

Testimony Before the House Education and Career Readiness Committee

Char Shryock, Dir. of Curriculum, Bay Village City Schools

State Lead, Ohio Standards Advocates

On H.B. 176

October 24, 2017

Chairman Brenner, Vice- Chairman Slaby, Ranking Member Fedor, and the members of the House Education and Career Readiness Committee, my name is Char Shryock and I am serving in my 7th year as the Director of Curriculum and Instruction for the Bay Village City Schools. My job responsibilities also include serving as the District Assessment Coordinator, and overseeing our Resident Educator program for new teachers. My testimony today represents my professional judgement and is not meant as a statement from the Bay Village City Schools. I also serve as the State Lead for the Ohio Standards Advocates, a network of teachers, administrators, parents, instructional coaches, educational support team members, and education leaders working together to support Ohio's teachers by increasing their knowledge, skill, and confidence in making the instructional shifts that are central to Ohio's Learning Standards. This is my 30th year overall an Ohio educator. I spent 23 years teaching middle school and high school science and English and serving as a technology integration specialist in a public school district. Now, as a Director of Curriculum and Instruction, I work daily to ensure our K-12 instruction is based on Ohio's Learning Standards and our locally developed curriculum is meeting the needs of all our students so that they will be successful once they leave our K-12 public school system. And most importantly, I have been a parent for the past 18 years, supporting my own daughter on her learning path through her K-12 public education and into her freshmen year at Ohio University. Now, more than ever, I can see the positive impact of Ohio's Learning Standards on my own daughter's readiness for college and career.

I have been fortunate to be involved in the work of standards revisions and assessment development at a district and a state level. I would like to share my experiences with you in the hope that it will inform your own decision making. Over the past 7 years I have invested hundreds of hours of my own time, in addition to the time spent in my district position, to implement and support Ohio's Learning Standards because I firmly believe they are rigorous, age appropriate, challenging to all students, and focused, going beyond shallow learning that

encourages rote memorization and instead allowing time for deeper learning, enabling students to develop a solid base of knowledge and skills. Ohio students are equipped to ask informed questions, persevere in solving problems, read a wide variety of both literature and informational text across all subject areas, communicate their ideas supported by evidence, and think mathematically and scientifically. Our Ohio Learning Standards are equitable. They help to set a level learning playing field for all students, regardless of which district or districts in Ohio they may spend time in as a K-12 student. This shared set of knowledge and skills has allowed for educators to collaborate within districts and across districts. Our commitment to our Ohio Learning Standards makes a strong statement to all of the stakeholders in our state that Ohio is committed to the learning success of all of our students.

Our current Ohio process for standards revision has allowed teachers, parents and community members from across our state to contribute suggestions to inform the work during public comment windows. This year, I served on the Operational Working Group for the Science Standards revision, along approximately 30 science educators and content experts. An additional Advisory Committee made up of approximately 20 science education leaders and content experts from across Ohio initially reviewed every comment and made decisions to refer the comment to the working group (See Appendix A). It was the task of the Operational Working Group to write the revised standard language, while being scientifically accurate and age appropriate. We looked closely at the progression of science learning from K-12, making sure that each grade concept built on prior grade learning, without being repetitive or leaving gaps. My colleagues who served as the Advisory Committee co-chairs for the ELA standards revision followed this same thoughtful process, as did the Math Standards Revision team. (See Appendix B) Those that I have spoken with have agreed that the work resulted in revisions that strengthened our Ohio Learning Standards and made them clearer for teachers, parents and students. I can say with certainty that the hours spent in discussion around our Ohio science standards were some of the best professional dialogue I have had as a science educator in our state. The revised Ohio Learning Standards for Math and ELA adopted in 2017 and the draft Science and Social Studies revised Ohio Learning Standards that are currently going through the adoption process are uniquely Ohio's. The strength in our Ohio Learning Standards comes from their coherence. If you look closely in any content area, you will see that the standards are meant to be a progression of learning from grade to grade. Our local control model permits districts to then work from these coherent standards as the starting point to develop curriculum,

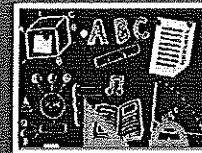
defining how to best support the children in their community, in their buildings and their classrooms in learning the knowledge and skills needed to be successful in that grade, the next grade and eventually in college or careers. Ohio teachers have spent thousands of hours over the past 7 years on selecting, creating and implementing instructional materials that are based on our Ohio Learning Standards. Ohio Districts have spent hundreds of thousands of dollars on purchasing instructional materials and providing teachers with collaborative time and ongoing professional development to best utilize these resources. Suggesting that we should now walk back all of that work, and instead begin the process of implementing a completely new set of standards, that were developed with no input from Ohio educators, parents and community members, is not in the best interest of Ohio's students. As an illustration of the time commitment you would be asking Ohio educators to undertake, it takes a full year for district curriculum teams to go through the process of cross-walking old standards to new standards. It takes 2-3 years to fully implement the standards, update instructional materials and have local school boards adopt new courses of study. To be in compliance with Ohio laws around the adoption of instructional materials, districts must include some form of a community input into the adoption process, including time for piloting and review of materials and the community input leading to local school board adoption takes a full year or year and a half. Standards are not plug and play, not if we view them as an important equity factor in our state and a way to ensure all students are prepared for college or career readiness.

Our Ohio State Tests are also an equity factor. Our Ohio State Tests are built around our Ohio Learning Standards. This is important because they are also aligned to what our teachers are focusing their instruction on and what our students are learning, regardless of district location or type. Our tests are designed to give all Ohio students an opportunity to demonstrate where they are in their learning mastery of our standards. Our current Ohio State Tests, which are administered online on the AIR platform, or in a paper pencil format, have been developed with Ohio educator input. They are meant to be given in the year or in the course that the student has currently been enrolled in, rather than grade banded tests that incorporate material from multiple grade levels or courses. Our current Ohio State Tests are criterion referenced tests, not norm referenced. As legislators, I think it is important that you understand the distinction between these two assessment terms. This is an important distinction to make. We want our Ohio State Tests to be criterion referenced. Criterion referenced tests are equitable in that they give all students the opportunity to show mastery of standards at a high level. The criteria for

meeting each level of learning mastery are spelled out in a rubric-like tool call Performance Level Descriptors. Student results are shared in a way that allows educators to make valid inferences about their curriculum and instruction and how it supports student mastery of the knowledge and skills we have identified for each grade level. The results are a report of what that student was able to know or do at the time of the test. Norm referenced tests, like those being suggested in HB 176, are based on learning objectives determined by the test designer, which may or may not match what is being learned in a particular grade level or course in Ohio. They are meant to rank order students not to determine mastery. One example is our criterion referenced state Biology test that is aligned to Ohio's Learning Standards. We understand what knowledge and skills we want Ohio students to know in biology. We give the Ohio State Test for biology to students for the first time when they are in a high school biology course. If instead, we gave the norm referenced ACT science test, we would be able to see how accurate students are in reading a scientific article in relationship to other students who are at multiple age and grade levels, with multiple science skills sets that do not pertain to biology, who have answered that question set in the past. The ACT science test does not measure mastery of science content. This ranking information is not helpful to me as an educator who is working to refine instruction or curriculum to ensure my students have learned biology. As a parent and an educator, I am much more interested in my student's mastery of content and what the next steps in learning should be.

HB 176 seeks to set aside the quality work that Ohio educators, in local districts across our state, have been doing to plan and teach locally created curriculum that supports the knowledge and skills defined in Ohio's Learning Standards. This work started in 2002 with our first statewide standards, continued through the adoption of Ohio's Learning Standards in 2010 and now the Revised Ohio Learning Standards for ELA and math adopted in 2017 and the draft Science and Social Studies standards that are currently being presented to the state Board of Education. This bill sends the message to teachers that all the collaboration, research, planning and instruction that they have done in the evenings, over the summer, over lunch, across the hallways and across districts for the past 7 plus years will now need to restart from the beginning. A huge waste of time.

I thank you for the opportunity to testify to you today. I am happy to answer any question from the committee.



