JCPS Curriculum Selection

Directions for Consultation

A consultation is a chance to to provide clarity and information regarding a decision. The consultation will simply serve as a conversation regarding the recommendation.The purpose of this presentation is to provide the context and details of the committee's recommendation on district wide curriculum.

Goal: To understand the process for selection, the why behind the choice, and to provide feedback as needed/desired by those being consulted.

The superintendent will review any feedback before finalizing the selection.

NOTE: This presentation is about the curriculum details and process and is NOT about implementation. Implementation will come after the selection has been made. The goal of implementation will be to create as smooth a process, with as much choice as possible for building level principals. That said, implementing any new curriculum will require a collective and positive approach, top down. It's important to embrace this change, given the legal statute, but more importantly that implications for student success.

Consultant Steps

1. CAN BE PLAYED NOW OR AFTER SLIDE 14 <mark>District Selection Process video link</mark> for I.M & EL

2. Use Slides as a guide for specific understanding

3. Answer questions as needed

4. Complete Feedback Form AS NEEDED

Curriculum

Comprehensive academic content that progresses through a series of learning goals connected to grade level standards.

DEFINITION

Promoting Student Equity Through Standards Implementation

STANDARDS	CURRICULUM	HIGH-QUALITY INSTRUCTIONAL RESOURCES

What's the Difference?

The *Kentucky Academic Standards (KAS)* address a foundational framework of *what* is to be learned.	The curriculum addresses *how* learning experiences are designed at the local level.	The Kentucky Department of Education defines High-Quality Instructional Resources (HQIRs) as materials that are:
The *KAS* contain the minimum requirements of what students should know and be able to do by the end of each grade level.	The overall purpose is to focus on and connect the work of classroom teachers within a school and/or district to standards, assessments and classroom practices in order to raise student achievement.	• Aligned with the *Kentucky Academic Standards (KAS)*; • Research-based and/or externally validated; • Comprehensive to include engaging texts (books, multimedia, etc.), problems and assessments; • Culturally relevant, free from bias; and • Accessible for all students.

Who Is Responsible?

| The Kentucky Board of Education and the Kentucky Department of Education	Local superintendent, district and/or school administrators and teachers	Local superintendent, district and/or school administrators and teachers

KDE

Curriculum

What EFFECTIVE curriculum does:

★ Gives Teachers CLARITY for daily lessons and yearly progress monitoring
★ Aligns to Grade Level Standards
★ Provides flexibility while providing structure
★ Backwards plans with assessment in mind
★ Provides diverse perspectives and promotes equity centered learning
★ Accommodates a wide variety of learning needs
★ Encourages collaboration and agency

Curriculum

- ★ Guaranteed Curriculum – Guaranteed ensures specific content is taught in specific courses and at specific grade levels, regardless of the teacher assigned to a student.
  - ○ When schools and districts are unable to guarantee the curriculum being taught, the result is redundancy and inconsistency from one classroom to the next across grade levels and little alignment between the standards, assessment and instruction (Dufour & Marzano, 2011).
- ★ Viable Curriculum - Viability means the articulated grade-level standards, instructional calendar (pacing guide), and daily instruction are all manageable and can be realistically taught to mastery levels in the instructional year (Marzano, 2003).
  - ○ This means schools and districts must ensure enough instructional time is available to develop essential knowledge, skills and concepts of the guaranteed curriculum.
- ★ Bottom Line: We GUARANTEE CONSISTENCY & A TIMELINE FOR MASTERY

Choice Zone Schools

EQUITY · Access · Ease of Understanding · Diversity · Choice
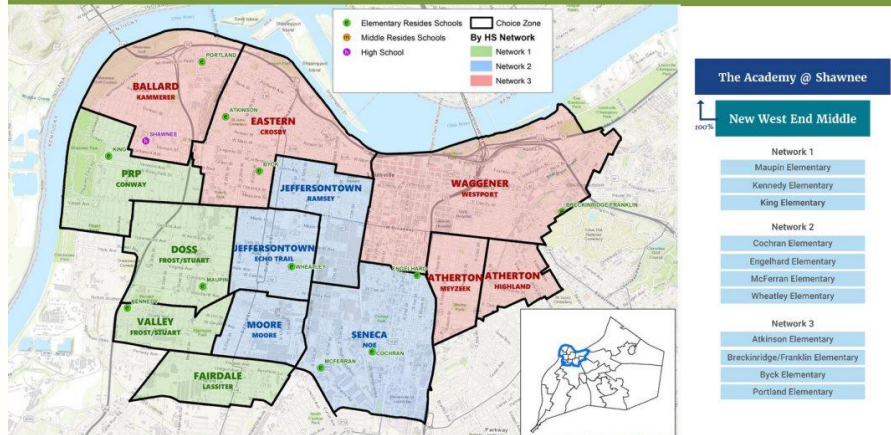
Per JCPS Choice Zone Plan: Choice Zone Committees have worked throughout 22-23 to determine curriculum.

