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**CURRICULUM COMMITTEE MINUTES**  
**December 4, 2017**

**Attendance:** Deirdre d'Albertis, Jaclyn Savolainen, Laura Schulkind, Joe Phelan, Marvin Kreps.

Marvin spent the entire meeting going over NYS Education Department Standards, Curriculum, and Assessment updates (see attached slide deck for details).

In the wake of contentious implementation of Common Core Standards in New York c. 2011-12 and the resultant "opt out" movement, Commissioner Elia and SED are committed to ongoing revision of standards for Math and ELA, as well as development of "Next Generation Standards" in Social Studies, Science, and the Arts. Assessments for the new curricula will begin to come through the pipeline by 2020-21.

As most of us recall, the roll out phase for Common Core was extremely abbreviated and pressurized. Testing began almost immediately after the Standards went live. Following MaryEllen Elia's selection as Commissioner of Education and federal adoption of the Every Student Succeeds Act (ESSA) in 2015, there has been a concerted effort in NY State to respond to criticism of too hastily developed standards and curricula. As Marvin explained, the new standards represent a refinement or clarification of expectations as well as outright correction as appropriate. In Rhinebeck, where curriculum development has been deliberate and customized, we can expect alignment to proceed apace with strong input from our faculty members. Marvin pointed out the positive and ambitious changes in particular embedded in the new standards in Science and Social Studies, with exciting implications for classroom practices and student learning.

The big takeaway: everything is incubating and in transition. By 2021-22 the new standards will be built. At the state level a lot of time is being spent on addressing mistakes/problems from last time around with Commissioner King's implementation of the Common Core Standards. Listening to and consulting with experts in the field will be key to these efforts.

Marvin walked members of the committee through changes in Math and ELA. Answering questions about the process of rewriting the elementary math curriculum, Marvin explained how decision making about a move from Everyday Math might play out. No products at present are 100% aligned with these standards; it is not necessarily the case that the district will have a new plan in place at CLS for the 2018-19 school year. In terms of ELA revisions, there is a backing away from explicit percentage-based curriculum design mandating certain types of reading/writing materials. A focus on fostering "Lifelong Practices of Readers and Writers" is more holistic in approach as opposed to the rather reductive fiction v. non-fiction formulae articulated under Common Core. So too, there has been an effort to reduce repetition and redundancy in the standards.

The Social Studies standards represent a move away from "vocationalism" to renewed emphasis on civic awareness and participation. Empowering our students as engaged citizens is at stake. Epistemic Literacy, or the capacity to evaluate truth claims, is clearly also a pressing concern in public life today.

The Arts Standards are just beginning to be discussed.

A new and broader approach to accountability and assessment is to be expected. Districts will be assessed according to a wider range of measures: science and social studies as well as math and ELA along with school climate and social/emotional well-being. Much is still uncertain at the federal level, Marvin pointed out.

In general, the process currently underway for revising as well as developing standards is far more consultative and respectful of experience in the field. Marvin has been participating in county-level planning sessions under the auspices of BOCES. A major conference was just held in Saratoga: the goal is for professional development groups to provide resources and guidance. He has found these conversations to be informed and grounded; a great deal of effort is going into making the standards clear to educators even as those standards are being translated into developmentally appropriate curricula. The new science standards, for instance, have been designed in consultation with the National Science Teachers Association.

Respectfully submitted,  
Deirdre d'Albertis