

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**Draft Minutes of the  
April 28, 2016,  
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, April 28, 2016, in Room 223, State Office Building, 165 Capitol Avenue, Hartford, Connecticut.

**I. Call to Order**

Committee Chair Stephen Wright called the meeting to order at 9:00 a.m.

Present: Allan Taylor  
Stephen Wright  
Theresa Hopkins-Staten  
Erik M. Clemons

Absent: None

**I. Approval of the Minutes of the January 28, 2016, Academic Standards and Assessment Committee Meeting**

Allan Taylor moved, Theresa Hopkins-Staten seconded, that the committee approve the minutes of the January 28, 2016, Academic Standards and Assessment Committee meeting.

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

Motion carried unanimously.

**II. Update on Kindergarten through Grade 3 Social, Emotional and Intellectual Habits Framework Public Engagement**

Joanne White, Literacy/English Language Arts Education Consultant, presented an update on Kindergarten through Grade 3 Social, Emotional and Intellectual Habits Framework Public Engagement. An analysis of the stakeholder engagement data collected to date was presented, highlighting the recurring themes across the various stakeholder groups.

Committee members asked for clarification about what was being done around articulating the purpose of the framework and what messaging is being developed on the framework. Ms. White mentioned that Collaborative for Academic, Social, and Emotional Learning (CASEL) is taking an interest in Connecticut and is very interested in working with the CSDE on developing materials to support implementation of the framework. The Committee members questioned if there were other states doing the same thing. Ms. White mentioned Massachusetts developed its K-12 framework. Parent materials would be developed along with other materials designed to support implementation.

Ms. White has been in contact with SERC and they have helped her connect and engage with parents and with other parent groups. Board members offered their support as well.

Committee members discussed the connection with the community. Feedback on the framework is being received from families, and additional family engagement meetings are scheduled. There is a meeting scheduled with Waterbury. Mr. Clemons mentioned that Marc Brackett at the Yale Center for Emotional Intelligence does a lot of emotional intelligence work. He is from Bridgeport and he runs a center at Yale University.

It was discussed that frameworks are referred as a way of thinking about how to support children academically while they are learning. Information about next steps was provided to the committee. The CASEL application was presented to Mrs. Butler with a copy sent to Melissa Hickey, our Reading/Literacy Director. The Commissioner's approval is required in order to complete and submit the application. The committee members endorsed CT's participation and would like to move the application along as soon as possible. Mr. Taylor questioned the function of the consortium and what we can expect the consortium to contribute. Ms. White mentioned the consortium will allow for an exchange of ideas with other states, and an opportunity to receive technical assistance for developing materials to support the framework implementation.

Ms. White indicated they are going to recommend adoption of the framework during the September State Board meeting. Ms. White mentioned that CASEL is holding a bidders' conference call next week.

It was suggested that staff contact the school governance councils and also Dr. Comer at Yale University School of Medicine's Child Study Center for a letter of endorsement to attach to the CASEL application.

### **III. Social Studies Professional Development Plan Report**

Stephen Armstrong, Social Studies Education Consultant, presented an overview of the Social Studies Professional Development Plan. Mr. Armstrong noted that he has worked with a number of Connecticut districts on the new frameworks and on inquiry instruction and that the response from most teachers and school districts has been positive.

Mr. Armstrong discussed professional development activities that have taken place this year. In the fall there was a state social studies conference sponsored by the Connecticut Council for the Social Studies, which attracted both teachers and museum personnel. A March conference on inquiry and the frameworks drew 120 Connecticut educators, with another 40 being turned away because of a lack of space. A six-part webinar series on inquiry and the frameworks has been co-sponsored by the Connecticut Council for the Social Studies and is concluding on May 3.

Many other events are forthcoming. A companion document is being created that can be viewed on the CSDE Web site. In this companion document, lessons, inquiries, and assessments using the new frameworks can be found. Many of the materials that will populate this site will come from the work done by nine model districts, with whom Mr. Armstrong works closely. The companion document also will contain essays to assist teachers as they teach topics related to Connecticut history, such as women in Connecticut and the Connecticut African American and Hispanic experiences. Mrs. Hopkins-Staten stated that these are critical topics, and that some parents feel that their kids are being cheated in school when subjects such as these are not taught. Mr. Clemons suggested that Josiah Brown, who works to provide quality professional development for teachers in the New Haven area, be consulted as a resource.

Curriculum materials are being created to assist teachers as they teach labor history and free market capitalism in Connecticut. A three-session webinar series will be held for teachers in May and June on "Teaching the 2016 Elections." Another webinar series will be held in May and June on "Teaching the

Middle East and Teaching Terrorism.” A summer institute for curriculum leaders and teachers on using the frameworks and inquiry to create social studies curriculum documents will take place at Central Connecticut State University on June 20-23.

It was suggested that the Board receive a periodic update on the number of participants that take part in these professional development activities and the nature of additional upcoming activities.

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

Prepared by: Carla Ghostlaw

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