JCPS CURRICULUM OVERVIEW
CHOICE ZONE SELECTION

TO DO:

- ❑ High School ELA (Shawnee)
- ❑ K-12 Science
- ❑ K-12 Social Studies

CURRICULUM	MATH	ELA	SCIENCE	SOCIAL STUDIES	SPECIAL AREAS
K-5	I.M ✔	E L ✔	Coming Soon	Coming Soon	Curriculum Framework ✔
6-8	I.M ✔	E L ✔	Coming Soon	Coming Soon	Curriculum Framework ✔
9-12	I.M ✔	Coming Soon	Coming Soon	Coming Soon	Curriculum Framework ✔

Why is Choice Zone Work Significant?

★ 50/50 Committees, made up of JCTA and district members worked to collaboratively research and determine the best curriculum based on

★ Look fors: Viability, Relevance, Equity, Support, Agency, Structure, Autonomy, Equity, etc.

★ Choice Zone Committees laid the groundwork for what's to come.

BUT, and it's a BIG ONE: NO DISTRICT WIDE SELECTION HAS BEEN MADE

THIS IS A SUPERINTENDENT DECISION.

Senate Bill I

The superintendent determines curriculum choice for the entire district.

SB 1

Current District Committee Work:

❏ **K-8 ELA**
❏ **K-8 Math**
❏ **ALL Others: Refine Current Frameworks**

CURRICULUM	MATH	ELA
K-5 Committee Members	Coming Soon	Coming Soon
6-8 Committee Members	Coming Soon	Coming Soon

The Process

- Committee Work
- EdReports
- Equity Lens
- Collective Feedback
- Implementation Plans
- Next Steps

K-8 ELA

Process Overview for K-8 ELA & Math

Stakeholder Voice

- <u>50/50</u> committees established with district and JCTA
- Identification of collective beliefs and Core Values (standards alignment, equity, student agency,...)
- Student stakeholder feedback, principals and teachers

Feb.1st- Feb. 16th

A Review of Curriculum

- JCPS Curriculum specialists curricula overview
- Committee provides input for curriculum considerations (plus/delta)
- Vendor Curriculum Specialist presentations
- Committee reviews curriculum materials
- <u>Agendas/REAPS</u>

Feb. 22nd-Feb. 27th

Curriculum Recommendation

- Committee review and deliberation of curricula resources
- Final Committee recommendations

Feb. 27th- Mar. 7th

K-8 ELA

EL Education Student Voice

EL Education Language Arts Big Picture Overview: Recommended to Start 1:06

Skills Block Quick Overview

Skills Block In Action

Fast Facts on EL

Practitioners in Mind
Created **by teachers, for teachers,** and implemented in like districts all across the United States. (Supportive of both degreed and non-degreed instructors)

Students Own Their Learning
Students learn to see themselves as **active learners with agency**; they articulate specific learning targets, set goals, assess their own learning, use peer feedback, themselves, and their teachers to make progress.

Curriculum as Powerful PD
Helps teachers **build on their existing expertise** and improve their ability to make strong instructional decisions during planning and while teaching.

Reduces Prep & Planning
Designed to **synthesize and support teacher preparatio**n with 1700+ vetted PowerPoint Decks/Google slides: K-8 EL and K-2 Foundational Skills

Stakeholders are Partners
Students' **families and guardians are welcomed as partners in education** because students learn best when others are a part of their educational journey.

Equity for ALL Learners
Tier 1 curriculum for all students with varying levels of support built in to ensure pathways to success for all learners

JCPS and EL Education: Making the Connection

1 — STANDARDS IMPLEMENTATION

The school identifies essential, grade-level standards that a student must reach to demonstrate high levels of learning and commits to ensure mastery and application for all students. This serves as the foundation for instructional transformation and informs every other system in this process.

