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
Curricular Support Materials (CSM)
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

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Curricular Materials</th>
<th>Practices &amp; Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The curriculum is aligned to the state standards.</td>
<td>- Textbooks</td>
<td>- Conditions for Learning</td>
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<tr>
<td>- The delivery of the curriculum is in the form of lessons, activities, resources, and materials.</td>
<td>- Assessments</td>
<td>- School Climate &amp; Culture</td>
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<td></td>
<td>- Interventions</td>
<td>- Behavioral Health/Wellness</td>
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<td>- Digital Media</td>
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<td>- Lab Kits</td>
<td>- School Discipline</td>
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<tr>
<td></td>
<td>- Programs</td>
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</table>

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

Conditions for Learning • School Climate & Culture • Behavioral Health/Wellness • School Discipline
CSM Components

LSS Curricular Materials in Use

Evidence Based
- Evidence for ESSA
- What Works Clearinghouse

National Reviews
- Ed Reports

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

Materials should be *culturally responsive* and include a variety of student experiences and representations to *avoid bias* and *promote equity*.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Curriculum materials, across the range of resources, include all of the following indicators:</td>
<td>Curriculum materials include...</td>
<td>Curriculum materials include...</td>
<td>Curriculum materials include...</td>
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<tr>
<td>□ Are free from stereotypes, generalizations, misrepresentations, or negative portrayals of any group (e.g. culture, language, race, ethnicity, gender, socioeconomic status, or religion).</td>
<td>□ Bolded indicator from the 4 score column</td>
<td>□ Bolded indicator from the 4 score column</td>
<td>□ Insufficient evidence of the bolded indicator.</td>
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<tr>
<td>□ Support learning within a variety of cultural contexts</td>
<td>□ Three to five of the additional indicators from the 4 score column</td>
<td>□ Up to two of the additional indicators from the 4 score column</td>
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<tr>
<td>□ Value diversity and promote it as an asset</td>
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<tr>
<td>□ Provide opportunities for students to share or learn about each other’s cultures</td>
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<tr>
<td>□ Present opportunities to recognize and value differences between the home cultures of students and the culture of the classroom or school</td>
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<td>□ Promote diverse voices and perspectives around language, race, ethnicity, gender, socioeconomic status, or religion</td>
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<tr>
<td>□ Provide relevant background knowledge when students may not have specific cultural understanding needed to successfully engage in and demonstrate learning.</td>
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### Comments

### References

MSDE Online CSM System for Local School System Data Sharing

Data File Upload

- District 03 BALTIMORE
- Content Area 02 Mathematics

CSM Data Download

- Select LSS 16 - PRINCE GEORGE'S
- Select Content 01 - English Language Arts
- Select Download All Data (Complete Set)

Download
**MD K12 Searchable Database with EdReports & Evidence Reviews**

**Home > INSTRUCTION > Curriculum > CSM > Math**

**CSM: Mathematics**

**Expand Description**

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Program/Curricular Materials</th>
<th>Publisher</th>
<th>Evidence Level</th>
<th>Evidence Links</th>
<th>EdReports Alignment Rating</th>
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<td>Meets</td>
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Maryland Ratings Timeline

**STAKEHOLDER FOCUS GROUP**
- April/May: Develop and Review Rubrics and Protocols
- June: Pilot Review Team Activities and Protocols
- July: Revise and Finalize Rubrics and Protocols
- August: Review/Rate ELA and Math Materials
- September: Websites Available to Locals

**REVIEW TEAMS**
- July: Revise and Finalize Rubrics and Protocols

**LSS USE**
- August: Review/Rate ELA and Math Materials
The CSM Initiative is Tied to Current and Future Initiatives

- Reviews of MD Local School System Curricular Materials
- Current Legislation
- Evidence Requirements in ESSA
- Federal Grants
- Kirwan Commission
- Student, Family & School Support
- Curriculum Vetting