



Integrating Service Delivery to Increase Student Success

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Commissioner

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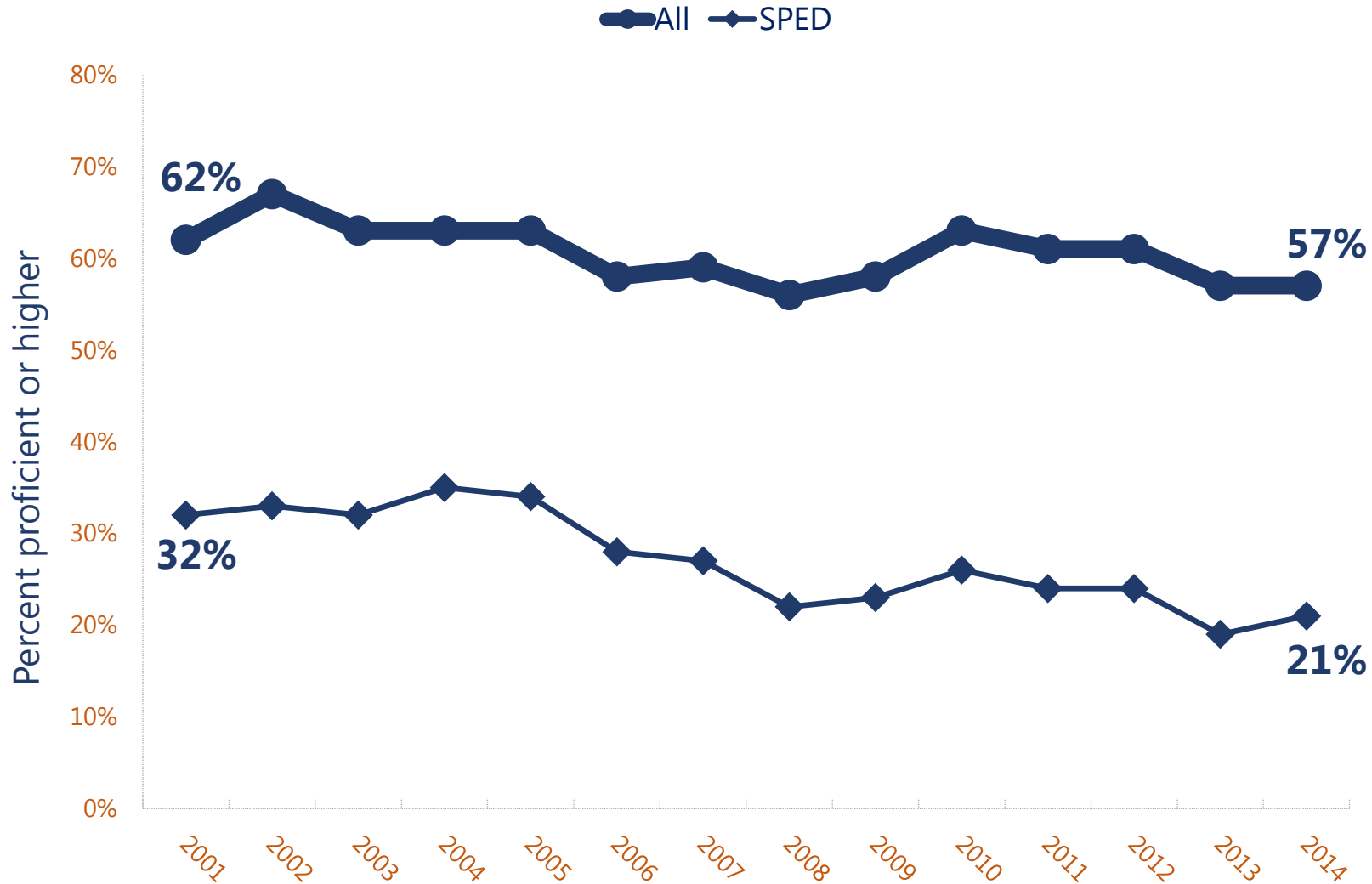