MTSS TOOLKIT: Teacher Clarity

EL Core Practices
Core Practice Curriculum:
- **Choosing, Adapting, and Enhancing Curricula (CP1)**
- **Mapping Knowledge, Skills, and Habits of Character (CP2)**
- **Supporting College and Career Readiness (CP3)**

Core Practice Instruction:
- **Planning Effective Lessons (CP10)**
- **Delivering Effective Lessons (CP11)**
- Planning for and Supporting High-Quality Student Work (CP12)
- Differentiating Instruction (CP19)

Student-Engaged Assessment
- **Crafting and Using Learning Targets (CP28)**
- Checking for Understanding in Daily Instruction (CP29)
- Using Assessments to Boost Student Achievement (CP 30)
- Communicating Student Achievement (CP31)
- Ensuring Quality Instruction (CP37)

2 — EFFECTIVE USE OF DATA

The school collects, analyzes, and uses key data points to inform academic and non-academic decision making.

MTSS TOOLKIT: Self-Reflection and Assessment

EL Core Practices
Core Practice Instruction
- **Cultivating a Culture of Engagement and Achievement (CP 27)**
- Crafting and Using Learning Targets (CP 28)
- **Checking for Understanding in Daily Instruction (CP 29)**

Student-Engaged Assessment
- Crafting and Using Learning Targets (CP28)
- **Checking for Understanding in Daily Instruction (CP29)**
- **Using Assessments to Boost Student Achievement (CP 30)**
- Communicating Student Achievement (CP31)

3 — INSTRUCTIONAL PLANNING AND PRACTICE FOR DEEPER LEARNING

Teams of teachers and administrators collaboratively plan units, lessons, and assessments to reinforce high levels of learning and ensure mastery for all students.

MTSS TOOLKIT: Modes of Instruction & Modes of Student Practice

EL Core Practices
Core Practice Curriculum:
- Supporting Global Citizenship (CP4)
- Promoting Social, Emotional, and Physical (CP5)
- Designing Case Studies (CP6)
- **Incorporating Fieldwork, Experts, and Service Learning(CP7)**
- **Designing Projects and Products (CP8)**
- **Designing Learning Expeditions (CP9)**

Core Practice Instruction:
- Planning Effective Lessons (CP10)
- Delivering Effective Lessons (CP11)
- Planning for and Supporting High-Quality Student Work (CP12)
- **Differentiating Instruction (CP19)**
- **Teaching English Language Learners (CP20)**

JCPS and EL Education: Making the Connection

PROGRESS MONITORING AND ANALYSIS OF STUDENT WORK

Teams of teachers and school leadership collect/review/analyze data and student work samples to determine student progress towards meeting mastery and application of standards and performance benchmarks.

MTSS TOOLKIT: Formative Assessment

EL Core Practices
Student-Engaged Assessment:
- Cultivating a Culture of Engagement and Achievement (CP27)
- Crafting and Using Learning Targets (CP28)
- Checking for Understanding in Daily Instruction (CP29)
- Using Assessments to Boost Student Achievement (CP30)
- **Communicating Student Achievement (CP31)**

Core Practice Instruction:
- Planning for and **Supporting High-Quality Student Work (CP12)**
- Differentiating Instruction (CP19)
- Teaching English Language Learners (CP20)

ACADEMIC AND BEHAVIORAL SUPPORT

Teachers use academic and behavioral data to prescribe short- and long-term supports for students to meet and exceed standards and strengthen their sense of belonging.

MTSS TOOLKIT: Classroom Systems That Support Student Behavior

EL Core Practices
Student-Engaged Assessment:
- **Cultivating a Culture of Engagement and Achievement (CP27)**
- Crafting and Using Learning Targets (CP28)
- Checking for Understanding in Daily Instruction (CP29)
- Using Assessments to Boost Student Achievement (CP30)
- **Communicating Student Achievement (CP31)**

INSTRUCTIONAL FEEDBACK AND PROFESSIONAL LEARNING

The District and school have identified common frameworks (leadership, content, pedagogy, systems) and use structured walkthroughs, feedback and coaching, and professional learning to improve leadership and instructional practices.

**MTSS TOOLKIT: Feedback Via Engagement**

EL Education PD Packs
- **PD Packs**

JCPS and EL Education: Making the Connection

Backpack of Success Skills

EL Education

- **Transforms teaching and learning** by changing instructional practice to **support all students**.

- **Students are at the center**, taking an **active role in their learning experiences** and responsibility for deciding which artifacts best represent their development of content knowledge and Success Skills during each step of their JCPS journey.

- Students are continually **challenged to reflect** upon their learning, **set goals** and **create plans** for ongoing improvement.

- In order to have the kind of evidence needed for their Backpacks, **ALL students must have the opportunity to take part in rich, meaningful learning experiences**.

