

**SR-120**

Submitted on: 3/19/2021 4:50:35 PM

Testimony for GVO on 3/24/2021 3:00:00 PM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Kenneth R. Conklin, Ph.D.	Individual	Support	No

Comments:

Regarding SCR155 and SR120:

This resolution is impolite -- indeed, quite hostile -- toward the DOE Office of Curriculum and Instruction, in both content and tone. The resolution displays lack of trust toward central office bureaucrats, implying that they are not doing a sufficient amount or quality of work to justify their salaries and benefits.

Congratulations on your perceptiveness, and your willingness to attack the problem! Imua! E 'onipa'a 'oukou. Go forward, and be persistent in holding them accountable.

Once upon a time I was a high school teacher in a small suburb of Boston, with only one high school, two junior highs, and six elementary schools. There was an elected local school board (for each town in the state). The central office had a superintendent, assistant superintendent, a business manager, and a couple of secretaries. No office of curriculum and instruction. Each high school department head selected textbooks and materials for that department, and gave each teacher the textbook along with a guide telling which chapters should be covered during each quarterly marking period. For each course taught by more than one teacher there was a midyear and final exam which all the teachers had to use; and the results were reviewed by the department head to ensure each teacher was getting acceptable student performance. After a textbook had been used for many years the teachers using it were asked to review the curriculum with a view to selecting new textbooks and deciding the pace of coverage. We never felt the need for C&I bureaucrats. Our school was routinely ranked as one of the best in the state. Parents, students, and teachers felt a sense of accomplishment and pride.

What I hear from local teachers is that they are overwhelmed by administrative paperwork which seems irrelevant to their needs; and that they really get very little guidance on what topics to cover at what pace; or what knowledge or skills the students will be expected to master. The teachers basically "make things up as they go along", creating their own lesson plans and methods for evaluating student performance. They are reinventing the wheel every day. The teachers get a list of "standards" which are vaguely stated goals with no specific materials for classroom use. The teachers regard

the C&I bureaucrats, and other central office people, as useless troublemakers whose intrusive demands must be appeased unquestioningly.

Good luck reining them in and holding them accountable for actually creating curriculum and helping our beleaguered teachers!

**SR-120**

Submitted on: 3/21/2021 9:53:30 PM

Testimony for GVO on 3/24/2021 3:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Susan Pcola_Davis	Individual	Support	No

Comments:

I strongly support this audit in its entirety. The Department of Education's Office of Curriculum and Instruction Design FAILED all student since March 2020.

Although a Summer School was scheduled. The slots filled quickly. Most of the slots were for Seniors Credit Recovery. For 10 years the Department has used the platform ACELLUS. Its original purchase was for Senior credit recovery in the summer.

So the Department decided they were going to use this platform for distance learning. Many schools decided that if a student was learning from home, then they would use ACELLUS. For these students that meant NO interaction with their teachers or classmates.

Other schools were using technology to teach students at home. Using Google Meets and Google Classroom the teachers kept the kids going. It wasn't perfect but it was contact outside the home. It was working.

Once hybrid started, many teachers were teaching students in their classrooms and at home simultaneously. Not an easy task.

As September came along, parents started questioning the content and quality of Acellus! Being told by the Department that it had been vetted and there wasn't anything wrong with the program. Parents started pressuring the Board of Education to listen. Long story short, the Board acted on the information and the Department was to discontinue use at the end of this school year. Some parents were fine with that decision. Others were told that they had selected 100% distance learning and they could send their kids back to school or use Acellus.

In the meantime, the Department announced that they would be reviewing other platforms to use. To date, nothing has been announced.

So from my story I believe an audit is appropriate. This Office failed everyone.

The teachers were the Warriors. Working conditions were difficult. But if you know a teacher that is dedicated, nothing will stop them from their students.

This office has failed their purpose. Where was this DIGITAL DESIGN? CURRICULM INNOVATION BRANCH? Why is the Department searching to BUY another platform? As I started reading the bill, I was floored when it indicated the amount of contracts and expense which schools procured services for curriculum development, design, and review;. Some of this curriculum is high quality but not to be used as stand alone.

If the services procured by these contracts are found to be duplicating the duties of the Office of Curriculum and Instructional Design, the audit will reveal evidence that has been suspected. The Department has already lost public confidence.

A performance audit is necessary to determine optimization of this office. Answer the question, "what do they do? Then answer, " Is the fraud, waste and abuse?"