Today's Workshop

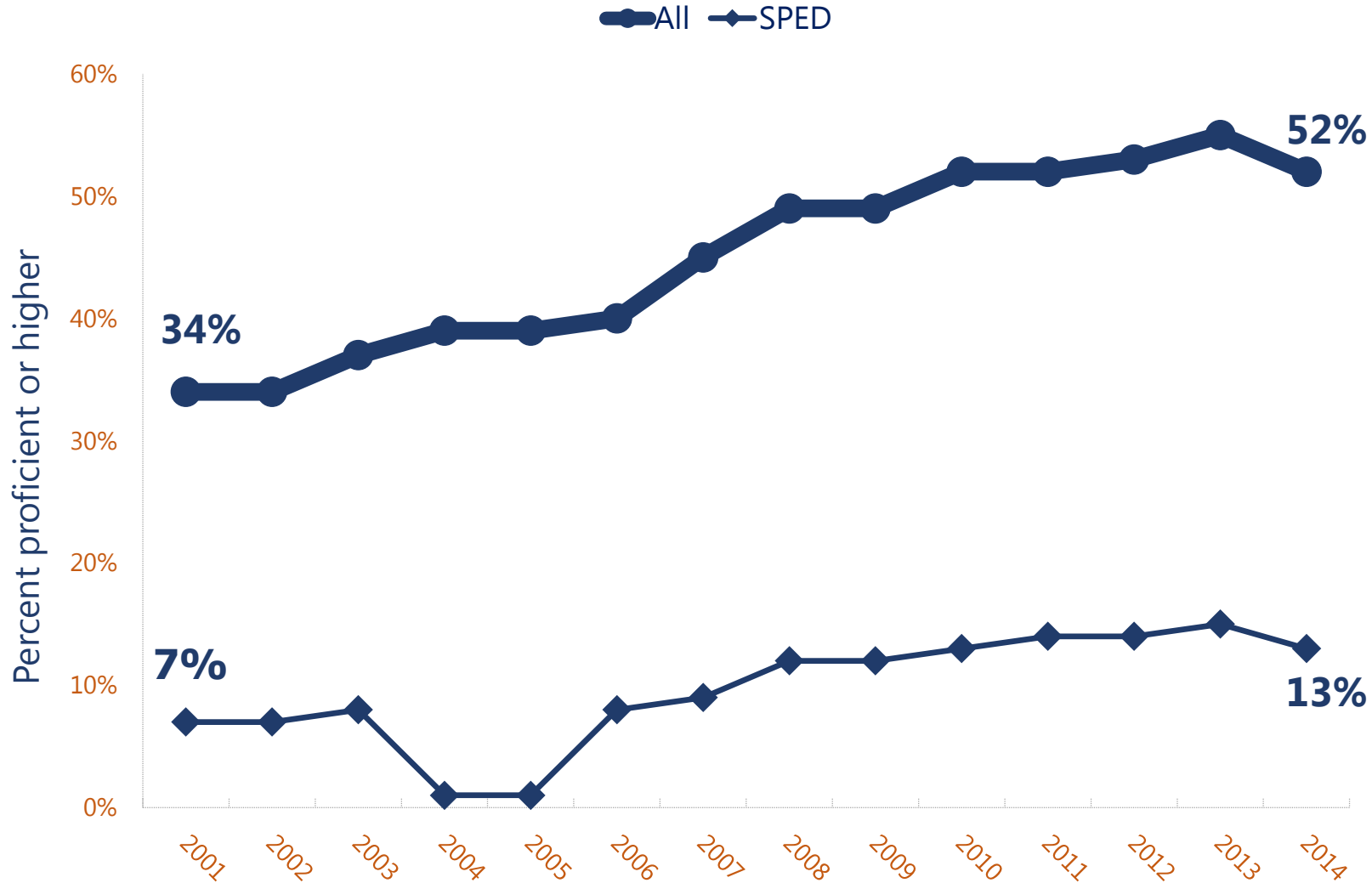
- Welcome
- What do administrators of special education need to know about the 2017 curriculum frameworks?
- Learning from success: Lessons in supporting students with disabilities and English learners from turnaround schools in MA



MCAS grade 3 ELA – All/SPED



MCAS grade 8 mathematics – All/SPED





Overview of the 2017 ELA and Math Curriculum Frameworks

Goals of the Review Process

- Make use of lessons learned in six years of implementing the 2011 standards
- Increase clarity, coherence, and rigor where necessary
- Maintain clarity, coherence, and rigor where appropriate
- Avoid unnecessary disruption to curriculum, instruction, and assessment



Math: Clarity

- Descriptions of Standards for Mathematical Practice revised to provide examples specific to each grade span: PK–5, 6–8, and 9–12.
- Key terms, such as “fluency” and “know from memory,” clarified.
- Model course standards edited to clarify content expectations and boundaries.
- Standard codes revised to include letter denoting cluster level; standards previously coded “MA” fully integrated.



Math: Coherence

- Solidified learning progression related to recognizing patterns in numbers and ratio/proportions/rates in order to lay a foundation for algebraic thinking. For example:
 - Added language to recognize and/or identify patterns in grades K–2.
 - Added “rate” to grade 6 cluster heading in Ratio and Proportional Relationships domain.
- Made edits to ensure consistent development of content PK–12.

Math: Rigor

- Definition of “mathematical rigor” as balanced approach.
- Course-taking pathway compressing grades 6–8 standards to allow completion of Model Algebra I course in grade 8.
- Decision-making guidance for completing 4 years of high school mathematics culminating in an advanced math class in grade 12.
- Retention of the high school (+) “plus” standards in the model high school courses.