- **Aligned expectations** from school to school and teacher to teacher for transition readiness.
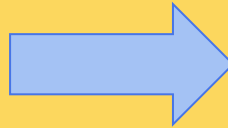
Design Principles Alignment
- Primacy of **Self-Discovery**
- The Having of Wonderful Ideas
- **Responsibility of Learning**
- Empathy and Caring
- **Success and Failure**
- Collaboration and Competition
- Solitude and Reflection

SLIDESMANIA.COM

JCPS and EL Education: Making the Connection

Racial Equity

EL Education

JCPS Diversity Statement

- **Intergroup understanding**, awareness, and appreciation by students and staff of diverse ethnic, cultural, and linguistic groups represented in JCPS.
- **Positive attitudes toward cultural diversity**, especially in early grades, by dispelling misconceptions, stereotypes, and negative beliefs about themselves and others.
- **Dialogue about the impact of racism** and other barriers to acceptance of our common humanity.
- Development of **positive, productive interaction** among people and **experiences of diverse cultural groups**.
- **Understanding of historical, political, and economic bases of current inequities.**

- **Characters, authors, and stories represent diverse identities, experiences, and cultures**–helping students build self awareness and cultural proficiency.
- **Protocols and conversation cues** give students daily opportunities to practice academic discourse (as a scaffold for writing) and to **ensure equity of voice.**
- Performance tasks encourage students to **celebrate the diverse voices and perspectives** studied in the **modules beyond the classroom** and in **connection with community**.

JCPS and EL Education: Making the Connection

Culture & Climate

EL Education

- School **culture and climate** are formed by a range of factors that shape **students' perceptions** of school and their **motivation to learn**.
- These factors include aspects that support **meaningful teaching and learning** such as:
  - Physical
  - Social
  - Emotional

Design Principles Alignment
- The Responsibility of Learning
- **Empathy and Caring**
- **Success and Failure**
- **Diversity and Inclusion**
- Solitude and Reflection
- Service and Compassion

We are Teachers who believe...

Vision:
When students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish.

Mission:
To create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.
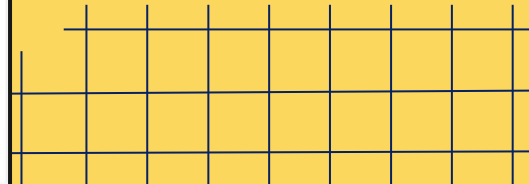
Identity-

- **How does the curriculum (including texts and exercises) help students to learn something about themselves and/or about others?**

Texts **must** serve as...

Mirrors
Build student pride and self-esteem in their various identities

Windows
Reduce bias and foster empathy for various identities in a diverse society

Sliding Glass Doors
Allow students to identify systems of injustice and understand the role of activism for social change

Based on the scholarship of Dr. Rudine Sims Bishop

*Do you see yourself in other students' learning?

*Why is it important to learn about other people and different cultures?

*Assessing Students Equitably: Culturally and Historically Responsive Assessment Questions, Dr. Ghouldy Muhammad "Cultivating Genius"

Skills-

- **How does the curriculum (including texts and exercises) respond to or build students' skills and standards?**

EL's **commitment** to culturally sustaining education...

...means that all children experience these pillars of educational equity:

1. Instruction and assessment that challenges, engages, and empowers learners

Backpack of Success Skills

2. Access to standards-based, content-rich, culturally affirming curriculum

Racial Equity

3. School culture that fosters positive identity, belonging, agency, and purpose

Culture & Climate

4. Explicit anti-racist discussion, practice, and action

Racial Equity

*Do you know why you learn skills at school and how they apply to your future?

*Assessing Students Equitably: Culturally and Historically Responsive Assessment Questions, Dr. Ghouldy Muhammad "Cultivating Genius"

Intellect-

- **How does the curriculum (including texts and exercises) respond to or build upon students' knowledge and mental powers? What are they becoming smarter about?**

GRADES K-5 LANGUAGE ARTS
Module Topics

Knowledge Building

	Module 1	Module 2	Module 3	Module 4
Kindergarten	Toys and Play	Weather Wonders	Trees are Alive	Enjoying and Appreciating Trees
Grade 1	Tools and Work	The Sun, Moon, and Stars	Birds' Amazing Bodies	Caring for Birds
Grade 2	Schools and Community	Fossils Tell of Earth's Changes	The Secret World of Pollination	Providing for Pollinators
Grade 3	Overcoming Learning Challenges Near and Far	Adaptations and the Wide World of Frogs	Exploring Literary Classics	Water Around the World
Grade 4	Poetry, Poets and Becoming Writers	Animal Defense Mechanisms	The American Revolution	Responding to Inequality: Ratifying the 19th Amendment
Grade 5	Stories of Human Rights	Biodiversity in the Rainforest	Athlete Leaders of Social Change	The Impact of Natural Disasters

GRADES 6–8 LANGUAGE ARTS (SECOND EDITION)
Module Topics

	Module 1	Module 2	Module 3	Module 4
Grade 6	Greek Mythology	Critical Problems and Design Solutions	American Indian Boarding Schools	Remarkable Accomplishments in Space Science
Grade 7	The Lost Children of Sudan	Epidemics	The Harlem Renaissance	Plastic Pollution
Grade 8	Folklore of Latin America	Food Choices	Voices of the Holocaust	Lessons from Japanese American Internment

*How is what you are learning connected to life?