SCIENCE

Standards Revision Advisory Committee

ADVISORY COMMITTEE CO-CHAIRS

Sarah Beth Woodruff, director, Ohio's Evaluation and Assessment Center for Mathematics and Science Education, Miami University

Leslie Silbernagel, science curriculum specialist, Northwest Local School District

REPRESENTATIVE ORGANIZATIONS

American Association of Physics Teachers
Environmental Educators Council of Ohio
National Association of Biology Teachers Region III
Ohio Academy of Sciences
Ohio Alliance of Black School Educators
Ohio Association for Supervision and Curriculum Development
Ohio Chemistry Technology Council
Ohio Council for Elementary School Science
Ohio Department of Natural Resources
Ohio Earth Science Teachers Association
Ohio Environmental Protection Agency
Ohio Mathematics and Science Coalition
Ohio Mathematics and Science Supervisors
Ohio Museums Association
Ohio PTA
Science Education Council of Ohio



Revision of Ohio's Learning Standards for Mathematics and English Language Arts

November 29, 2016

Ohio | Department
of Education

Today's Presenters

Paolo DeMaria

Superintendent of Public Instruction
Ohio Department of Education

James Wright

Director of Curriculum and Assessment
Ohio Department of Education

Today's Discussion Points

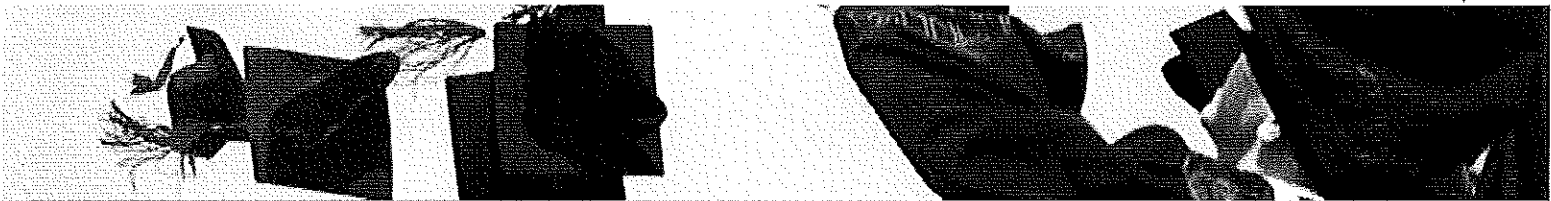
Process

Highlights

Next Steps



Standards Revision Process



Standards Revision

Academic standards are the knowledge and skills that we want students to have

Ohio's Standards were adopted in 2010

Statewide implementation: 2013-2014

Goals for the Standards Revision Process

Value teachers' work with standards



Improve Ohio's Learning Standards

Create a process for future standards
improvements

Focus of Revision



Clarity

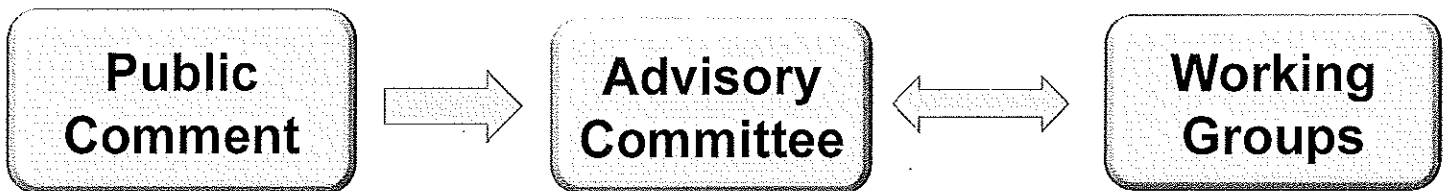
Content

**Grade-Level
Appropriateness**

Revision Process



Draft Revised Standards

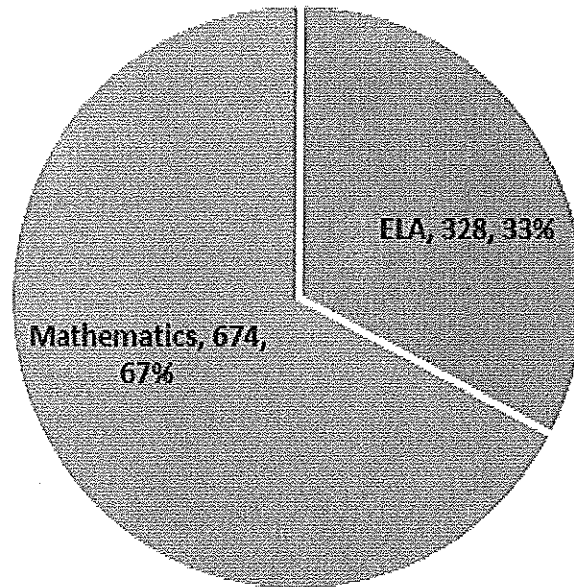


Draft Revised Standards

State Board Approval

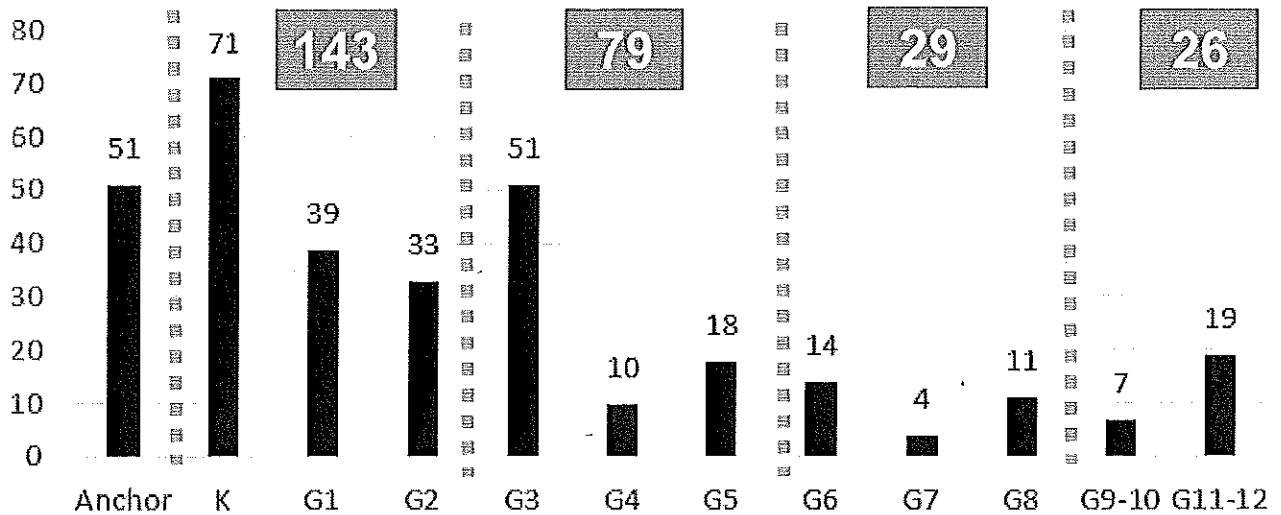
Spring 2016 Survey Data

Ohio Learning Standards Revision Survey
English Language Arts & Mathematics
Comments Received Feb. 23 - Apr. 5: 1002



Spring 2016 Survey Data

Ohio Learning Standards Revision Survey
English Language Arts
Comments Received By Grade Level
Feb. 23 - Apr. 5: 328



