

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Thursday, February 01, 2018

TIME: 8:00 A.M.

PLACE: Lincoln Auditorium WW02

MEMBERS: Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone

**ABSENT/
EXCUSED:** None

GUESTS: The sign-in sheet will be retained in the committee secretary's office until the end of the session. Following the end of the session, the sign-in sheet will be filed with the minutes in the Legislative Library.

Chairman VanOrden called the meeting to order at 8:10 a.m.

DOCKET NO. 08-0203-1705: **Duncan Robb**, Chief Policy Advisor, State Department of Education, spoke to **Docket No. 08-0203-1705**. He explained the docket made updates to the content standards of driver education, information and communication technology, and science. The state standards are the minimum standards school districts are held to, he explained. The changes to driver education standards are to change the alpha-numeric numbering system to a numeric system, include information on what to do if pulled over by a police officer, and include information on the causes of distracted driving. The changes to the information and communication technology standards are the re-formatting of the existing standards, said Mr. Robb, and few to no comments were made about the changes during the rule-making process.

Mr. Robb said the heart of the changes to the science standards are to move away from memorization of content to student inquiry and participation. He gave some history of the last three years the science standards were discussed. Last year, he said, all but five content areas were approved, and those were approved as a temporary rule. If not approved this year, the temporary rule will expire, he explained, and those five areas will not be in administrative rule. Mr. Robb said the Department conducted six face-to-face meetings across the state, and online comments were taken. One concern was that all the standards reflect student inquiry, and that teachers not just lecture. Mr. Robb explained the performance standards and the supporting content is on the same page in the rule. The supporting content is what students need to know to complete the performance tasks, he said. He explained the five parts revised for this year include ESS3-MS-5, ESS3.C, LS4.B, LS4.D, ESS2.D. He said they move away from language which encourages students to draw a conclusion, to encourage student inquiry. All the changes are in the supporting content language, not the performance standards.

Scott Cook, Director of Academics, State Department of Education, spoke to **Docket No. 08-0203-1705**. He said the language in ESS3.C was made more concise, and reflects both the positive and negative impacts of humans and natural elements. The language regarding the potential mitigation of human impact has also been revised, and it includes examples. The biodiversity section, which supports several performance standards, is repeated and has no real changes. Language about weather and climate has been changed, he added. One of the changes was to replace the word "predict" with "project," to address a concern of the committee last year, said Mr. Cook.

In response to questions from the committee, **Mr. Cook** said the standards put a premium on the performance element. However, all the pieces work together, and without the supporting content, there would be limited help for teachers and students, he said. As a service, the State Department of Education provides the supporting content, but it is left up to the local districts to decide how the standards are taught, said Mr. Cook. What is reflected in the content standards is the consensus of the scientific world, said Mr. Cook. The current standards are vague and not helpful to parents and students, he added. What the Department wants students to be able to do is to engage with the tools the scientists use, he said. The new language reflects what the committee asked the Department to do, said Mr. Cook. It includes evidence of current models, and it acknowledges the contributions of both human and natural factors. Mr. Cook said the legislature approved everything in the docket except for five standards, so the Department focused on those standards. The Department reported the new standards to the public on May 19. The state adopts content standards at the state level, he said, which are the minimum standards school districts should follow. Locally-established standards may be more rigorous, he added. The State Department asks that instruction be aligned to standards, but it is not involved in what resources teachers use, said Mr. Cook.

In response to questions from the committee, **Mr. Robb** said the Department does not use the words content and curriculum interchangeably. The supporting content, he added, is what the entire standards used to look like, with more memorization. The new content is less about memorization and more about performance skills. Mr. Robb said the content standards were the work of many states about what new, robust science standards should look like.

In response to questions from the committee, **Mr. Cook** said extinction of species happens more often than formation of species, but new species are being formed through natural selection.

Ilah Hickman, Cassie Kenyon, Emily Her, Timberline High School; **Dick Jordan; Therese Etoka, Chris Taylor**, Boise High School; **Melyssa Ferro**, Science Standards Committee Co-chair spoke **in support** of **Docket No. 08-0203-1705**. They spoke of the science standards committee's work and the necessity of providing students current science standards to compete in an increasingly technical world.

In response to questions from the committee, **Ms. Ferro** said the standards content is the body of knowledge students need to know to be able to do the performance standards. She said state standards are a minimum schools must use, but the districts are able to use more rigorous standards. The Caldwell District felt the state standards were the best, and it has been moving teachers to using those standards, she added. The strength of the standards is that they are taking a set of content already in place and adding performance pieces, said Ms. Ferro. Students are performing science, not watching science, and are becoming active inquirers and consumers of science, she added.

In response to questions from the committee, **Chris Taylor** said the new standards are more solution-based standards, include natural influences as well as human influences, and are specific to Idaho needs. **Ms. Ferro** explained the standards are more specific to the issues Idahoans face, such as wild fires.

Dennis Stevenson, Department of Administration Rules Coordinator, explained the Department is currently operating under the temporary rule. The pending rule, **Docket No. 08-0203-1705**, mirrors the temporary rule approved last year, except for the parts rejected by the legislature last year, he added. In response to questions from the committee, Mr. Stevenson said the agency rule would revert back to the standards which were in effect in 2001, prior to the adoption of the temporary rule, if the legislature rejects the rule docket. The only things changed are the five parts the committee asked to be changed, he said.

In response to questions from the committee, **Chairman VanOrden** said the whole docket is being considered, and it is acceptable to testify to anything in the whole docket. She said she hopes people respect that the hearing is on the science standards, not on climate change.

Angela Hemingway, executive director of the Idaho STEM Action Center, said the content standards from 2001 have undergone minor modifications. The content limits add clarity to which standards are elementary and which are secondary standards. The old language uses words such as explain, apply, and measure. The new language uses wording such as, "evaluate for evidence," "plan and conduct," and "develop and use." The Department worked with industry and business to develop standards which transition more easily to careers, said Ms. Hemingway. In response to questions from the committee, Ms. Hemingway said good teachers probably already use the new science standards.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 9:45 a.m.

Representative VanOrden
Chair

Jenifer Cavaness-Williams
Secretary