*Assessing Students Equitably: Culturally and Historically Responsive Assessment Questions, Dr. Ghouldy Muhammad "Cultivating Genius"

- **How does the curriculum (including texts and exercises) engage students' thinking about power and equity and the disruption of oppression?**

CONNECTING TO THE JCPS **Affirming Racial Equity (ARE) TOOL**

1. **CONTENT INTEGRATION**
   a. Texts, topics, other materials

2. **KNOWLEDGE CONSTRUCTION**
   a. Building Background knowledge + Content Based curriculum

3. **PREJUDICE ELIMINATION**
   a. Teacher PD focused on mindsets

4. **EQUITABLE PEDAGOGY**
   a. High leverage instructional practices in every lesson

5. **EMPOWERING CLASSROOM CULTURE**
   a. Character / SEL embedded daily

6. **A.R.E. Through Assessments**
   a. Culture of revision and feedback loops

⊏ Education

But what does this *really* look like in action?

Work Time

A. Preparing for a Text-Based Discussion (25 minutes)

- Distribute and display the **End of Unit 1 Assessment prompt**. Invite students to follow along, reading silently in their heads as you read it aloud. Answer clarifying questions.
- Distribute and display the **Preparing for a Text-Based Discussion note-catcher**. Remind students that they saw this note-catcher in the previous lesson when they had a text-based discussion about the threats to human rights in Chapters 1–3.
- Read the questions at the top of the note-catcher aloud for the group:
  – "How were the human rights of the characters in Chapters 4–6 of *Esperanza Rising* threatened?"
  – "How did it make you feel? Why?"
- Emphasize that these are the same questions as the previous lesson, but this time, students will be thinking about Chapters 4–6.
- Focus students on the **How Were the Human Rights of the Characters in Esperanza Rising Threatened?** anchor chart. Point out that the threats to human rights for "Los Melones" and "Las Cebollas" have not yet been added to the anchor chart. Tell students that they will update this anchor chart after they have prepared for the discussion.
- Focus students on the Working to Become Ethical People anchor chart.
- Remind students that sometimes the things we discuss in class or the texts we read can upset some students. Explain that sometimes this can come as a result of their previous experiences or their family background. Remind them that they have already been working hard on being respectful of this and have also learned about empathy and compassion.
- Point out that, again, there are only three rows on the Preparing for a Text-Based Discussion note-catcher. This is because they are going to choose three examples of threats to human rights in Chapters 4–6 that were particularly meaningful to them. Explain that this means they will have had an emotional response, such as anger, disgust, disappointment, sadness. Explain that this emotional response could come from their own experiences or just as a reaction to the text.
- Ensure students understand that they also need to be able to justify why they feel the way they feel.

"Remind students that sometimes the things we discuss in class or the texts we read can upset some students. Explain that sometimes this can come as a result of their **previous experiences** or their **family background.** Remind them that they have already been working hard on being **respectful** of this and have also learned about **empathy and compassion.**"

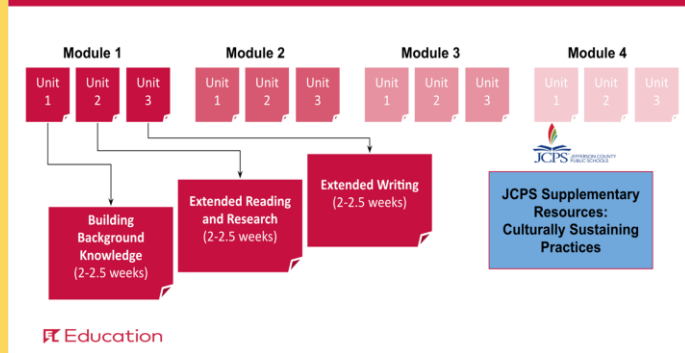*In what ways do current events going on in our country connect to your learning at school?

*Have you experienced an injustice? Was it resolved? If so, how?