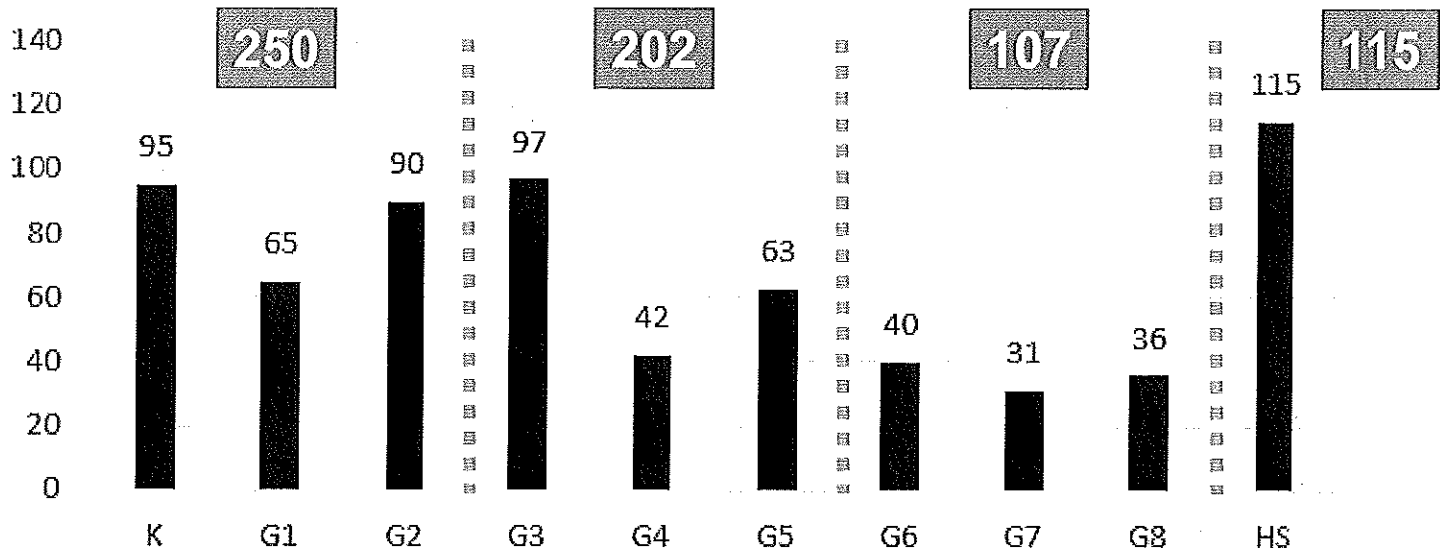
Spring 2016 Survey Data

Ohio Learning Standards Revision Survey

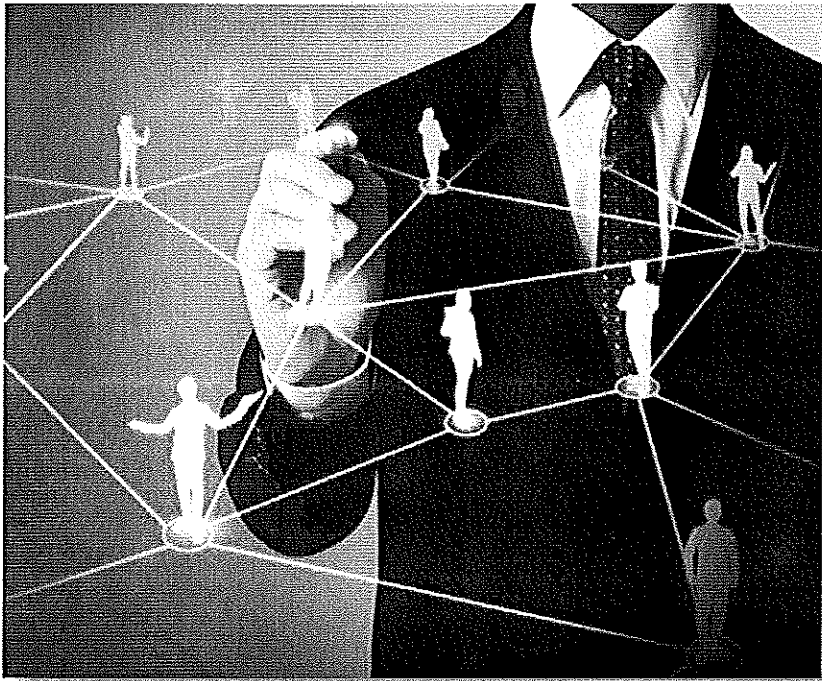
Math

Comments Received By Grade Level

Feb. 23 - Apr. 5: 674



Advisory Committee



Key Ohio
organizations
with content
specific
knowledge

Advisory Committee Co-Chairs

 **Peggy Kasten**

Mathematics

 **Lisa Bass**

English Language Arts

 **Margie Coleman**

Mathematics

 **Tricia Ebner**

English Language Arts

Advisory Committee

- Ohio Council of International Reading (OCIRA)
- Ohio Teachers of English to Speakers of Other Languages (TESOL)
- Ohio Council of Teachers of English Language Arts (OCTELA)
- Ohio Language Arts Supervisors Network (OLASN)
- Ohio Council of Teachers of Mathematics (OCTM)
- Ohio Mathematical Association of Two-Year Colleges (OHMATYC)
- Ohio Mathematics & Science Supervisors
- Ohio Mathematics and Science Coalition (OMSC)
- Ohio Mathematics Education Leadership Council (OMELC)
- Ohio Association for Supervision and Curriculum Development (OASCD)
- Ohio Department of Higher Ed-Ohio Mathematics Initiative Committee
- Ohio Association for Career and Technical Education (ACTE)
- Ohio Association of Administrators of State and Federal Education Programs
- Ohio Education Association (OEA)
- Ohio Federation of Teachers (OFT)
- Ohio PTA
- Ohio ESC Association
- Ohio's Middle Level Association (OMLA)
- Ohio Department of Higher Education
- The Ohio 8-An Alliance of Ohio's Urban Superintendents and Teacher Union Presidents
- Ohio Association of Pupil Services Administrators (OAPSA)
- Early Learning representative
- INFOhio

