriculum implementation and rigorous instruction. Curriculum implementation will be monitored by the LEAs and the MSDE to ensure that it is being implemented with a high-level of fidelity. The LEAs with TSI schools will be required to support those schools to ensure effective standards-based instructional practices to improve student learning outcomes for all students, including all student groups.

Role of CSM

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Kirwan Education Reforms: Maryland Commission on Innovation & Excellence in Education

Project Objectives and Activities

We must redesign schools to be places where teachers are treated as professionals with more time to work in teams to improve instruction and provide additional individual attention to students who need it. We must build a true career ladder for teachers and principals — a system of supports and incentives that builds and rewards teacher expertise — and create a leadership development system that strengthens leadership at all levels to manage these progressively organized schools and districts. The State should phase in a reduction of the maximum time, currently 70% to 80%, that teachers are expected to teach in a typical week. This would give teachers more time to work as professionals in collaboration, as is the case for teachers in countries with highperforming systems, to improve the curriculum, instructional delivery, and tutor students with special needs. In order to effectively use this additional collaborative time and the new organization of schools, teachers should receive training on the Commission’s recommendations and the best uses of collaborative time to build professional learning communities. Maryland teacher preparation programs should enable all future teachers to recognize and effectively use high-quality instructional materials (including online) and to adapt existing curriculum to make it stronger using standards-aligned tools to assist them. **Maryland should create a ranking system of commercially available (including online) instructional materials that are aligned with Maryland curriculum standards and of high quality. If a local school system has independently developed a curriculum, a review of that curriculum should be done to ensure it meets these high standards.** An objective awards process should be established with very specific criteria. Grant applicants would be required to present a detailed plan for addressing all of the Commission’s recommendations related to teacher quality, including training all future teachers in basic research and data analysis methods; using formative evaluation, diagnostics, and prescription to identify student difficulties quickly and use appropriate research-based responses; and teaching future teachers how to teach the specific courses in the State curriculum to students from many different backgrounds. Part of the grant application should include how the applicant proposes to achieve greater diversity in the workforce pool.

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NEXUS (Network of Educators Across the U.S.) for

Project Objectives and Activities

Through funding from the Carnegie Corporation and orchestration by WestEd, MSDE will join other State departments of education to build leadership and expertise that calls for:

to Face and Virtual Learning focused on enhancing leadership skills for mplementation of science standards and use of quality instructional materials;

- Planning assistance, including access to resources for choosing quality instructional materials and implementing professional learning in science;
- Ongoing coaching and support to advance the implementation of science education standards in each state, including learning about models for professional learning in science education;
- Resources and experts available to facilitate a learning event focused on science topics of interest in each state for science education leaders and educators, e.g., an in-state convening to enhance use of quality instructional materials in science.

• Face

Role of CSM

The Curriculum Support Materials Collaborative (CSM) rubric for use with PreK to Grade 12 will be used to vet texts, programs, and assessments to guarantee the resources are supported by moderate or strong evidence for use in science instruction. The CSM provides research to support the validity of the instructional program. MSDE participants will share information about how the CSM tool is used to disseminate district lists of curricular support materials, programs, services, interventions and assessments. Over time, research findings regarding these items and reviews by Maryland educators will be disseminated via the online CSM tool.

Senate Bill 548 (Proposed - Education-Students with Reading Difficulties-Screenings and Interventions)