*Assessing Students Equitably: Culturally and Historically Responsive Assessment Questions, Dr. Ghouldy Muhammad "Cultivating Genius"

HOW- K-8 Professional Development Focus

- **How will we ensure cultural responsivity for teachers as we provide PD?**

K-8 Modules: Unit 1 focus on **Building Background Knowledge.**

Module 1 — Unit 1, Unit 2, Unit 3
Module 2 — Unit 1, Unit 2, Unit 3
Module 3 — Unit 1, Unit 2, Unit 3
Module 4 — Unit 1, Unit 2, Unit 3

Building Background Knowledge (2-2.5 weeks)
Extended Reading and Research (2-2.5 weeks)
Extended Writing (2-2.5 weeks)

JCPS JEFFERSON COUNTY PUBLIC SCHOOLS

JCPS Supplementary Resources: Culturally Sustaining Practices

EL Education

Differentiation & Scaffolding

Support for Differentiation

Please use this slide to expound on the supports provided within your curriculum for different subgroups of learners (i.e. those needing heavier or lighter support, ELLs, students with learning differences, gifted students, etc.)

- Building Background Knowledge
- Close Reading (+ Read Alouds) to access grade level appropriate texts
- Homework offered as additional practice, but completion does **not** impact ability to engage in the next day's lesson
- Small Group Instruction (flexible grouping based on ongoing data collection)
  - Embedded in modules
  - Skills Block (K-2)/ALL Block (3-5)
- Language Dives / Conversation Cues
- Extension ideas and connections for each unit / lesson
- Embedded, ongoing scaffolds in the lesson narratives

Language Dives + Conversation Cues

- Help students deconstruct and reconstruct academic sentences and independently create their own
  - Help native English speakers gain deeper insight into their native language
  - Maximize language development for ELLs, especially long-term English learners, as they listen to and interact with native English speakers and other ELLs
- Build both habits of mind and character as students have metacognitive conversations about language

EL Education

Building In Support for ELLs

*Assessing Students Equitably: Culturally and Historically Responsive Assessment Questions, Dr. Ghouldy Muhammad "Cultivating Genius"

Tiered Instructional Resources - DRAFT

Evidence Based Programs and Strategies for K-12 ELA & Math

Level	Core (Tier 1)	Supplementary Supports (Including Tier 2 & 3 Interventions As Needed)
K-5	• JCPS ELA Curriculum Framework with EL- EL-Expeditionary Learning- English Language Arts (K-5)	• Heggerty • UFLI • IMSE • Lexia • IXL • Study Island • Exact Path • Think CERCA • NearPod • FEV Tutor • PAPER (4-5) • RISE Framework • Next Step Forward
6-8	• JCPS ELA Curriculum Framework with EL-Expeditionary Learning- English Language Arts (6-8)	• Adolescent Literacy Model AL • ThinkCERCA • Reading Plus • NearPod • Study Islan • Exact Path • FEV Tutor • Lexia • Imagi Learning • IXL • PA • Correctiv ding • Reading Plus • Read 180 • Study Island* • UFLI

Notice: Although there is ONE Core curriculum, there will be multiple Supplementary Supports that can still be used. This is not a comprehensive nor approved list- it's in draft form. The intent is to allow for school choice in supports and also to provide a bridge from the use of prior programs/curriculums as we move to one.

K-8 Mathematics

Illustrative

Mathematics

with Imagine Learning
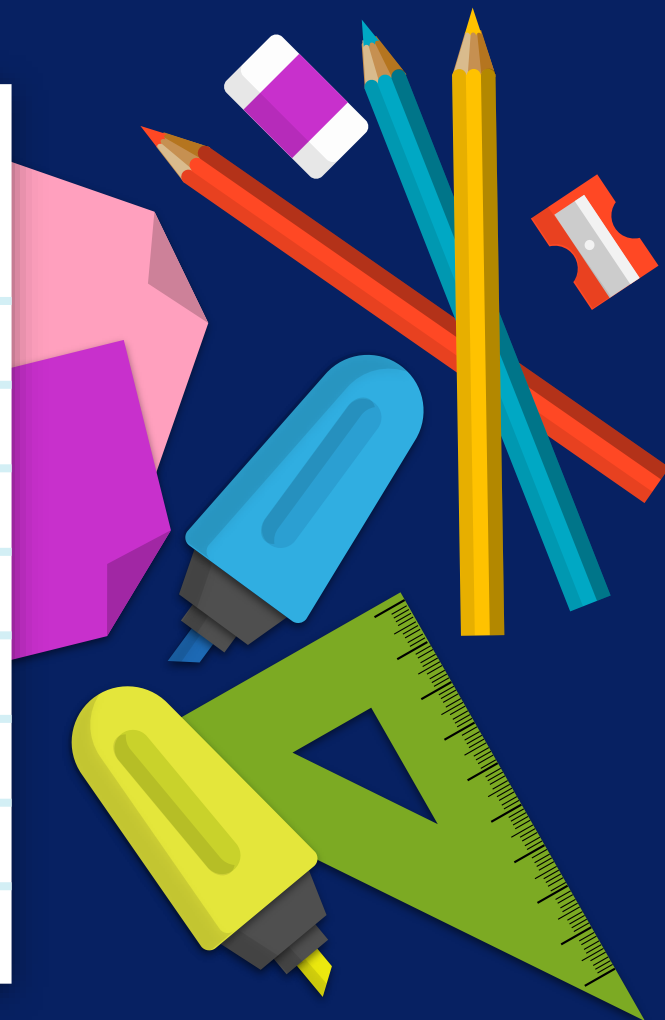
The JCPS Community will support all Learners in crafting mathematical experiences that are *empowering, humanizing, and equitable*.

