



Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

TO: Members of the State Board of Education

FROM: Nancy S. Grasmick *Nancy*

DATE: December 10-11, 2009

SUBJECT: Voluntary State Curriculum Renamed to the State Curriculum
Adoption of changes to COMAR 13A.01.04.08, 13A.04.01.01,
13A.04.08.01, 13A.04.09.01, 13A.04.12.01, 13A.04.14.01, 13A.06.02.02,
13A.09.10.15, .17, .20
ADOPTION

PURPOSE:

The purpose of this item is to seek adoption of the COMAR regulations applying to renaming the Voluntary State Curriculum as the State Curriculum in 13A.01.04.08, 13A.04.01.01, 13A.04.08.01, 13A.04.09.01, 13A.04.12.01, 13A.04.14.01, 13A.06.02.02, 13A.09.10.15., .17, .20

HISTORICAL BACKGROUND:

Background: In January 2002, the Visionary Panel recommended that, “The state and local school systems must align every aspect of education – educators’ preparation and professional development, policy making, testing, curriculum, leadership, and funding—to support the classroom teacher and students.” To help schools, the State was to “provide a state-approved curriculum, fully aligned with state standards and assessments.” The definition of curriculum used by the Visionary Panel members, “what students should know and be able to do” was the definition used to guide the development of the Voluntary State Curriculum (VSC).

The Maryland VSC is a curricular framework that defines the minimum standards for all students. It defines what and when – what students should know and be able to do at each grade level—it does not define how teachers and schools will implement the curriculum or what materials will be used to support that implementation. The language and format of the VSC were designed to be consistent across all content areas. Each document consists of content standards, indicators, and objectives. The content standards provide the broad general statements of what students should know or be able to do. Indicator statements provide more specificity about what students should know or be able to do. Finally there are teachable ideas, or objectives. For those content areas with statewide assessments, specific assessment limits were developed that were tied directly to the curriculum objective that would be measured.



Using the talents of hundreds of Maryland's most knowledgeable pre-kindergarten through college educators, along with input from parents, business, and advocacy groups grade specific documents were developed in all content areas. Each curriculum was reviewed by outside experts for alignment to national standards, developmental appropriateness, clarity, specificity, logical progression, and both vertical and horizontal articulation before that document is scheduled for the State Board's review and acceptance. These VSC documents include, but are not limited to, reading, English/language arts, mathematics, science, social studies, fine arts, health, physical education, library/media, technology education, and technology literacy.

EXECUTIVE SUMMARY:

Pursuant to the authority set forth in § 2-205(h) of the Education Article, Maryland Annotated Code, the Maryland State Department of Education has established standards for the schools and students of Maryland. Given that the Voluntary State Curriculum and the state assessment system de facto create a required set of skills and knowledge for all students, the name should be changed from the Voluntary State Curriculum to the State Curriculum.

“Rising student mobility and a global economy driven by technology demand consistency in what students will know and be able to do by certain grades.” (Achievement Matters Most, January 2002) Every child in Maryland has the right to have access to the same high quality curriculum. The Voluntary State Curriculum establishes the floor for expectations and provides that desired level of consistency, while maintaining local authority over critical instructional decisions. Local systems have the authority to select the instructional materials, instructional strategies, and scope and sequence that will best address the needs of the students they are serving. This balance between State and local authority provides consistency with appropriate levels of flexibility to respond to the needs of differing populations.

The period for public comment on this change ended October 12, 2009. No comments were received.

ACTION:

Rename the Voluntary State Curriculum as the State Curriculum and adopt the proposed amendments to COMAR in each of the affected curricular areas.

NSG/dls

Attachment

Title 13A

STATE BOARD OF EDUCATION

Notice of Proposed Action

[09-287-P]

The Maryland State Board of Education proposes to amend:

- (1) Regulation .08 under COMAR 13A.01.04 **Public School Standards;**
- (2) Regulation .01 under COMAR 13A.04.01 **Programs in Technology Education;**
- (3) Regulation .01 under COMAR 13A.04.08 **Program in Social Studies;**
- (4) Regulation .01 under COMAR 13A.04.09 **Program in Science;**
- (5) Regulation .01 under COMAR 13A.04.12 **Program in Mathematics;**
- (6) Regulation .01 under COMAR 13A.04.14 **Program in English Language Arts;**
- (7) Regulation .02 under COMAR 13A.06.02 **Prekindergarten Programs;** and
- (8) Regulations .15, .17, and .20 under COMAR 13A.09.10 **Educational Programs in Nonpublic Schools and Child Care and Treatment Facilities.**

This action was considered at the State Board of Education meeting on July 21, 2009.

Statement of Purpose

The purpose of this action is to rename Voluntary State Curriculum to State Curriculum. Pursuant to the authority set forth in Education Article, §2-205(h), Annotated Code of Maryland, the Maryland State Department of Education has established standards for the schools and students of Maryland. Because the Voluntary State Curriculum and the State assessment system de facto create a required set of skills and knowledge for all students, the name should be changed from the Voluntary State Curriculum to the State Curriculum.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Dixie Stack, Director, Curriculum, Division of Instruction, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0348, or email to dstack@msde.state.md.us, or fax to 410-333-2369. Comments will be accepted through October 13, 2009. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Maryland State Board of Education during a public meeting

to be held on December 10 and 11, 2009, at 200 West Baltimore Street, Baltimore, MD 21201.

Subtitle 01 STATE SCHOOL ADMINISTRATION

13A.01.04 Public School Standards

Authority: Education Article, §2-205(h),
Annotated Code of Maryland

.08 Requirements for Local School System Improvement and Corrective Action.