Advisory Committee Charge

Review all comments and suggestions

Provide guidance to the working groups

Review and approve working group edits

Working Groups

Teachers

**Higher
Education**

**Content
Experts**

**Curriculum
Specialists**

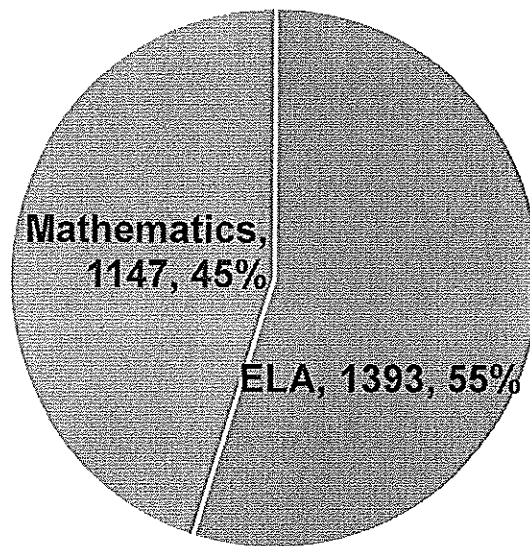


Revision Process



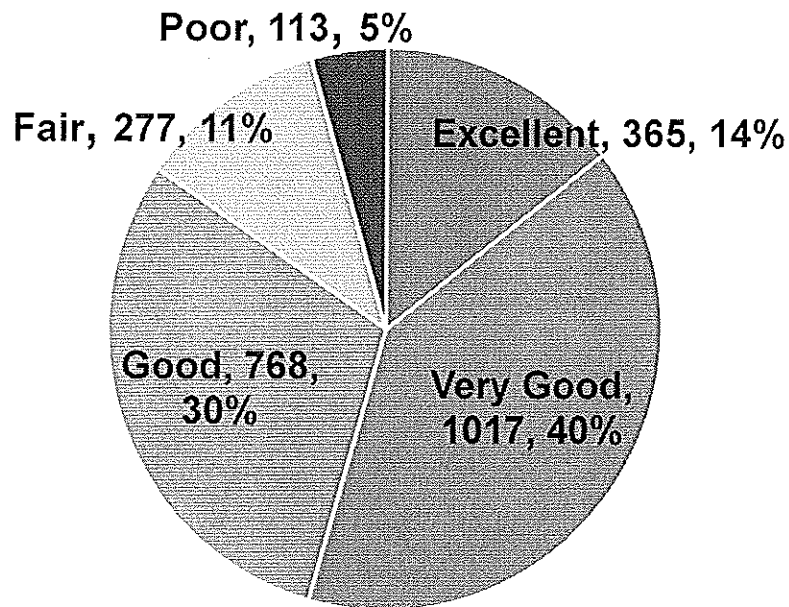
July 2016 Public Feedback

Second Round Public Comment
Responses Received July 8 – Aug. 1: 2,540



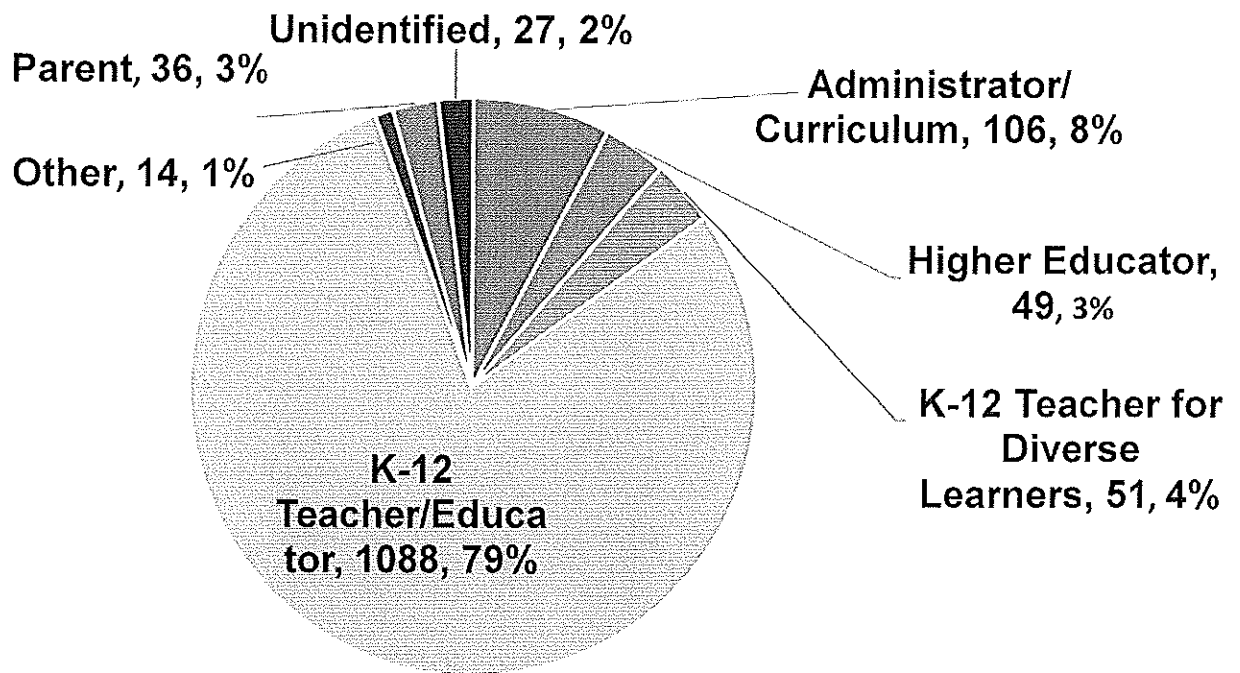
July 2016 Public Feedback

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Ratings Received July 8 - August 1: 2,540

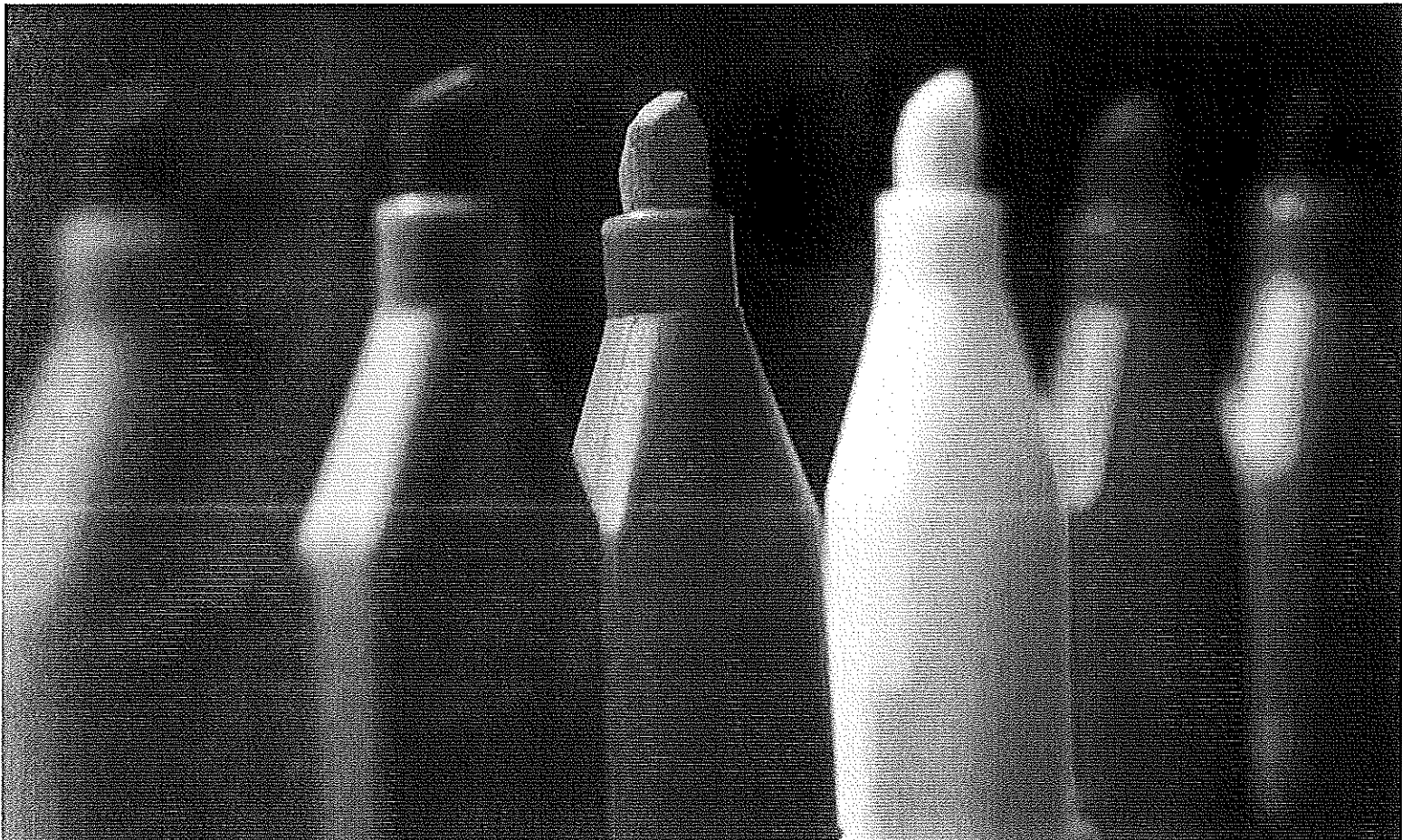


July 2016 Public Feedback

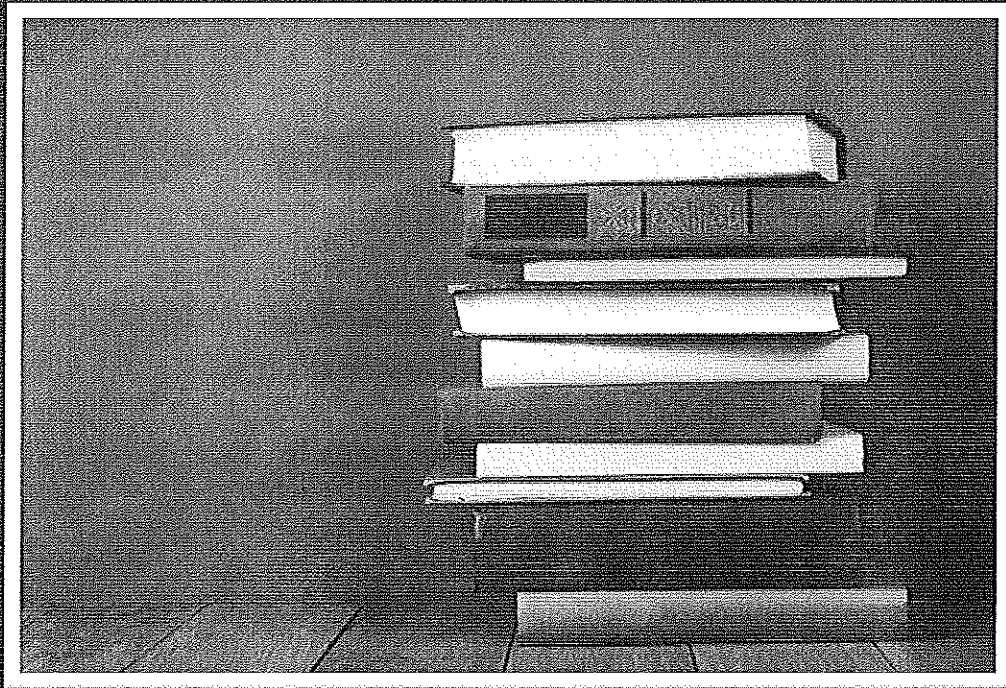
Second Round Public Comment Overall Unique Respondents By Role



