CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Academic Office Updates

CAAA

September 12, 2019

High School Graduation Requirements

- Increase of credits to 25

- Flexible and multiple pathways to learning

- [Legislation](#) highlights the importance of alignment to standards

Comparison of Changes

Graduation Requirements
Previous Statute

Humanities: at least nine credits, including:

- at least 4 in English, including composition
- at least 3 in social studies, including 1 in American history and at least ½ credit in civics and American government
- at least 1 credit in fine arts
- At least 1 credit in an elective

Graduation Requirements
Current Statute

Humanities: nine credits, including civics and the arts

What are the humanities?

- The humanities are fields of learning that help us understand and appreciate human history, culture, values, and beliefs.

- Philosophy, literature, religion, art, music, history and language have become part of the subjects collectively categorized as the humanities.

- These subject areas allow for the exploration and analysis of our complex society, and for thoughtful and reasoned decision making based on inquiry, evaluation, and empathy.

Course Alignment

All courses must aligned to appropriate subject matter content standards and frameworks.

- Connecticut Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
  - http://www.corestandards.org/ELA-Literacy/
- Connecticut Elementary and Secondary Social Studies Frameworks
  - http://portal.ct.gov/-/media/SDE/Social-Studies/ssframeworks.pdf?la=en
- Connecticut Arts Standards
  - http://www.nationalartsstandards.org/
- Connecticut English Language Proficiency Standards
  - http://portal.ct.gov/-/media/SDE/English-Learners/CELP_Standards.pdf?la=en

Related Legislation

Sec. 10-16b. Prescribed courses of study.

Sec. 10-18. Courses in United States history, government and duties and responsibilities of citizenship.

Certification

- Educator Data System (EDS) - collects data on staff in a position that requires certification in Connecticut
  - Two types of data
    - Core Data – about the educator
    - Assignment Data – about the roles that educators are filling

- Assignment data ensures compliance between a teachers assignment and what their endorsement authorizes them to teach

- Independent of the TCS system

Recap of Credits and Certification

- The awarding of credits for specific courses is determined at the local level

- A teachers certification does not dictate the type of credit that can be awarded

- A teachers certification determines what they are authorized to teach and that must align to their assignment