We will create a community in which all Learners *know, use, and enjoy* mathematics.

Our collective work will support continuous improvement and transformational teaching and learning in mathematics.

imagine learning | **Illustrative Mathematics.** LEARN MATH FOR LIFE

ALL Green Ratings on EdReports

- Problem-based learning through an **inquiry model** of instruction
- Instructional routines aligned to content standards & **fluency**
- **Math Language Routines**, research based support for **EL students**
- Focus on **community-based learning** with intentional collaboration
- Formative assessments to adjust instruction, for **cultural responsivity**
- Ongoing **professional learning and support**

Problem-Based Learning

imagine learning | **Illustrative Mathematics.** LEARN MATH FOR LIFE

Cultivating Genius: A Framework for Equity in Math Teaching & Learning

Identity
Who gets to be a Mathematician?

Whose ideas are valued, amplified, and shared?

All learners are positioned as "Doers" of mathematics

Build positive math identities

High expectations for all learners

Skills
Instructional routines promote **fluency strategies**

Multiple representations of math concepts to build **conceptual understanding**

Criticality
Student discourse as a means to disrupt structures and marginalizing language

Culturally relevant contexts for math modeling

Intellect
Asset-based approach draws on learners' funds of knowledge

Learners have multiple entry points into tasks and **build mathematical meaning**

Elicit student thinking and make use of it during a lesson to send positive messages about learners' mathematical identities

GHOLDY MUHAMMAD

Cultivating Genius

AN EQUITY FRAMEWORK FOR CULTURALLY AND HISTORICALLY RESPONSIVE LITERACY

Scholastic
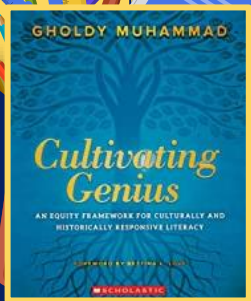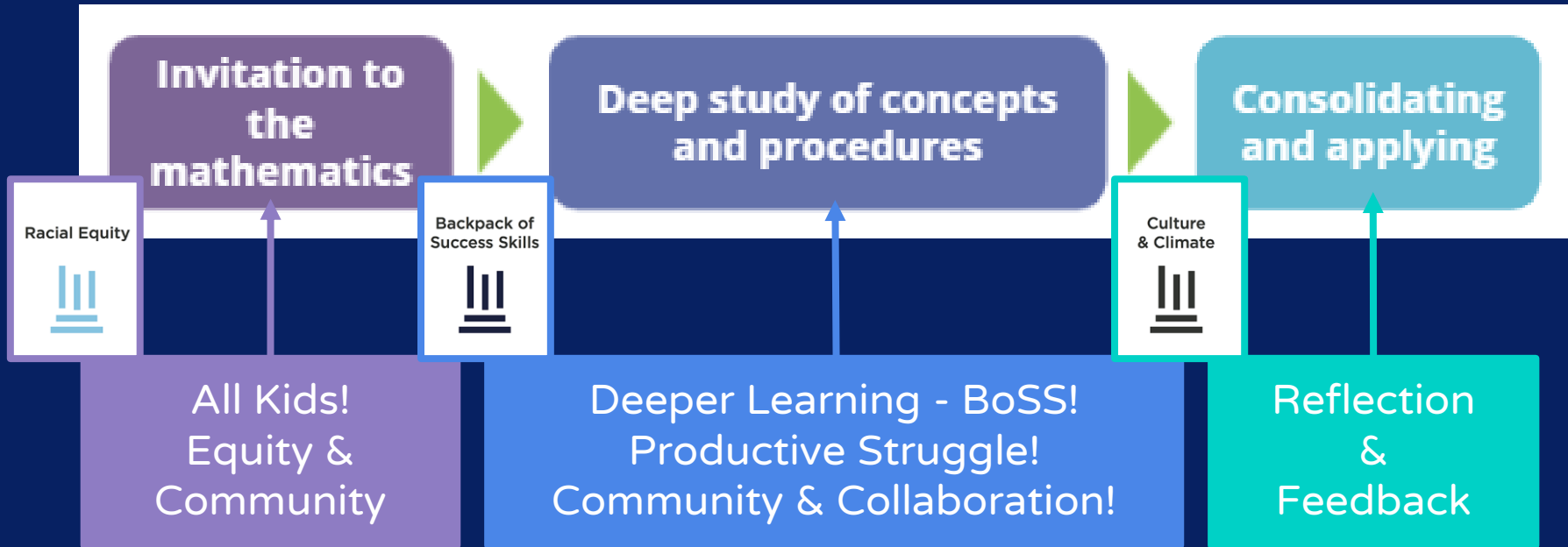
Lesson Structure + Instructional Framework = Culturally Responsive Teaching

