

BREAKOUT GROUPS (Brit Kirwan will float among the groups)

One breakout session. All will meet in Room 170/180 immediately following lunch.

Group A

Elizabeth Ysla Leight*
Scott Dorsey
Buzzy Hettleman
Anne Kaiser
Nancy King
Leslie Pellegrino
Craig Rice
Steve Waugh

Group B

David Steiner*
David Brinkley
Stephen Guthrie
Maggie McIntosh
Paul Pinsky
Karen Salmon
Joy Schaefer
Alonzo Washington

Group C

David Helfman*
Robert Caret
Chester Finn
Adrienne Jones
Richard Madaleno
Morgan Showalter
Margaret Williams
Bill Valentine

* is group leader/reporter for today

BUILDING BLOCK 3: DEVELOP WORLD-CLASS, HIGHLY COHERENT INSTRUCTIONAL SYSTEM

BUILDING BLOCK 4: CREATE CLEAR GATEWAYS FOR STUDENTS THROUGH THE SYSTEM, SET TO GLOBAL STANDARDS, WITH NO DEAD ENDS

ALL BREAKOUT GROUPS (*plus* see additional questions for each group)

1. Should Maryland change its definition of CCR so that students are prepared for success in initial credit-bearing community college courses by the end of 10th grade? Rather than preparing students for success in credit-bearing community college **and four-year universities** by the end of 11th grade as we are working toward now in the State?
 2. If Maryland makes this change, by what year could Maryland implement a system that would allow all or most students to be CCR by the end of 10th grade?
 3. Ultimately, should a Maryland high school diploma and CCR be the same thing, including non-PARCC subjects like science, languages, government/history, art, etc.?
 4. Should the system be set up so that all courses, tests and examinations required for students to be CCR are available by the end of 10th grade rather than at the end of grade 11, as currently envisioned?
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Breakout Group A

5. What would an effective system look like for catching students who are falling behind as soon as possible and making sure they get on track to get their CCR qualification at the end of grade 10?
 6. What would an effective system look like for identifying students who might be years behind in elementary and middle school at the end of elementary school or during middle school and for creating a trajectory for them that would allow them to graduate with the CCR qualification (e.g., summer school, Saturday programs, after school programs)?
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Breakout Group B

7. What should be used to measure CCR for each subject (e.g. PARCC, SAT, Accuplacer, course grade, projects)? For what subjects?
 8. What opportunities are needed for students who are CCR by the end of 10th grade (e.g., AP courses, the AP diploma program, the IB diploma program, the IB diploma program that includes a career and technical education component, the University of Cambridge IGCSE program, a dual enrollment education program, a complete 2-year college degree program, a demanding career and technical education program culminating in an industry-recognized credential, or a program of regular high courses selected to match the requirements of the University of Maryland System.) Does that set of offerings sound right to you? Are there some you would delete? Are there any you would add?
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Breakout Group C

9. Should Maryland administer some form of PISA (every 3 years) to measure Maryland students directly against other nations and top performing systems?
10. Should Maryland periodically review its standards and curriculum against top performing systems and nations? If so, how often? By whom?
11. Given that policies are generally viewed in four-year increments, how does Maryland ensure that the State remains committed to the CCR goals (see Questions 1-4) over the longer term and does not change course before the goals are achieved?