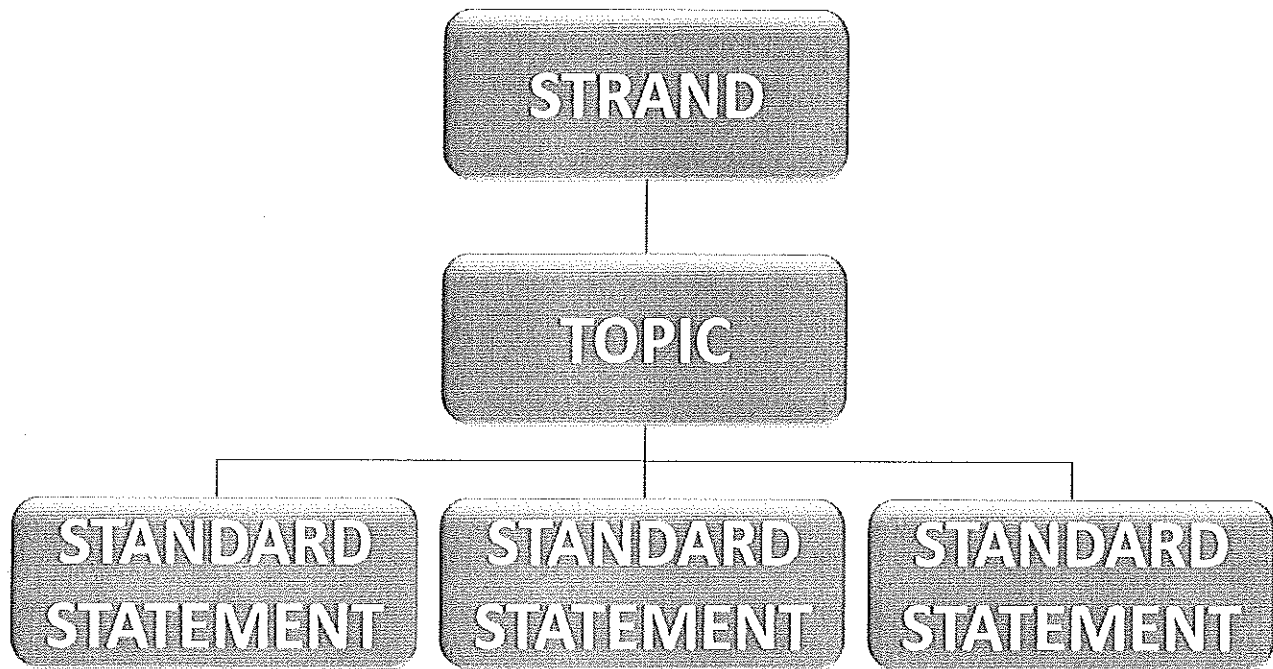
Standards Revision Highlights



English Language Arts



Ohio's Learning Standards for ELA Framework



English Language Arts Statement

READING LITERATURE KEY IDEAS AND DETAILS

Strand

Topic

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a theme or central idea of a text and conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Standard
Statements**

Overview of Revisions

Theme and
Summary

Mood

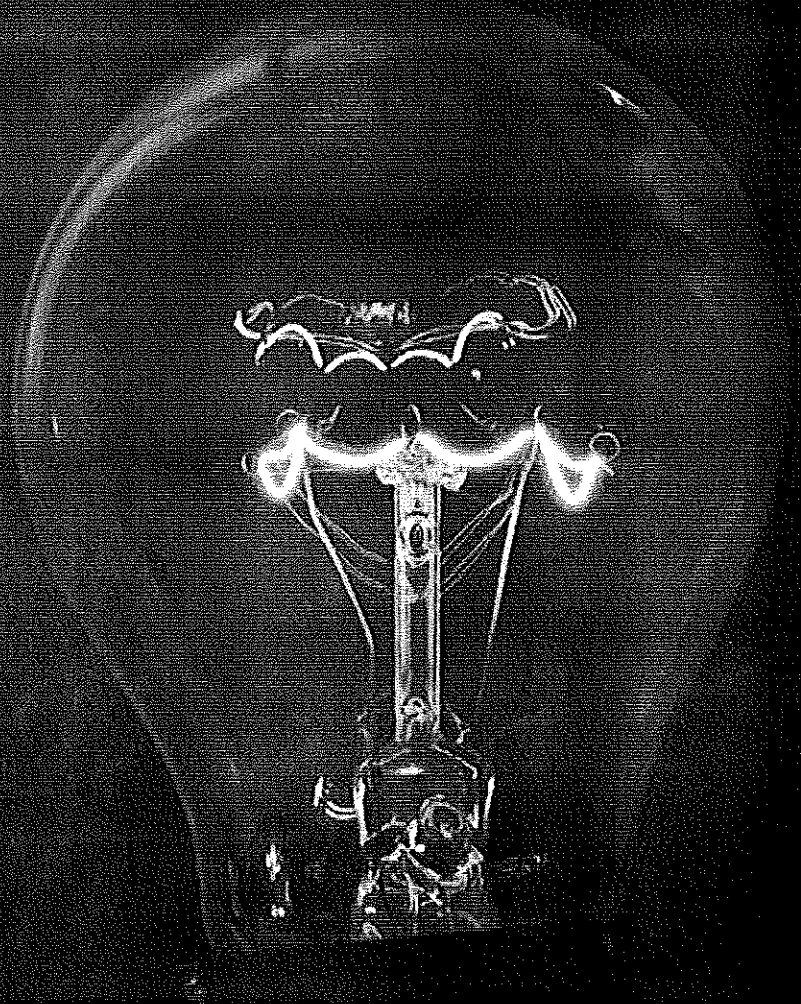
Point of View

Perspective

Reader
Response

Thesis

Theme and Summary



Theme and Summary Revision Example

Original Standard RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Revised Standard

Analyze literary text development.

- a. Determine a theme of a text and analyze its development over the course of the text.*
- b. Incorporate the development of a theme and other story details into an objective summary of the text.*