ELA/Literacy: Clarity

- Sample instructional scenarios and student work provide illustrations of specific standards.
- Updated and expanded glossary entries define terms as they are used in the standards.
- Edits ensure consistent usage of terms: for example: *text*, *audience*, *text features*.
- New and updated guidance on text complexity helps educators choose high-quality texts.



ELA/Literacy: Coherence

- Cross-references and parallel expectations reinforce connections across strands.
- Massachusetts-specific standards added in 2011 now integrated more fully.
- Some vertical progressions smoothed: for example, sentence production in grades 1–3.
- Language standards emphasize application in authentic oral and written communication.

ELA/Literacy: Rigor


- Writing standards emphasize importance of flexibility and nuance in student writing.
- Academic and discipline-specific language mentioned more frequently and explicitly.
- More sustained research projects expected in middle grades as well as high school.
- High school standards align more tightly with postsecondary approaches to textual analysis.






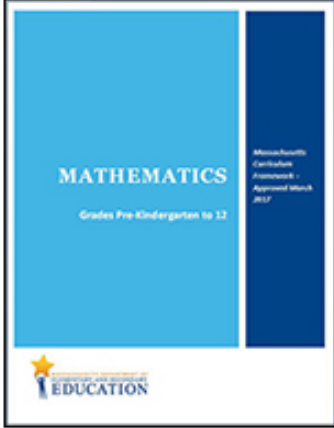
Supports for Implementing the 2017 Massachusetts Curriculum Frameworks




Where to Find (Most) Resources

Current Curriculum Frameworks



  2017 ELA/Literacy Framework
 Highlights: 2017 Revisions to the ELA/Literacy Standards



  2017 Mathematics Framework
 Highlights: 2017 Revisions to the Mathematics Standards

<http://www.doe.mass.edu/frameworks/>

New: “Highlights” Documents

Highlights: 2017 Revisions to the Mathematics Standards

This resource presents revisions to the Massachusetts mathematics standards that educators should keep in mind as they develop curriculum and plan instruction. Changes to standards for Pre-Kindergarten through grade 8 are shown first, followed by changes to high school standards. Changes to high school standards are presented in two ways: the traditional pathway and the integrated pathway. Note: the notation used in the 2017 standards introduces lettered cluster headings (e.g., 2.NBT.A.2) which are included in the listings below.

Pre-Kindergarten Mathematics

- **PK.CC.C.4:** edited to include “recognize the ‘one more’, ‘one less’ patterns” as a way to highlight that recognizing patterns in numbers is key to mathematics and fundamental for algebraic thinking

Kindergarten Mathematics

- **K.CC.B.4c:** edited to include “recognize the one more pattern of counting using objects” as a way to reinforce a learning progression related to patterns that builds students’ algebraic thinking skills.

“Highlights” available at <http://www.doe.mass.edu/frameworks/>

New: Quick Reference Guides

Reading Closely to Analyze Complex Texts in the Secondary Grades

This Guide examines the instructional practice of teaching students to read a text closely and analytically. This approach focuses on *determining what a complex text means by examining word choice, figurative language, and the structure of sentences, paragraphs, or sections (Anchor Standards 1, 4, and 5 for Reading) and being able to cite evidence for conclusions (Anchor Standard 1 for Reading)*.¹ One caution – close analytical reading *isn't* equally appropriate for all texts! It is most effectively applied to poetry or short complex texts with multiple layers of meaning and nuanced vocabulary, or to excerpts from larger complex texts that might be difficult because of their unfamiliar topic or style of writing.² The technique simply is not usually needed for texts with literal, straightforward ideas, simple sentence structures, and familiar vocabulary.

QRGs available at <http://www.doe.mass.edu/frameworks/>

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Updated: "What to Look For" Guides

The image shows the cover of a guide titled "WHAT TO LOOK FOR" for 5th grade mathematics. The cover has a blue header with "Massachusetts Curriculum Framework" on the left, "MATHEMATICS" in the center, and "5" on the right. The title "WHAT TO LOOK FOR" is in large yellow letters, with a pair of glasses icon over the "O"s. Below the title is a subtitle: "A quick guide for observing classroom content and practice". The main text reads: "In a 5th grade math class you should observe students engaged with at least one math standard and practice:". Below this is a section titled "Mathematical Practices" with two columns of bullet points. On the left side of the cover, there is a blue box with white text: "In grade 5, instructional time should focus on three critical areas:" followed by a numbered list starting with "1. Developing fluency with addition and subtraction of".

