Curriculum Committee Report Submitted by: Michelle Gluck

November 2020 curriculum@mccpta.org

**Meetings/Calls/Events**

10/14 MCCPTA BOD meeting

10/20 Superintendent’s Budget Advisory Committee

10/22 Curriculum Advisory Assembly

2/13 Board of Directors Meeting

10/27 MCCPTA Delegates’ Assembly

10/28 Meeting with OCIP staff

10/29 BOD/BOE meeting

**Upcoming**

11/12 MCCPTA BOD Meeting

11/17 MCPS Fall Instructional Recovery Team Meeting

11/18 MSDE GT Advisory Committee meeting

11/19 Superintendent’s Budget Advisory Committee

11/19 MCCPTA Delegates’ Assembly

12/2 Curriculum Committee meeting with OCIP/OSSI

**Key Activities/Concerns**

1. **Curriculum concerns arising out of online learning**
2. Concerns about uneven/unsuccessful rollout of new curriculum to meet need for online learning resources.

MCPS scrapped plans for a phased rollout of the new curriculum and put all schools on course to adopt new curriculum this year, with predictable results. In particular, the described uses of professional development time over the summer suggest (to me, at least) that MCPS had unrealistic ideas about how hard it is to develop online courses and learn the pedagogical skills necessary to successfully teach online.

1. Concerns about unrealistic expectations for secondary student course load.

Rodney and I and many other representatives from many other parent advocacy groups spent all summer urging MCPS not to expect secondary students to manage a traditional “full” (7 or 8) course load under current circumstances, when they are receiving less than half the traditional amount of in-person instructional time. When that failed, we tried to persuade them to make it easier for individual families/students to choose to take fewer classes. As Rodney has reported, MCPS has made only perfunctory moves in that direction. I have asked for assessment data to further the discussion of whether MCPS is asking too much of large swaths of students, but have not received it (see “data transparency”, below.)

1. Concerns about inaccessible curriculum materials.

Volunteers eager to provide tutoring support outside of regular school hours have been stymied by the lack of access to curriculum materials now that MCPS is using vendor-supplied proprietary materials. We also have received only anecdotal examples of how MCPS is modifying the standard material to reflect the significantly increased burden on students to self-teach.

1. **Lack of transparency/data**

This is a longstanding frustration, made more urgent by the pandemic learning loss.

Specifically, in recent weeks we have asked for data about the MAP tests used to assess COVID-related learning loss (an assessment required by MSDE), and in particular, how those MAP assessments in any way shed light on learning loss in grades 10-12.

We have received summary data for grades 9 and below. We have also asked for interim report card data to get an early feel for how well secondary students are doing despite the loss of over half of their traditional in-person instructional time. That request was denied because MCPS does not consider interim report card data to be meaningful (which raises an obvious follow-on question …. Why do we have them, then?) We will be allowing hope to triumph over experience by asking for MP1 data at the next OCIP meeting.

1. **Canvas/Synergy synchronization problems**

MCPS IT will be joining the DA meeting next week to discuss this, so I won’t say much about it here, but note that many parents have observed that neither Canvas nor Synergy is particularly useful for parents to track students’ assignments before they are overdue. And if that weren’t bad enough, they often don’t align with each other. For some of us, this was a problem in the Before Times because our students are not independent enough to stay on track without adult help. In the pandemic setting, the universe of parents who need this information but can’t easily get it is larger.