Mood

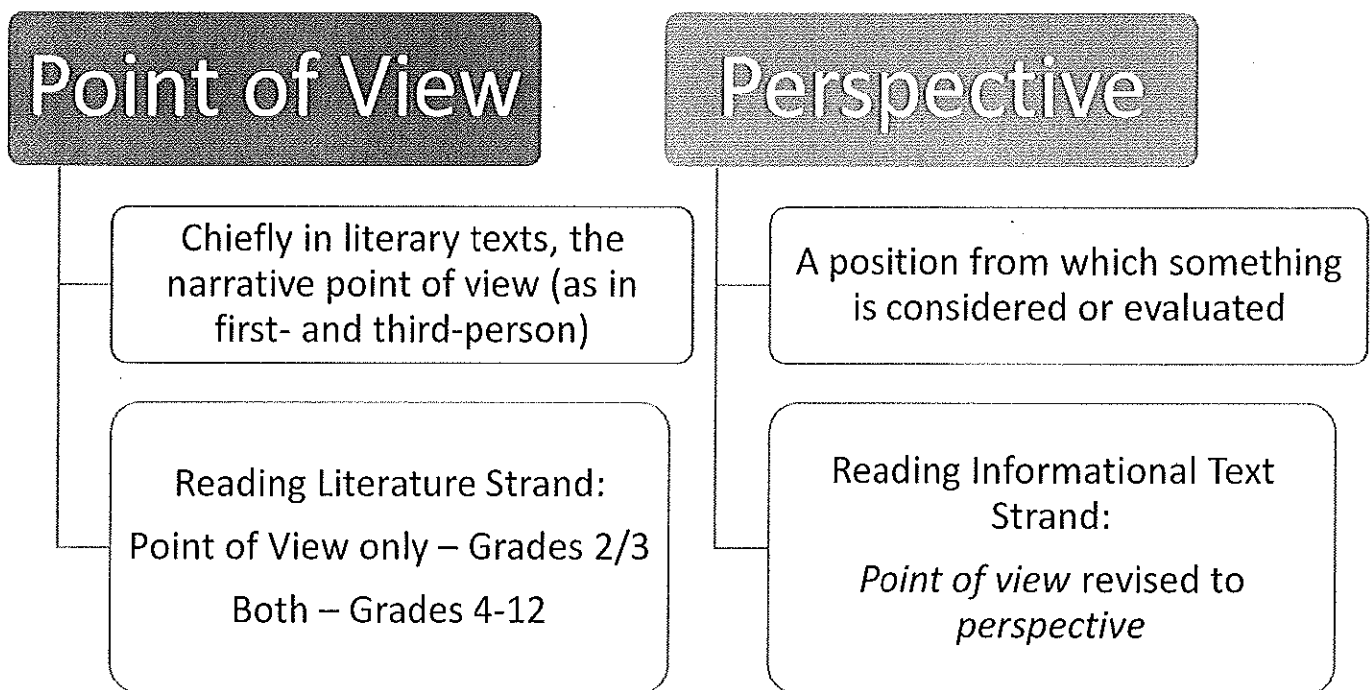


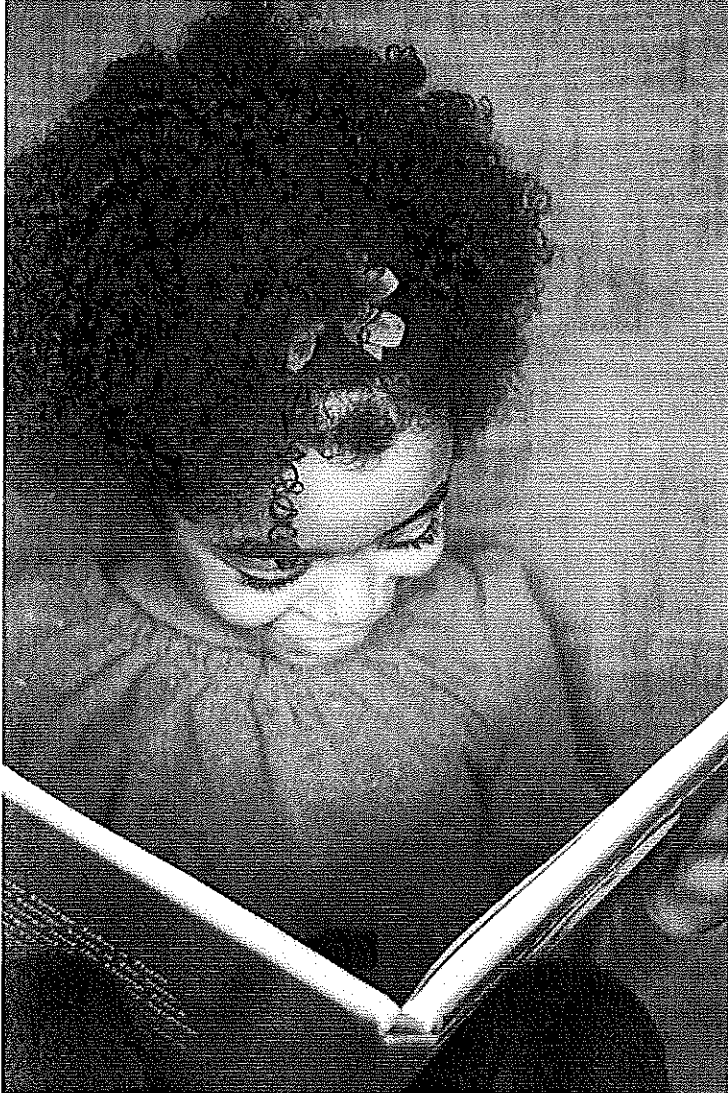
A black and white photograph of a person walking away on a path through a dense forest. The path is a light-colored dirt or gravel trail that curves slightly to the left. The person is seen from behind, wearing a dark jacket and pants, and a light-colored hat. The forest is composed of many tall, thin trees with bare branches, creating a canopy overhead. The lighting is soft, and the overall mood is quiet and contemplative. The text "Point of View" is overlaid on the left side, and "Perspective" is overlaid on the right side.

Point of View

Perspective

Point of View and Perspective





Reader Response

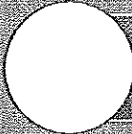

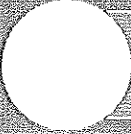

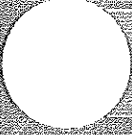
Reader Response Revision Example

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

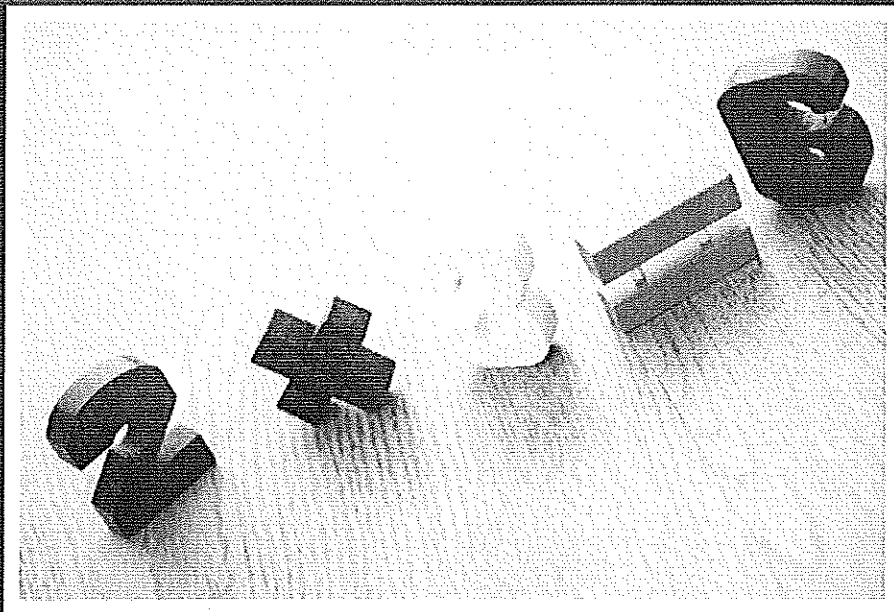
A black and white photograph featuring a pen nib resting on a vinyl record. The record is positioned in the lower right quadrant, showing its characteristic concentric grooves. In the background, a target with a bullseye is visible, suggesting a focus on precision and achievement. The overall composition is clean and professional, with a halftone texture throughout.

Thesis

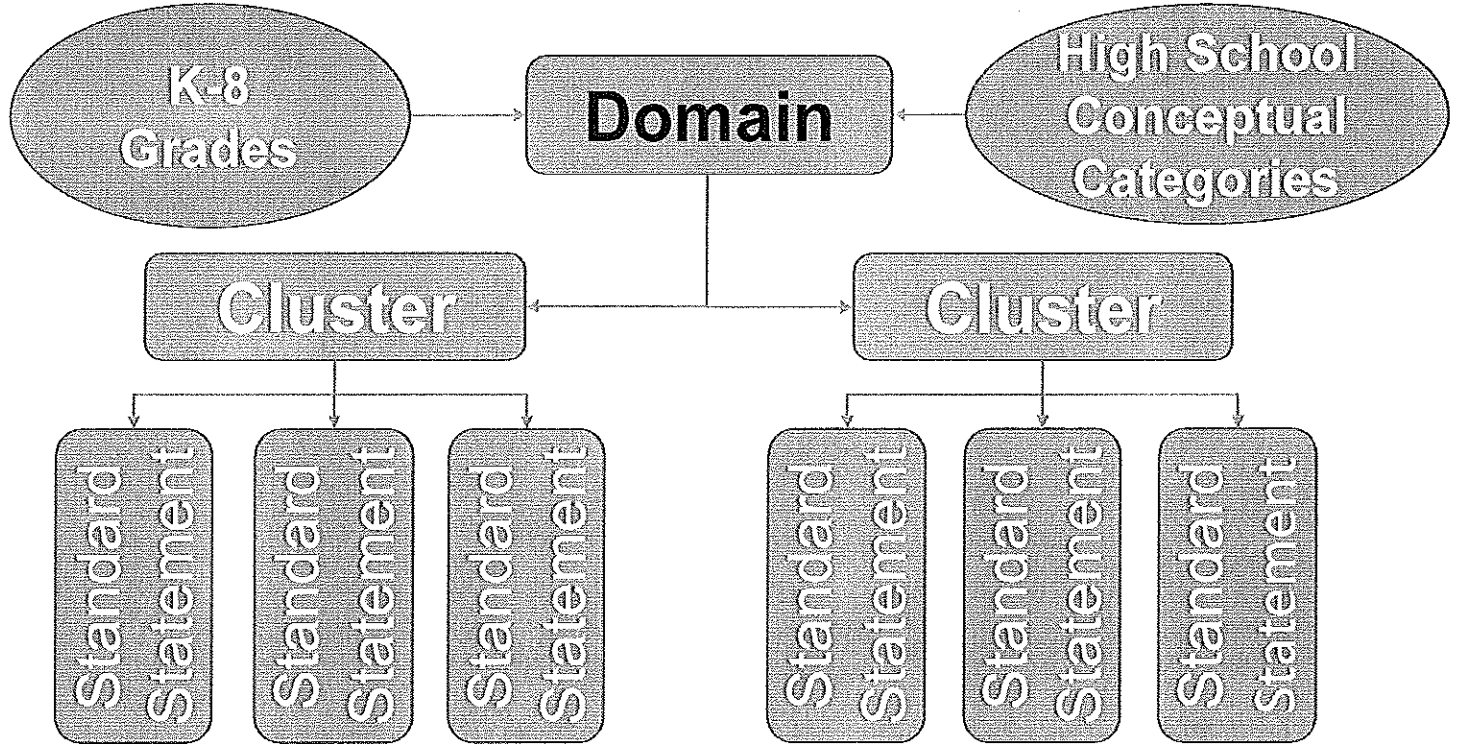
Additional Decisions

-  Vertical Alignment
-  Glossary of Terms
-  Hyperlinks
-  Technical Edits
-  Additional Resources

Mathematics



Mathematics Standards Framework



Mathematics Standard

Domain

Cluster
Statement

MEASUREMENT AND DATA

Measure and estimate lengths in standard units.

