**Questions and Answers & Notes from Chat**

**Webinar: Planning and Adjusting Instruction Math**

**Date: June 18, 2020**

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|  | **Question** | **Answer** |
|  | Are we expected to cover all of the standards next year? | The prerequisite standards, released in the spring of 2020, were guidance specifically to support teachers in closing the 2019-20 academic year. At this time, districts and schools should anticipate working to address all grade level content standards in the coming school year.  Currently we are not putting out narrowing the standards for 20-21. If that changes, we will notify the field at that time. |
|  | What is the role of the prerequisite standards for the coming school year? OR will we be back to focusing on all grade level standards? |
|  | Will the state be giving priority focus recommendations? As acknowledged, teachers will need more time, so how do we make decisions around coverage of content? |
|  | Does the planning process being described relate to all standards or just the pre-requisite standards? |
|  | Are you considering narrowing the focus on the standards as NCSM/NCTM is suggesting? |
|  | How do we manage the integration of prior grade with breath of grade level standards expected in framework? |
|  | To clarify, then is the state expectation that all standards will be covered? Or that districts will individually make decisions around purpose and focus? Or that we are still in a holding pattern on this? |
|  | If it becomes true that classes are split in half to reduce class size, how can we keep the same grade-level standard expectations if we have half the time with each group? | At this time, it is too early to make that decision. As we get more information regarding district school operations, we will continue to make updates and recommendations. |
|  | Do we know when dese is putting out guidelines for next year? | New information is regularly released through a variety of methods including the Commissioner’s Update, On the Desktop, and the DESE STEM Newsletter. |
|  | Would DESE consider putting together a prescribed scope and sequence so in case we end up home again everyone in the state would at least be covering the same standards? | This is a great suggestion, however a core component of local school governance is that every district makes their own curriculum and scope and sequence decisions. The strongest course of action is to adapt your own high quality curricular program. If you do not currently use a high quality curriculum, consider joining many other districts this year in a CIS facilitated Selection and Adoption Network. |
|  | As of today, is MCAS happening? | Yes, the MCAS is currently planned for the 20200-21 school year. |
|  | Are there recommended assessment structures and resources? | We are not recommending specific math assessments to use next year at this time. District assessment structures for the fall should build from existing structures and purposefully connect to instructional planning. For general guidance see the MTSS Framework  <http://www.doe.mass.edu/sfss/mtss/> |
|  | By more frequent assessments are you speaking formative, I envision more exit tickets than unit tests to assure adjustments are frequent and immediate response to student need...? | That is correct, we recommend including many more formative assessment tools (not just limited to exit tickets) embedded throughout the year to help inform your planning and instruction. |
|  | How are we ensuring equity and access? | The most impactful way to attend to equity and access is to ensure that all students have access to on-grade-level learning tasks. |
|  | Is there a MA coherence map for standards (similar to Achieve the Core) | The [Standards Navigator](http://www.doe.mass.edu/frameworks/search/default.aspx) is a MA DESE created tool that functions in much the same way as the Coherence Map. The Standards Navigator also includes additional resources like key definitions from the Frameworks and links to aligned and released MCAS items. Additionally, all other content standards are also included and linked, where appropriate. |
|  | This might be a great opportunity for all the content departments at DESE to review the standards to determine what is truly important for students to know.  Each content areas has a very dense set of standards, which almost assumes it is the only content being taught... especially at the elementary level.  Might be good work for the DESE curriculum teams to come together and look at.  Schools/Districts are making those decisions at the local level due to fact that in total, when examining all content areas together, there is too much information to cover in one academic year. | The Frameworks and content standards are revisited on a 10-year cycle, which includes a rigorous process and inclusion of various stakeholders, the last revision occurred in 2017. |
|  | Will DESE be supporting districts more with a hybrid model (students come and go) given how likely it is? | As district and school reopening plans become more formalized, we will continue to support the field in any ways that we can. |
|  | Is there a way to sign up for Math DESE emails and updates from the Commissioner? | To subscribe to a variety of DESE updates, visit:  [www.doe.mass.edu/resources/newsletter-signup.aspx](http://www.doe.mass.edu/resources/newsletter-signup.aspx) |