Overview

✔ Introduction to Curriculum Frameworks

✔ Project Timeline

✔ Curriculum Frameworks Section Overview

✔ Feedback Focus
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.
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?

Educators
- To make decisions about instruction & assessment to bolster all students’ learning

School/District Admin
- To enhance targeted quality Professional Learning opportunities for the field

Instructional Leaders and Providers
- To ensure access to HQCM for all students

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

Families

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

Educator Preparation Programs (EPP)
PDFs of Version 1.0 Curriculum Frameworks shared with stakeholders

Mid-June – Mid-July

Version 1.0 Curriculum Framework revision period; incorporation of stakeholder feedback

End of June – End of July

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

End of July – August

Version 1.0 released to field; stakeholder feedback, framework revision

Fall 2021 – Fall 2022
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.
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.
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.
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.
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.
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.
Section II: Implementing a HQ Curriculum

Table of Contents:

Section I: Introduction

Section II: Implementing a High-Quality Curriculum

Section III: Implementing a High-Quality Instruction

Section IV: High-Quality Learning through Assessment

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
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
Section II: Implementing a HQ Curriculum

Table of Contents:

Section I: Introduction

Section II: Implementing a High-Quality Curriculum

Section III: Implementing a High-Quality Instruction

Section IV: High-Quality Learning through Assessment

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
Section II: Implementing a HQ Curriculum

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
Section II: Implementing a HQ Curriculum

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
Section II: Implementing a HQ Curriculum

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.

Table of Contents:

Section I: Introduction

Section II: Implementing a High-Quality Curriculum

Section III: Implementing a High-Quality Instruction

Section IV: High-Quality Learning through Assessment

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
Section II: Implementing a HQ Curriculum

Table of Contents:

Section I: Introduction

Section II: Implementing a High-Quality Curriculum

Section III: Implementing a High-Quality Instruction

Section IV: High-Quality Learning through Assessment

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
Section II: Implementing a High-Quality Curriculum

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
Section II: Implementing a HQ Curriculum

**Table of Contents:**

Section I: Introduction

Section II: Implementing a High-Quality Curriculum

Section III: Implementing a High-Quality Instruction

Section IV: High-Quality Learning through Assessment

**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
✔ Suggestions and Resources for Professional Learning
✔ Selecting High-Quality Curriculum Materials
Section III: Implementing HQ Instruction

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
- Suggestions and Resources for Professional Learning
Section III: Implementing HQ Instruction

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
  ✔ Suggestions and Resources for Professional Learning
Section III: Implementing HQ Instruction

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

✔ Suggestions and Resources for Professional Learning
Section III: Implementing HQ Instruction

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
✔ Suggestions and Resources for Professional Learning

Table of Contents:

Section I: Introduction
Section II: Implementing a High-Quality Curriculum
Section III: Implementing a High-Quality Instruction
Section IV: High-Quality Learning through Assessment
Section III: Implementing HQ Instruction

**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
- Suggestions and Resources for Professional Learning
Section IV: HQ Learning through Assessment

Table of Contents:

Section I: Introduction

Section II: Implementing a High-Quality Curriculum

Section III: Implementing a High-Quality Instruction

Section IV: High-Quality Learning through Assessment

Purpose: To illustrate the relationship between standards and high-quality assessment.

Highlights of this section include:

✔ Purposes and Types of Assessment
✔ Selecting and Developing Assessments
✔ Suggestions and Resources for Professional Learning
Section IV: HQ Learning through Assessment

Purpose: To illustrate the relationship between standards and high-quality assessment.

Highlights of this section include:

✔ Purposes and Types of Assessment
  ✔ Selecting and Developing Assessments
  ✔ Suggestions and Resources for Professional Learning
Section IV: HQ Learning through Assessment

Table of Contents:

Section I: Introduction

Section II: Implementing a High-Quality Curriculum

Section III: Implementing a High-Quality Instruction

Section IV: High-Quality Learning through Assessment

Purpose: To illustrate the relationship between standards and high-quality assessment.

Highlights of this section include:

- Purposes and Types of Assessment
- Selecting and Developing Assessments
- Suggestions and Resources for Professional Learning
Section IV: HQ Learning through Assessment

**Purpose:** To illustrate the relationship between standards and high-quality assessment.

**Highlights of this section include:**

- Purposes and Types of Assessment
- Selecting and Developing Assessments
- Suggestions and Resources for Professional Learning
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
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](http://www.ride.ri.gov/CF-Feedback)
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](http://www.ride.ri.gov/CF-Feedback)
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](http://www.ride.ri.gov/CF-Feedback)
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](http://www.ride.ri.gov/CF-Feedback)
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](http://www.ride.ri.gov/CF-Feedback)
Thank you
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?
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?
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.
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?
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?
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?
ELA/Literacy Curriculum Frameworks
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?
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

Feedback Focus

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?
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 district's comprehensive assessment system?
- Is there sufficient integration of supports for differently-abled students and multilingual learners in ELA/Literacy classroom assessments?