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

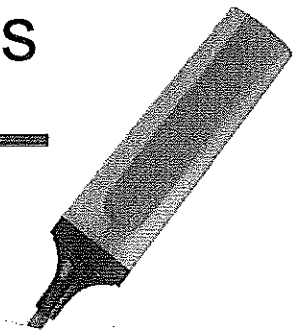
Standard

Overview of Edits

Vertical Alignment

Footnotes/Course
clarifications in the standards

Glossary^G



Overview of Edits

Clarity

**Geometry
Progression**






Money

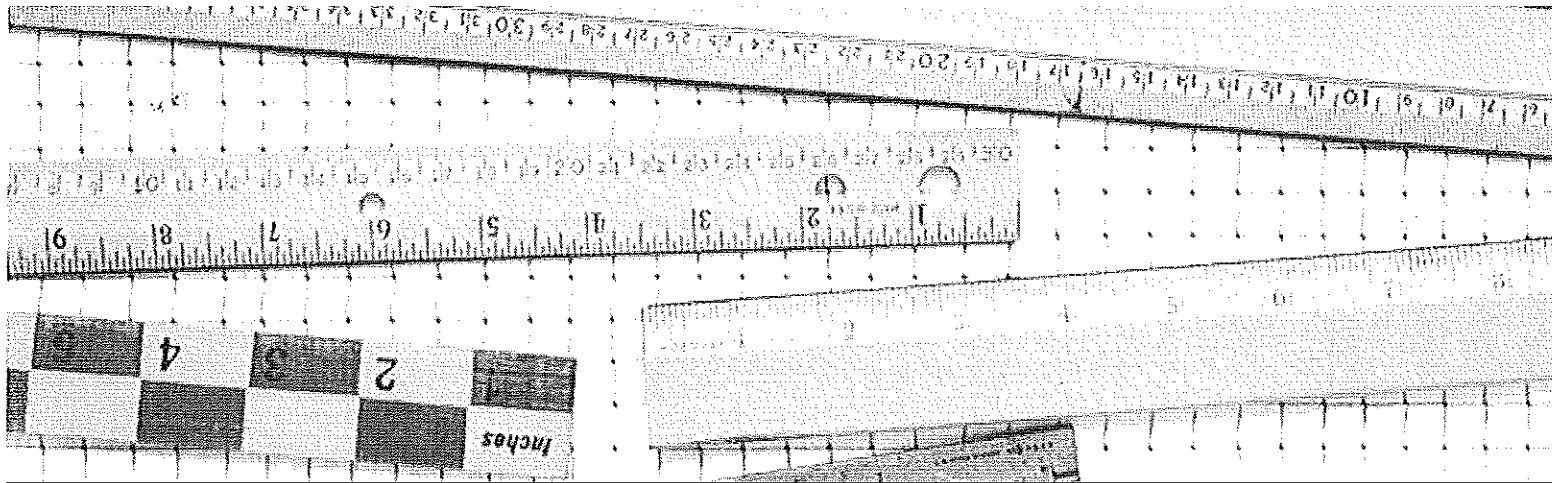
Statistics

Measurement

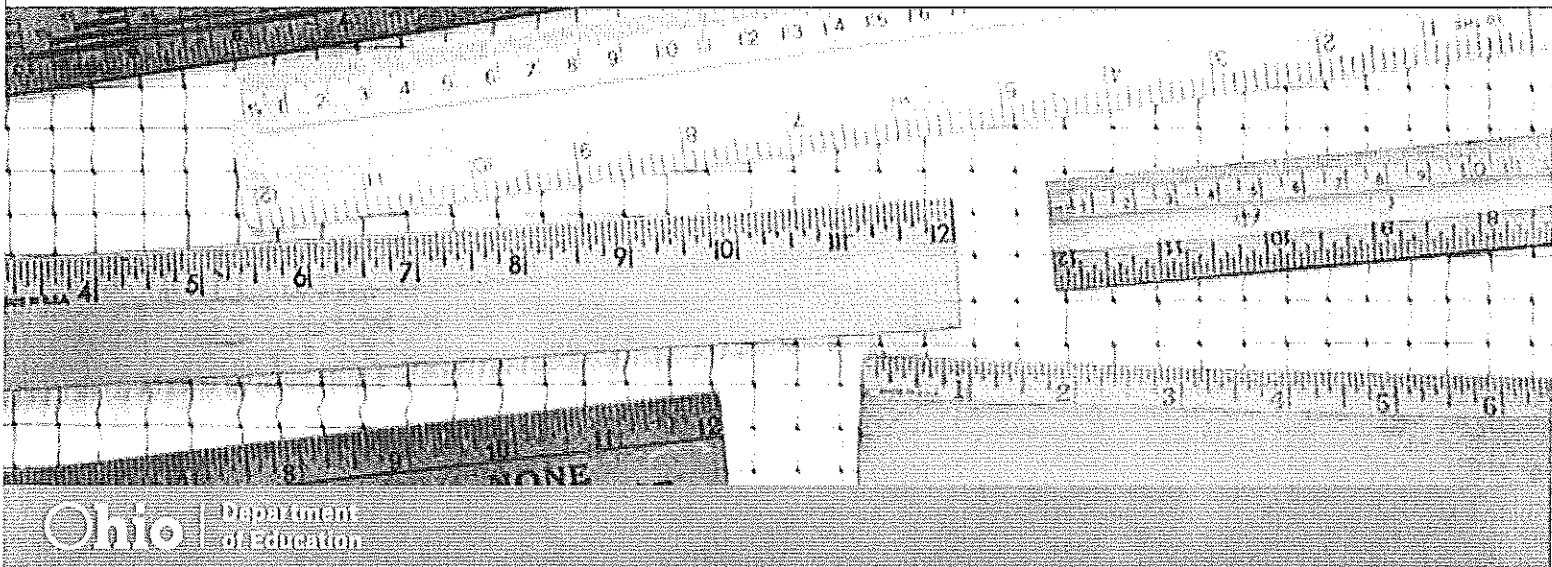
Course Clarity

Money Progression

Grade	Standard Emphasis
K	 Counting
1	  Name and Value
2	  Name and Value Dollars with Dollars and Cents with Cents No decimal notation
3	Dollars with Dollars and Cents with Cents No decimal notation
4	Add and Subtract money with decimals using models



