

Connecticut State Board of Education
Hartford

Minutes of the
June 9, 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 Tuesday, June 9, 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 9:13 a.m.

Present: Stephen Wright, Chairperson
Theresa Hopkins-Staten (via telephone 9:17 a.m.)
Allan Taylor

Absent: 0

I. Consideration of the Minutes of the June 9, 2015, Academic Standards and Assessment Committee Meeting

Mr. Taylor moved, Mr. Wright seconded, that the committee approve the minutes.

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

Motion carried.

II. Introduction to English Language Learner Framework

Ellen Cohn, Marie Salazar Glowski, Megan Alubicki Flick and Maggie Stevens Lopez presented an overview of the Draft Connecticut English Language Proficiency (CELP) Standards. The presentation provided information on why the new standards are necessary and how they will impact teachers, students and the community, the standards selection process, the guiding principles and the standards themselves. Examples of supporting documents that have been developed to use in concert with the standards were presented. A stakeholder engagement plan and evidence of feedback, which represented 45 districts and other educational organizations was also provided.

Committee members asked for clarification about the different language levels used in the CELP proficiency descriptors and also asked about the difference between teaching vocabulary and registers. The Committee members focused a number of their questions on professional development and stakeholder engagement moving forward, and indicated that there should be multiple methods used to reach out to different constituents and multiple professional development opportunities for educators. They highlighted the importance of reaching out to families using a range of approaches, such as through faith-based organizations, and suggested direct outreach to legislators, with a specific focus on those caucuses and commissions that have a special interest in English learners. Furthermore, the committee supported the team's suggestion that stakeholder engagement would consist of a blend of presentations

and web-based outreach, such as webinars and mini-courses. Additionally, the committee members recommended communicating to the press and requested that materials be posted on the department's Common Core webpage.

Based on the direction of the committee, the CELP team will now post the requested materials online and begin to plan for a robust stakeholder engagement for the summer and fall. Similarly, a comprehensive professional development plan will be created. Both the professional development plan and the stakeholder engagement plan will include a variety of groups including a range of educators, community groups, legislative bodies and families using both face-to-face and web-based approaches. Staff will provide an update to the committee in September 2015, prior to submitting the framework for adoption by the full board in early fall but no later than November 2015.

III. K-3 Social, Emotional, and Intellectual Habits Framework Update

Staff presented a draft of the *Kindergarten through Grade 3 Social, Emotional and Intellectual Habits Framework*.

Mr. Taylor commented on language regarding the long range plan summary related to culturally relevant and responsive teaching. He is concerned that the language as is may be pulled out of context and indicated the need for revised language for clarity and making it easier to understand. Although the general content should be retained, it was agreed the language will be revised.

Mrs. Hopkins-Staten suggested we consult with Dr. James P. Comer (Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center) whose work is focused on improving social, emotional, and academic outcomes for children. We indicated that we would contact him as we move forward in the adoption process.

The committee gave the go ahead to staff to post the proposed framework on the SDE website, engage stakeholder groups (parents, higher education, superintendents, pre-school colleagues, etc.) and make clear that this is not a new set of tests but habits that assist our students to develop behavior, learning, awareness of others feelings, etc. They also asked that staff pay close attention to the feedback received from stakeholders and use language and format that communicates to parents.

It was suggested that staff work with Kelly Donnelly in the Communications Office.

The committee approved our request to move forward toward the adoption process.

IV. Establish Meeting Dates for 2015-16 School Year

Tentative meeting dates will be sent to committee members for their approval.

V. Other

- The Arts and Science are moving forward.
- Mrs. Cohn will share the website traffic report with committee members.

The meeting was adjourned at 10:55 a.m.

Prepared by: Elizabeth Rivera

Minutes approved at the October 13, 2015 meeting