

Connecticut State Board of Education
Hartford

Minutes of the
September 24, 2014, Academic Standards and Assessment Committee Meeting

Pursuant to notice filed with the Secretary of the State, the Academic Standards and Assessment Committee met on Wednesday, September 24, 2014, in Room 223, State Office Building, 165 Capitol Avenue, Hartford, Connecticut.

I. Call to Order

Chairperson Stephen Wright called the meeting to order at 9:25 a.m.

Present: Stephen Wright, Chairperson
Allan Taylor
Theresa Hopkins-Staten (telephone)

I. Consideration of the Minutes of the September 24, 2014 Academic Standards and Assessment Committee Meeting

Mr. Wright moved, Mrs. Hopkins-Staten seconded, that the committee approve the minutes of the September 24, 2014 Academic Standards and Assessment Committee meeting.

Vote: In Favor: Wright, Hopkins-Staten
Abstained: 0
Opposed: 0
Absent: Taylor – arrived at 9:30 a.m.

Motion carried unanimously.

II. Mastery Based Learning Guidelines

The State Department of Education is required to create and distribute guidance to support educators in schools and districts who are interested in implementing a mastery-based credit system. The department guidelines support adaptations of local policy, practice and public engagement and ensure that student expectations align with the CT state standards. The draft was shared with feedback circles that included guidance counselors, superintendents, teachers, the CEA, AFT, CAPSS, CABE, CSDE academic, CTE, and special education staff, Parent-Teacher Association of CT and CAS. Input provided by the feedback circles has been incorporated into the existing draft guidelines. The draft will be shared with a group of superintendents in October.

Mrs. Hopkins-Staten spoke of her concern for families living in poverty, with limited resources and that the developing guidelines will not be useable for all types of children. To be mindful that not all students are coming to the classroom with the knowledge we take for granted.

Dr. Roberge-Wentzell, with the committee's permission, would like to bring to the November 6 meeting, models of existing support systems for students in Hartford, New Haven and other urban districts with less preparation and less opportunity vs the affluent community.

III. K-5 Social Studies Frameworks

Connecticut social studies educators have worked for the past year collectively to create new Grades K-12 social studies frameworks. The educators involved in the project are from universities, secondary and elementary schools. Writers have come from rural, suburban and urban districts of the state. The project has been guided by new national social studies frameworks, entitled "College, Career, and Civil Life" (C3). In all K-12 framework documents there is an emphasis on four major disciplines of the social studies (history, civics, economics, and geography). In some districts there is very little social studies – some teachers have little background.

Mr. Stephen Armstrong, SDE Social Studies Consultant, suggested as a next step after the frameworks have been assessed, developing a companion document which dwells a lot deeper on how to teach various concepts. The need for a deeper implementation plan that includes professional development on standards and curriculum. Look to the State Board for guidance and engagement in their role.

Committee members would like to see the frameworks go to the December SBE meeting for adoption. Perhaps have a special meeting to review document prior to the meeting. Present the draft to a governance council, engage parents, legislature, unions, PTA, release the names of the writers, interview from local paper – need a campaign plan. Staff should begin the process now working with the Communication's Office team for turnaround and begin work on the companion document, let everyone know that the draft is coming.

IV. K-3 Social and Intellectual Habits Standards

The Office of Early Childhood introduced the *Connecticut Early Learning and Development Standards (CT ELDS)*. The publication serves as the foundation for supporting all young children in Connecticut, no matter where they live, play and learn. The CT ELDS are statements of what children from birth to age five should know and be able to do across the earliest years of development.

The CT ELDS were developed through the work of the Connecticut Early Childhood Education Cabinet and its Learning Standards Workgroup. In addition, over 100 state and national experts participated in some way during the development process, helping to ensure a strong and comprehensive set of learning standards.

The meeting was adjourned at 12:00 p.m.

Prepared by: Elizabeth Rivera

Minutes approved at the November 12, 2014 meeting.