- A. (text unchanged)
- B. Local School System Corrective Action.
 - (1) — (2) (text unchanged)
 - (3) For a local school system identified for corrective action, the State Board and the State Superintendent of Schools shall continue to make available technical assistance and shall take at least one of the following corrective actions:
 - (a) (text unchanged)
 - (b) Order the local school system to institute and fully implement a new curriculum aligned with the [voluntary] State curriculum that is based on State and local academic content and achievement standards, including high quality professional development based on scientifically based research;
 - (c) — (g) (text unchanged)
 - (4) — (7) (text unchanged)
- C. — D. (text unchanged)

Subtitle 04 SPECIFIC SUBJECTS

13A.04.01 Programs in Technology Education

Authority: Education Article, §2-205(h),
Annotated Code of Maryland

.01 Requirements for Technology Education Instructional Programs.

- A. — H. (text unchanged)
- I. Curriculum Documents. Consistent with Education Article, §4-111, Annotated Code of Maryland, each local school system shall provide technology education curriculum documents for the secondary schools under its jurisdiction that:
 - (1) (text unchanged)
 - (2) Are aligned with the [Voluntary] State Curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.
- J. (text unchanged)

13A.04.08 Program in Social Studies

Authority: Education Article, §2-205(h),
Annotated Code of Maryland

.01 Requirements for Social Studies Instructional Programs for Grades Prekindergarten — 12.

- A. — H. (text unchanged)
- I. Curriculum Documents. Consistent with Education Article, §4-111, Annotated Code of Maryland, each local system shall provide social studies curriculum documents for the elementary and secondary schools under its jurisdiction that:
 - (1) (text unchanged)
 - (2) Are aligned with the [Voluntary] State Curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.
- J. (text unchanged)

13A.04.09 Program in Science

Authority: Education Article, §2-205(h),
Annotated Code of Maryland

.01 Science Instructional Programs for Grades Pre-kindergarten — 12.

A. — H. (text unchanged)

I. Curriculum Documents. Consistent with Education Article, §4-110, Annotated Code of Maryland, each local system shall provide science curriculum documents for the elementary and secondary schools under its jurisdiction that:

(1) (text unchanged)

(2) Are aligned with the [Voluntary] State Curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.

J. (text unchanged)

13A.04.12 Program in Mathematics

Authority: Education Article, §2-205(h),
Annotated Code of Maryland

.01 Mathematics Instructional Programs for Grades Prekindergarten — 12.

A. — I. (text unchanged)

J. Curriculum Documents. Consistent with Education Article, §4-110, Annotated Code of Maryland, each local school system shall provide mathematics curriculum documents for the elementary and secondary schools under its jurisdiction that:

(1) (text unchanged)

(2) Are aligned with the [Voluntary] State Curriculum as developed by the Maryland State Department of Education in collaboration with local school systems.

K. (text unchanged)

13A.04.14 Program in English Language Arts

Authority: Education Article, §2-205(h),
Annotated Code of Maryland

.01 Reading and English Language Arts Instructional Programs for Grades Prekindergarten — 12.

A. — I. (text unchanged)

J. Curriculum Documents. Consistent with Education Article, §4-110, Annotated Code of Maryland, each local school system shall provide Reading and English language arts curriculum documents for the elementary and secondary schools under its jurisdiction that:

(1) (text unchanged)

(2) Are aligned with the [Voluntary] State Curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.

K. (text unchanged)

Subtitle 06 SUPPORTING PROGRAMS**13A.06.02 Prekindergarten Programs**

Authority: Education Article, §2-205(c) and (g),
Annotated Code of Maryland

.02 Definitions.

A. (text unchanged)

B. Terms Defined.

(1) — (4) (text unchanged)

(5) "State Content Standards" means measurable statements of what students should know and be able to do within a content area as defined in the [Voluntary] State Curriculum for Prekindergarten — Grade 8 developed by

the Maryland State Department of Education in collaboration with local school systems.

Subtitle 09 NONPUBLIC SCHOOLS**13A.09.10 Educational Programs in Nonpublic Schools and Child Care and Treatment Facilities**

Authority: Education Article, §2-205(h),
Annotated Code of Maryland

.15 Type I Educational Program — Requirements for General Education Programs.

A. Nursery School, Kindergarten, Elementary School, and Secondary School Program. A school providing one or a combination of these educational programs shall implement the Maryland [Voluntary] State Curriculum, the general education curriculum of a local school system, or both, as applicable, for each subject or area of instruction at each grade level, as specified on its approval document.

B. — E. (text unchanged)

.17 Type I Educational Program — Requirements for a Special Education Program.

A. — C. (text unchanged)

D. Curriculum Guides.

A school that provides nursery school, kindergarten, grades 1 — 12, or any combination of these shall implement the Maryland [Voluntary] State Curriculum, the general education curriculum of a local school system, or both, as applicable, for each subject at each grade or age level as specified on its approval document.

E. — I. (text unchanged)

.20 Type III Educational Programs.

A. — G. (text unchanged)

H. Instructional Materials and Equipment.

(1) (text unchanged)

(2) The instructional materials and equipment used by the local school system to implement the general education curriculum that is aligned with the [Voluntary] State Curriculum shall be used to implement the educational programs specified in §B(2) of this regulation.

I. — L. (text unchanged)

NANCY S. GRASMICK
State Superintendent of Schools

Title 15**DEPARTMENT OF AGRICULTURE****Subtitle 05 PESTICIDE USE CONTROL****15.05.01 Use and Sale of Pesticides, Certification of Pesticide Applicators and Pest Control Consultants, and Licensing of Pesticide Businesses**

Authority: Agriculture Article, §§2-103, 5-204, 5-207, and 5-210.2,
Annotated Code of Maryland

Notice of Proposed Action

[09-296-P]

The Secretary of Agriculture proposes to amend Regulation .08 under COMAR 15.05.01 Use and Sale of Pesti-