Culturally Responsive Lesson Structure

- **Ignite** – get the brain's attention
- **Chunk** – make information digestible
- **Chew** – time to reflect & actively process new information
- **Review** – apply new learning, practice authentically

Warm-up

Activity

Activity Synthesis

Lesson Synthesis

Cool-down

Centers

CLASSROOM INSTRUCTIONAL FRAMEWORK
K-5 Mathematics Workshop Approach

Culturally Responsive Teaching **& THE BRAIN**
Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students
Foreword by Yvette Jackson
Zaretta Hammond

Equity Work is Pedagogical: Inquiry Model vs. Gradual Release

Traditionally...	But what if...	So that...
I do...	**I do** the math when I plan the lesson with my PLC...	I can anticipate student responses and be ready to respond to student thinking "in the moment" during workshop. I can preplan scaffolded support for all students, including students with learning differences and English learners.
We do...	**We use** math tools and focus on strategies to solve problems with culturally relevant contexts...	We can explore multiple ways of problem solving and make connections to our current understanding and grow our learning while structuring student discourse to amplify student language, multiple representations and deeper learning.
You do...	**You discuss** your thinking with your classmates and share your strategies...	You can receive feedback from me in the form of questions to assess or advance your thinking. We build mathematical community where all ideas are valued and explored.

Tiered Instructional Resources - DRAFT

Level	Core (Tier 1)	Supplementary Supports (Including Tier 2 & 3 Interventions As Needed)
K-5	● JCPS Math Curriculum Framework with Illustrative Mathematics (K-5)	● Imagine Math ● AVMR (Math Recovery) ● Differentiated Centers ● Math in Practice ● Bridges in Math Interventions ● Khan Map Accelerator ● Study Island* ● Exact Path ● FEV Tutor ● Do the Math ● Math By the Book
6-8	● JCPS Math Curriculum Framework with Illustrative Mathematics (6-8)	● Imagine Math ● AVMR (Math Recovery) ● Differentiated Centers ● Khan Map Accelerator ● iXL ● Study Island ● Exact Path ● FEV Tutor ● PAPER ● Additional Math Block

Notice: Although there is ONE Core curriculum, there will be multiple Supplementary Supports that can still be used. This is not a comprehensive nor approved list- it's in draft form. The intent is to allow for school choice in supports and also to provide a bridge from the use of prior programs/curriculums as we move to one.

DRAFT

Recommendation Wrap-Up

ELA: EL- Expeditionary Learning

★ **Commitment To Equity-** Windows, Mirrors, & Sliding Glass Doors

★ **Knowledge Building** Curriculum- Deeper Not Wider

★ **Foundational Skills** - Essential Phonics Instructions

★ EL's **Values & Learner Profile-** Values Student Centered Learning (Whole Child)

Math: Illustrative Mathematics

★ **Student Driven:** Kids DO the math!

★ **Coherent progression** of mathematical understanding across K-12

★ Anchored in **equitable access** for all learners

★ **Supports teachers** in internalizing mathematical best practices

THANKS FOR YOUR FEEDBACK!

Thank you for completing the feedback form **provided here** or scan the QR code to the right if you have comments only. If you have questions, please ask those now with your consultant.

Reminder: Implementation and training plans will be released after the selection is made and needs are confirmed.