

AGENCY OF EDUCATION

Barre, Vermont

TEAM: Proficiency-Based Learning Team

ITEM: Will the State Board of education adopt the College, Career and Civic Life C3 Framework for Social Studies State Standards?

SECRETARY'S RECOMMENDED ACTION:

That the State Board of Education adopt the College, Career and Civic Life C3 Framework for Social Studies State Standards.

STATUTORY AUTHORITY:

16 V.S.A. §164 (9) Implement and continually update standards for student performance in appropriate content areas and at appropriate intervals in the continuum from kindergarten to grade twelve and methods of assessment to determine attainment of the standards for student performance. The standards shall be rigorous, challenging, and designed to prepare students to participate in and contribute to the democratic process and to compete in the global marketplace.

BACKGROUND INFORMATION:

What brings us to this recommendation?

- Global citizenship is one of the seven content areas identified in the Education Quality Standards (EQS 2120.5) for which students must demonstrate proficiency
- The current GE's do not adequately emphasize EQS transferable skills and are outdated in the context of Vermont's movement towards proficiency-based learning and personalization (EQS 2015.5)
- VSBE has adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics, the Next Generation Science Standards (NGSS), the Society of Health and Physical Education (SHAPE) Standards for Health and Physical Education, and the National Core Arts Standards (NACS)
- Global citizenship curriculum should be rigorous and coordinated across all grades and the supervisory union, including career technical centers, to prepare all students for graduation. (2120.6 Curriculum Coordination; 2120.3 Career and Technical Education)
- The C3 allows each supervisory union to select or develop appropriate and relevant content to align with standards approved by the State Board of Education. (2120.5 Curriculum Content)

Why do we believe that these standards are superior to the 2004 Vermont History and Social Sciences Grade Expectations?

- The C3 represents the most current research and best thinking of teachers, professional organizations and national experts in the core disciplines of civics, economics, geography and history
- The Framework provides students a range of outlets and opportunities to test and revise their conclusions as they move towards proficiency
- The C3 provides opportunities for rigorous learning in the core of social studies while also focusing on transferable skills necessary for college and career readiness

How was the C3 framework developed?

- Development was initiated in 2010 by the Council of Chief State School Officers (CCSSO) Social Studies Assessment, Curriculum and Instruction state collaborative as well as representatives of professional organizations; feedback was solicited from teachers and professional organizations
- A Writing Team of K-12 experts in social studies education and the core disciplines (economics, civics, history geography) was joined by a Task Force of 15 Professional Organizations to guide in the development and provide feedback
- The National Council for the Social Studies published the Framework in 2013

What input has been provided by Vermont educators?

In May 2017, Vermont School Board members, Superintendents, administrators, curriculum directors and teachers (n=213) responded to a survey regarding the adoption of social studies standards that are national in scope. Findings are summarized below:

- 48% are currently using the C3 to guide curriculum development in their SU/SDs
- When asked if the C3 should be adopted as the new Vermont social studies standards:
 - 47% responded “Yes”
 - 9% responded “No”
 - 44% responded “No opinion/Not sure” – further analysis clarified responses predominately as ‘lack of knowledge’ or a ‘need for training’. Also, when asked about needed characteristics of a social studies curriculum, this subset responded “Most Important” over 66% of the time to characteristics which mirror the C3 Framework, (deep learning, emphasis on inquiry skills, preparation for active citizenry).

POLICY IMPLICATIONS:

Vermont History and Social Sciences Grade Expectations will be replaced with the College, Career and Civic Life C3 Framework for Social Studies State Standards, which are national in scope and allow relevant content and instructional practices to be selected and developed by supervisory unions/districts.

EDUCATION IMPLICATIONS:

Adoption of these national standards for social studies directly support implementation of the State Board of Education’s *Education Quality Standards*, sections 2120.5 Curriculum Content, 2120.6 Curriculum Coordination, 2120.7 Graduation Requirements, 2123.2 Development and Implementation of Local Comprehensive Assessment System.

FISCAL IMPLICATIONS:

Minimal additional costs will be incurred by the Agency of Education, or local school boards. This set of national standards, as well as resources, are available for download at no cost ([College, Career and Civic Life Framework for Social Studies State Standards](#)). Agency of Education staff will continue to provide professional development for use of national standards to drive curriculum and assessment for proficiency-based learning in the social studies. Additional costs will be limited to any changes in curriculum or professional development costs related to learning the new standards.

STAFF AVAILABLE:

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