New Legislation

An Act Concerning the Inclusion of Black and Latino Studies in the Public School
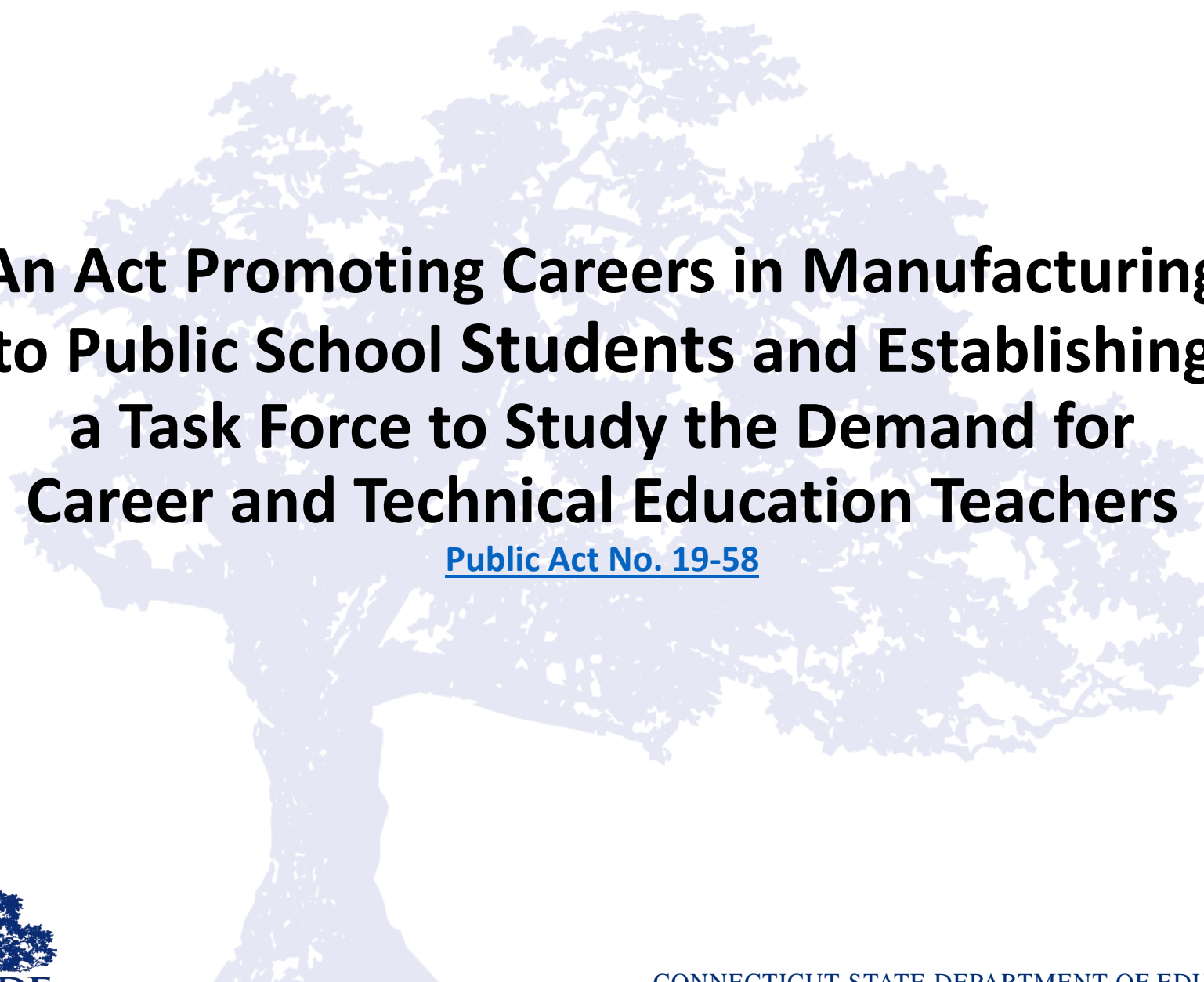
Public Act No. 19-12

Requirements

- Schools must teach social studies and include African American and black studies as well as Puerto Rican and Latino studies.

- Local/Regional boards shall

  - For the school year commencing July 1, 2021, and each school year thereafter, include African-American and black studies and Puerto Rican and Latino studies as part of the curriculum for the school district and may offer the SERC-created black and Latino studies course, in grades nine to twelve, inclusive; and

  - For the school year commencing July 1, 2022, offer the black and Latino studies course in grades nine to twelve, inclusive.

A local/regional board of education may accept gifts, grants and donations, including in-kind donations, designated for the development and implementation of the African-American and black studies and Puerto Rican and Latino studies curriculum.

An Act Promoting Careers in Manufacturing to Public School Students and Establishing a Task Force to Study the Demand for Career and Technical Education Teachers

Public Act No. 19-58

Requirements

- School counselors may provide materials concerning manufacturing, military and law enforcement careers to students.

- Local/Regional boards shall

   o prepare a statement of educational goals for such local or regional school district and *include goals for career placement for students who do not pursue an advanced degree immediately after graduation*; and

   o beginning in grade six, provide evidence of career exploration in grades 6-12 student success plans that includes, but not limited to, careers in manufacturing.

An Act Concerning Computer Science Instruction in Public Schools

Public Act No. 19-128

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Requirements

District Impact:
- Adds computer science to the list of subjects that must be taught in public schools
- Expands computer science to include, but not be limited to computer programming
- Calls for student success plans for public school students in grades 6 – 12 consider career and academic choices in computer science, science, technology, engineering, and math

Higher Ed Considerations:
- Ways to support in-service teachers to effectively teach computer science at all levels

Arts

Professional learning and resources

Arts

- **Guide to K-12 Program Development in the Arts**
    - o Philosophical background and information
    - o Role of artistic literacy in teaching and learning
    - o Sample lesson plan examples, assessments, and resources
    - o Guidance for new arts supervisors and non-arts supervisors of arts educators

- **Webinar Series** pertaining to the incorporation of the Connecticut Arts Standards and the work of the model districts. Dynamic activities provide participants with meaningful learning experiences.

Thank You

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