

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, January 30, 2014

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** Representative Boyle

GUESTS: Robin Nettinga and Matt Compton, IEA; Rob Winslow, IASA; Marilyn Whitney and Amy Nelms, SBOE; Luci Willits, SDE

Chairman DeMordaunt called the meeting to order at 9:05 a.m.

Chairman DeMordaunt introduced **Allen Reed**, Chairman of the State Charter School Commission to the committee.

MOTION: **Rep. Mendive** made a motion to approve the minutes of January 28, 2014. **Motion carried by voice vote.**

Rep. Thompson introduced **Pam Goins**, Director of Education Policy, Council of State Governments, Lexington, Kentucky.

Pam Goins presented an overview of states' progress since the adoption of the Common Core School Standards in 2010. She explained the innovation and transformation in Education that is taking place. She told the committee Common Core School Standards (CCSS) are producing students with deeper learning and better thinking skills. She gave examples of landmark legislation and state strategic plans. She said these examples show states releasing their educational communities to be more creative in moving students toward mastery. She also said unique changes in funding streams have provided for more effective teacher development and numerous off-site learning plans. Ms. Goins described other innovative policies which brought about "seat-time waivers," competency-based credits, redesigned report cards, and alignment of the higher education admissions with K-12 competencies. She indicated that the key parts of student success have been effective assessment, critical data and joint accountability for teacher and student.

In response to questions from the committee, **Ms. Goins** said, in Kentucky, the waiver for innovation did not include a change in Average Daily Attendance funding, nor did it change the basic structure of the school day. However, one modification is moving teachers from classroom to classroom to encourage extra evaluation and collaboration. She said a key element in grading for a competency-based or mastery-based plans is for the local school boards to work with local colleges. This assists higher education institutions in recognizing the new evaluation terms of mastery-based education, thus demonstrating requirements for college admission have been met. As students begin the process of earning credits in alternative ways, rubrics need to have clear and very specific expectations so the students will understand what they are working toward; they need to be able to picture what mastery looks like for a specific skill.

To a question from the committee, relating to flexible grouping for maturity at the kindergarten stage, **Ms. Goins** said the grouping is occurring at the preschool stage, however not at the kindergarten level. She said the segment progression is happening more in the area of differentiation. Teachers have to be well trained to develop flexible groupings and to create learning plans for each individual student. Responding to additional questions, Ms. Goins said the 50 percent goal, in Kentucky, for nonremediation at the college level is progressing satisfactorily. She said all of the changes give increased opportunities for K-12 and higher education to have conversations which will encourage boosting degree attainment at the college level.

Ms. Goins described what a "seat-time waiver" looks like saying it is about "anywhere, any place" learning. It could include off-site internships, dual enrollment at colleges and high schools, and "flipped classrooms" where home is the place of online learning and school is the place for teachers to help with homework. In response to a question regarding the aim or goal of mastery-based learning, she said the goal was "mastery", or in current thinking, to achieve an "A". Although, if the "A" level is modified to a "B", the teacher and the student have to agree that the modification fits the learning plan. With the agreement in place, the student will move on. She said the key is to understand where the student is functioning.

Responding to a concern that subjects other than Math and English are being neglected, **Ms. Goins** said the "next generation" standards for science are now ready and states could choose to adopt those standards. In addition, teachers collaborate across the curriculum making reading and writing as important in history or health as in other subjects, thus keeping all subjects active and relevant. To a question regarding funding avenues, she said Kentucky has received funding from philanthropic foundations. They have shifted some of the title formulas to provide for interactive teacher development as well as other progressive innovations. She said Kentucky has found support beyond state and local funding for implementation of the CCSS.

In response to questions from the committee, **Ms. Goins** said in the past, most textbook companies looked to California and Texas for guidelines for textbook materials. However, as soon as the CCSS were adopted, the companies aligned new textbooks to those standards. She said other states have written their own standards. She told the committee that without student-centered learning, and all teachers collaborating, standards will not be met, no matter who creates them. She said teaching to the test is a positive step; it means the students will reach the benchmarks and attain the skills prescribed by those standards.

Rep. Clow suggested the House Education Committee review Idaho Standards for subjects other than Math and English.

ADJOURN:

There being no further business to come before the committee, the meeting adjourned at 10:04 a.m.

Representative DeMordaunt
Chair

Jean Vance
Secretary