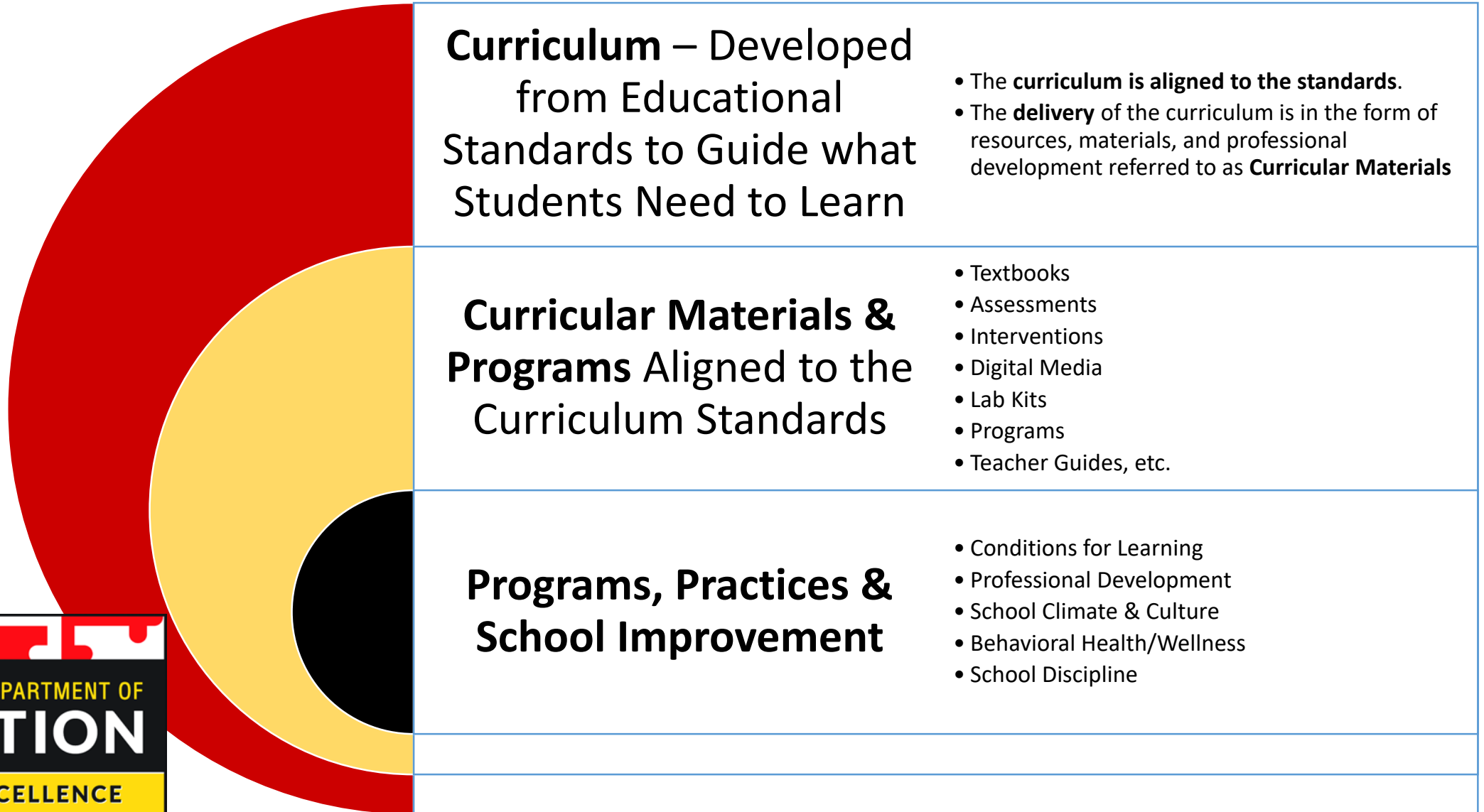
Project Objectives and Activities

Senate Bill 548 mandates access to preventative screening and interventions starting with prekindergarten, while ensuring that screening tools to identify students with reading difficulties are evidence-based and scientifically sound.

Role of CSM

The Curriculum Support Materials Collaborative (CSM) rubric for use with PreK to Grade 12 will be used to vet texts, programs, interventions and assessments to guarantee the resources are supported by moderate or strong evidence for use in ELA overall and in reading comprehension instruction in particular. Districts will have access to this tool in order to select the best programs, interventions and assessments to support the needs of children of various subgroups identified in SB 548.

District Curriculum and Curricular Materials



Improved Student Achievement Outcomes Driven by College & Career Ready Standards Implemented through Effective Curriculum, Curricular Materials, and Resources Informed by Evidence-Based Decisions and Peer Coaching