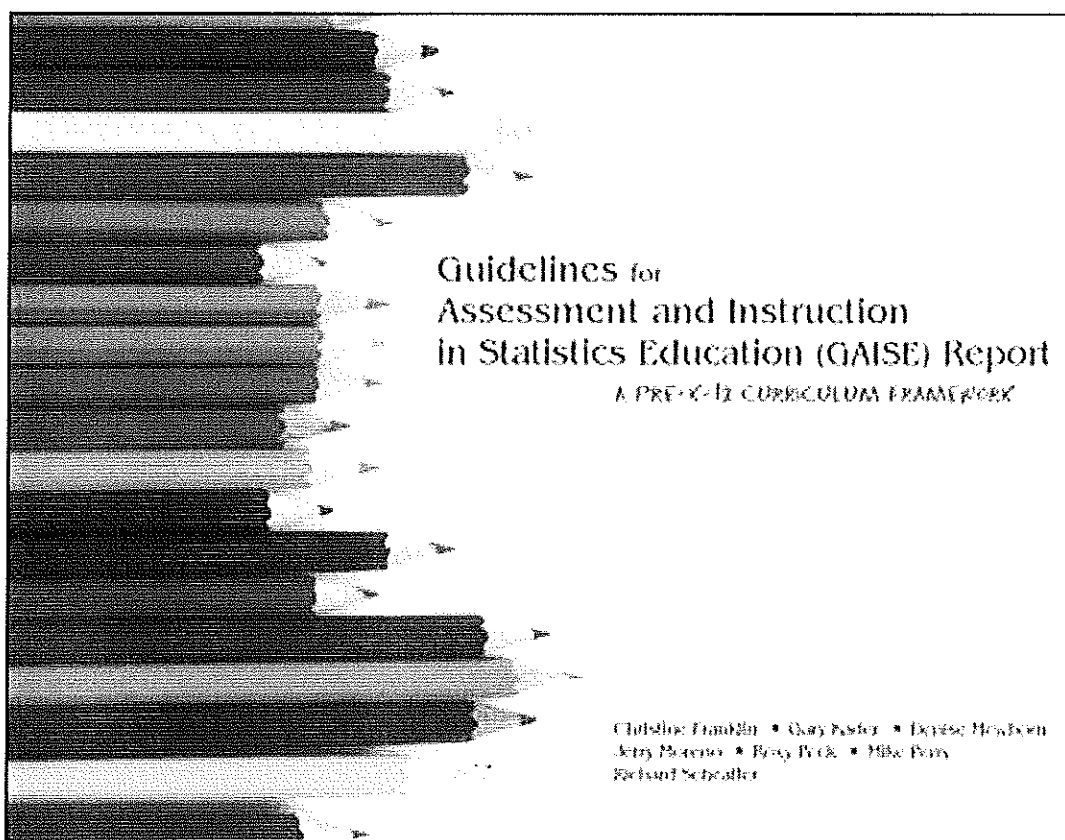
Measurement



Geometry Progression

Grade	Standard Description
2	Recognize and Identify 2D shapes and 3D figures.
3	Draw and describe polygons based on side and square corners.
4	Draw and identify points, lines, segments, rays, angles, and perpendicular and parallel lines. Classify 2D shapes based on properties.
5	Compare commonalities and differences of triangles or quadrilaterals.
HS	Classify 2D figures in a hierarchy.

Statistics: GAISE Model



GAISE Model: 6.SP.1 & 7.SP.2

1

Formulate Questions

2

Collect Data

3

Analyze Data

4

Interpret Results

GAISE Model

6th

Develop

7th

Broaden

8th

Analyze

HS

Apply



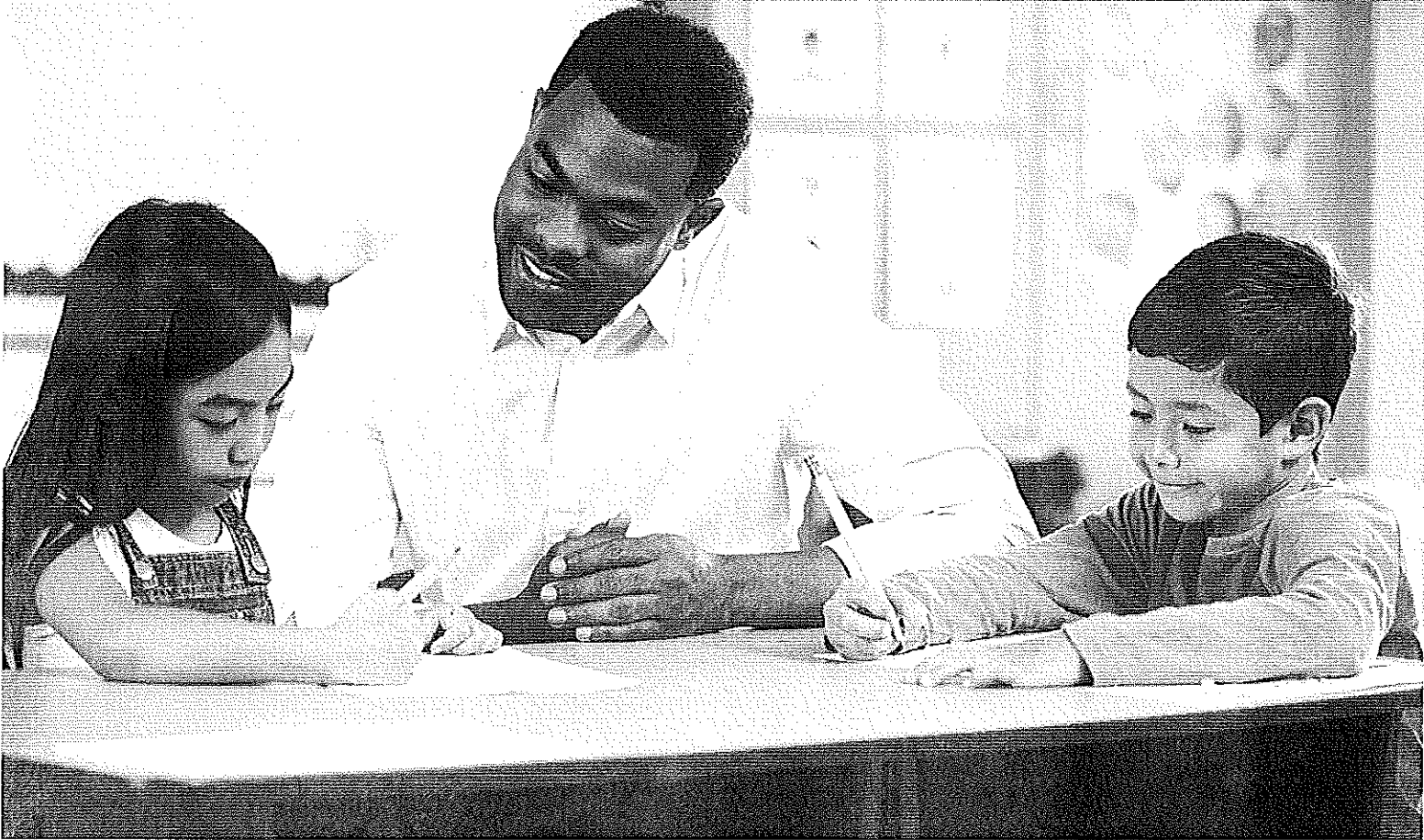
Department
of Education

Course Clarity

SEARCHABLE
DATA

- "public relations value"
- Enhance corporate image
- Influence policy makers

Next Steps



Timeline

August &
September
2016

- Final Review and Edits by Advisory and Working Groups

Late
Fall/Early
Winter

- State Board Standards and Graduation Committee
- House and Senate Education Committees
- State Board Adoption (Feb 2017)

Timeline

Winter 2017

**Districts
Notified**

Spring 2017

**Resources
Updated**

2017-2018

**Full
Implementation
of Standards**

2018-2019

**Updated
Assessment
with Revisions**



Department
of Education

Model Curriculum

October
2016

- Volunteer writing team application posted

Jan-May
2017

- Writing team start work on updating Model Curriculum

June
2017

- Posting of draft Model Curriculum

July
2017

- Approval Process for updated Model Curriculum

Science, Social Studies and Financial Literacy Timeline

**Fall
2016**

- Identify Advisory Committees

- Working Group Volunteer Form - Posted

**Nov. 18 -
Jan. 9**

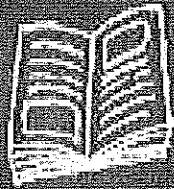
- Standards Feedback Survey – Round 1

Science, Social Studies and Financial Literacy Timeline

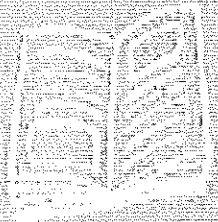
Jan-April 2017	<ul style="list-style-type: none">• Advisory Committee Review Feedback
Jan-April 2017	<ul style="list-style-type: none">• Working Groups Revise Standards
April 2017	<ul style="list-style-type: none">• Public Comment and Feedback on Draft Revised Standards
Sept 2017 - Jan 2018	<ul style="list-style-type: none">• Approval Process for Revised Standards

Ohio Learning Standard Revision Website

English Language Arts
and Mathematics



Science
Social Studies and
Financial Literacy



Revised
Standards

Model
Curriculum
Update

Standards
Revision

<http://education.ohio.gov/Standards-Revision>



Department
of Education

Questions

