

Connecticut State Board of Education
Hartford

Minutes of the
February 5, 2015, Academic Standards and Assessment Committee Meeting

Pursuant to notice filed with the Secretary of the State, the Academic Standards and Assessment Committee met on Thursday, February 5, 2015, in Room 223, State Office Building, 165 Capitol Avenue, Hartford, Connecticut.

I. Call to Order

Chairperson Stephen Wright called the meeting to order at 9:10 a.m.

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

Absent: 0

I. Consideration of the Minutes of the November 12, 2014 Academic Standards and Assessment Committee Meeting

Mrs. Hopkins-Staten moved, Mr. Wright seconded, that the committee approve the minutes.

Vote:	In Favor:	Wright, Hopkins-Staten
	Abstained:	Taylor
	Opposed:	0
	Absent:	0

Motion carried unanimously.

II. Mastery-based Learning Guidelines – Draft

Introduction began with contrast and comparison of Personalization versus Mastery-based Learning (MBL). An example of Personalization would be the process implemented for a Student Success Plan where students develop their own plan for academic, career and social, emotional, and physical needs often focused on individual interests, passions and aspirations. Comparatively, MBL is also student centered and personalized allowing student to determine how they will learn and how they will demonstrate mastery. Personalization is a requirement of MBL.

Discussion topics:

- The importance of board adoption of the MBL Guidelines was brought to line to address the needs of 30+ schools currently planning or implementing MBL.
- The Foreword was then discussed to emphasize the purpose of the MBL Guidelines which are state-developed guiding principles rather than rigid requirements.
- The most recent vetting session held in December and January were discussed. The most frequently cited feedback collectively from all session was discussed. Community Engagement and communication in particular were determined to be of specific importance.

- There was a brief overview of all three sections of the Guidelines and illustrations of student progression for mastery of competencies and demonstration of skills and knowledge leading to graduation. The Guidance document was also reviewed by the committee.
- There was discussion of the difference between a traditional report card and MBL report cards.
- The committee discussed implications for college admission and that all state college and universities have signed an agreement for the admission of graduates from MBL schools throughout New England. The NESSC is currently pursuing private college agreement.
- The team presented considerations and mitigations for special population groups and links to national research.
- Information was provided regarding partnership with the NESSC. Six CT schools have been selected to benefit from intensive coaching efforts by the NESSC to be funded by the Bill and Melinda Gates Foundation. The Gates Foundation goal is the establishment of national models from each of the New England partner states. The six selected schools, yet to be announced, represent the diversity of CT.
- Also discussed was the partnership with Achieve which is a support to assist a group of states nationwide on policy, practice and related tools and resources.
- Alan Taylor indicated interest in visiting Windsor Locks Middle School and inviting all Board members to attend. It was also mentioned another opportunity would be to visit the Boston Day and Evening School that offers tours and institutes on competency-based learning.
- The committee discussed the CSDE contractual agreement with CAPSS for MBL and plans underway to establish a MBL website, a Summer Visioning Institute, a Communication Plan, and Content Teacher Review Team for Competencies.

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Questions:

Alan Taylor: Was the CSDE a member of the CAPSS White Paper Committee? June Sanford indicated that she and Commissioner Wentzell were members of the committee.

Theresa Hopkins-Staten: What happens in a case where a student transfers between schools that may be traditional or MBL, referencing mastery of competencies? June Sanford replied that schools regardless of a traditional or MBL environment should be focused on CT Core Standards and State Content Standards.

Theresa Hopkins-Staten: She asked specifically what state legislative responsibilities were required in the law. Ellen Cohn indicated the state responsibility is to establish MBL Guidelines to be adopted by the SBE.

Alan Taylor: How will instructional practices utilized in a MBL environment beyond skill acquisition provide students mastery of a specific body of knowledge/critical content knowledge required to be successful in education, careers and life? The team agreed to include a statement in the guidelines under Practice/Policy.

Committee Recommendations and Follow-up

- Provide examples of state-developed graduation competencies that may cross all curricula i.e. 21st Century Skills and CT Core Standards.
- Possibility of posting the draft MBL Guidelines to the NESSC site temporarily.
- Develop a webinar for CABE members and other stakeholders.
- Reworking the MBL diagrams to illustrate that knowledge, understanding and skills demonstrate competency.

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 Upon fulfillment of committee recommendations, the MBL team will revisit the Academic Standards Committee.

III. State Assessment Update

Mrs. Cohn provided the State Board of Education members an update on state assessment at their February 5, 2015 board meeting.

IV. Arts

Jacqueline Coleman joined the State Department of Education as the newly selected Arts Education Consultant on January 23, 2015. A meet and greet is scheduled for March 16 at the New Britain Museum of American Art in New Britain, CT. An invitation was extended to board members.

V. Other

None

The meeting was adjourned at 10:12 a.m.

Prepared by: *Elizabeth Rivera*

Minutes approved at the June 9, 2015 meeting.