Massachusetts Curriculum Framework

MATHEMATICS 5

WHAT TO LOOK FOR

A quick guide for observing classroom content and practice

In a 5th grade math class you should observe students engaged with at least one math standard and practice:

Mathematical Practices

- Making sense of problems and persevering in solving them
- Reasoning abstractly and quantitatively
- Constructing viable arguments and critiquing the reasoning of others
- Modeling with mathematics
- Using appropriate tools strategically
- Attending to precision
- Looking for and making use of structure
- Looking for and expressing regularity in repeated reasoning

In grade 5, instructional time should focus on three critical areas:

1. Developing fluency with addition and subtraction of

WTLFs available at <http://www.doe.mass.edu/candi/observation/>

Updated: Writing Standards in Action

A2 Chapter 5
How It Works **A2**

B2 **C** After all that **C** I bet you're wondering how a hot air balloon works. **B2** Well that's why I'm here. A lot of it has to do with molecules in gases also heat and hot air. **H** One thing you need to know is that in a gas, the molecules are spread out and can move freely. When the heated molecules "move faster and farther apart" causing them to float. **H**

Writing. Grade 5, Standard 7 AND Writing. Grade 5, Standard 9 AND Reading Informational Text. Grade 5, Standard 9

H W.5.7 AND H W.5.9 AND H RI.5.9

W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.9
Draw evidence from literary or informational

WSA materials available at <http://www.doe.mass.edu/candi/wsa/>

Updated: Resource Guide to the Frameworks

Resource Guide to the 2017 Massachusetts Curriculum Frameworks for Students with Disabilities

ENGLISH LANGUAGE ARTS AND LITERACY Pre-Kindergarten–Grade 12

(Incorporating the Common Core State Standards)

Fall 2017

Resource Guide materials available at www.doe.mass.edu/mcas/alt/resources.html

Forthcoming: Other Resources

- Family-friendly, multilingual guides to the standards by grade, with prompts for conversations at home (with children) and at school (with teachers)
- Guidance on “scaffolding the standards” for students working below grade level
- More user-friendly way of navigating standards electronically

Direct Engagement: Networks


- Regional and statewide networks in 2017–2018:
 - Early numeracy (math, pre-K–3)
 - Proportional reasoning (math, grades 4–7)
 - Coursework pathways (math, grades 6–12)
 - Integrating standards (part of Early Grades Literacy Grant)
 - Integrating standards (literacy, grades 4–12)
 - Flexibility in student writing (literacy, grades 9–12)
 - Time on science (STE, pre-K–5)
 - Standards-aligned assessments (STE, grades 5–8)
 - Urban district leaders (math, literacy, STE; pre-K–12)
 - English learner education leaders (pre-K–12)
- For more information, see:
<http://www.doe.mass.edu/candi/networks.pdf>

We Believe:

Every student should engage...

- with grade-appropriate text every day.
- with meaningful real-world problems every day.
- in scientific conversations using data every week.





2017 Report on Strategies to Support EL's and SWD's

September 2017 Report



September 2017

**Prepared for the
Massachusetts
Department of
Elementary and
Secondary Education**

Office of District and
School Turnaround

Supporting English Learners and Students With Disabilities: Strategies From Turnaround Schools in Massachusetts

Meeting the needs of English learners (ELs) and students with disabilities (SWDs) is a critical yet challenging responsibility for all schools. The task proves particularly difficult for turnaround schools engaged in wholesale efforts to improve school performance. Turnaround schools face pressure to improve outcomes for *all* students quickly and dramatically, which may hinder a school's ability to focus on the needs of ELs and SWDs specifically. Moreover, staff in turnaround schools often grapple with limitations in organizational capacity, such as staff knowledge and skills, instructional resources, and leadership structures, which may make the school staff's ability to recognize and address specialized student needs especially difficult.

Report available at www.doe.mass.edu/turnaround/howitworks/reports.html

Building staff capacity to meet the needs of ELs and SWDs

Deep content knowledge with nuanced understanding of accessibility



Building staff capacity to meet the needs of EIs and SWDs

- Using endorsements well
- Hiring dually certified staff



Building staff capacity to meet the needs of ELs and SWDs

- Coaching specific to ELs and SWDs
- Professional development



Continuously Using Data to ID Student Needs and Monitor Progress

Structures, procedures and protocols designed to provide tiered supports



Continuously Using Data to ID Student Needs and Monitor Progress

Protected weekly time to review student progress and plan interventions



Continuously Using Data to ID Student Needs and Monitor Progress

Responding to whole classroom or school-wide learning needs



Fostering staff collaboration around student support

Collective
responsibility for
supporting all
students



Fostering staff collaboration around student support

Formal collaboration
time for curriculum
and instruction
planning



Structures for sharing information about students

Systems that allow teachers to learn from each other



Providing differentiated supports and interventions

Systems to ensure implementation of interventions



Providing differentiated supports and interventions

Structured intervention and enrichment sessions while differentiating in the general ed classroom



Providing differentiated supports and interventions

- Peer support
- Writing support center
- Alternative text formats
- Afterschool programs



Thank you!
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