

**WASHINGTON STATE BOARD OF EDUCATION**  
**August 18-20, 1999**  
**Meeting Minutes**

A regular meeting of the State Board of Education was held August 18-20, 1999, at Kettle Falls High School, in Kettle Falls, Washington.

Members Present: Kathleen Anderson, Terry Bergeson, Linda Carpenter, Bunker Frank, Gary Gainer, Judy Henderson, Eugene Matsusaka, Bobbie May, Bob Minnerly, Neal Supplee, and Carolyn Tolas.

Members Excused: Student representatives Carly Cyr and Zach Miller.

President Supplee called the meeting to order at 8:42 a.m., followed by the pledge of allegiance.

Mike Blair, Superintendent, Kettle Falls School District, welcomed the State Board members to Kettle Falls. Mr. Blair gave a brief overview of the district's facilities, student population and programs, and noted that the economy of the area is generated primarily by tourism, the Boise Cascade lumber mill, and county government. Mr. Blair introduced three students: Naomi Daniels, elementary school; Greg Mace, middle school, and Ashley Countryman, high school, who shared their thoughts and experiences of what it meant to be students in the Kettle Falls School District. The students' comments highlighted caring teachers, interesting learning experiences, and strong student and community pride in their schools, facilities, and staff.

Patty Martin, Communications Manager and Legislative Liaison for the SBE, gave an overview of the August agenda and noted that Tab 3 of the agenda would be deleted.

**GENERAL ADMINISTRATION**

**Tab 1**        Approval of Minutes

**Motion**        Moved by Ms. Carpenter, seconded by Mr. Matsusaka, that the minutes of the June 10, 1999, meeting of the State Board of Education be approved. Mr. Matsusaka requested that a correction be made to the spelling of the name of the Director of the Washington State Historical Society, David Nicandri. The motion to approve the minutes, with the correction, carried unanimously.

**CONSENT AGENDA**

**Tab 2**        Applications for State Assistance in School Building Construction from Aberdeen, Bellevue, Evergreen (Clark County), Grandview, Lake Washington, Mabton, Napavine, Raymond, and White Salmon School

Districts

- Tab 3**     Applications for State Assistance in School Building Construction—Request for Change in Scope  
(Tab 3 was deleted from the agenda for lack of appropriate documentation.)
- Tab 4**     Pending Applications for State Assistance in School Building Construction—Study and Survey from Eatonville, Ocean Beach, Waitsburg, Washtucna, and Wenatchee School Districts
- Tab 5**     Approval of Private Schools for the 1999-2000 School Year; Approval of Private Providers for Continuing Education Clock Hours for the 1999-00 School Year; Approval of Requests for Exemption to the Definition of Credit in the High School Program (Lists are available through the State Board office)
- Tab 6**     Request for Waiver from WAC 180-44-050 Regulatory Provisions Relating to RCW 28A.305.130(6) and 28A600.010—School Day as Related to the Teacher for the Central Kitsap, North Thurston, and Tonasket School Districts
- Tab 7**     Approval of Non-Public Agencies to Enter into Contracts with the School Districts to Provide Services to Students with Disabilities—1998-2001 (List is available through the State Board office)
- Tab 8**     Schools Recommended for Accreditation (List is available through the State Board office)
- Tab 9**     Waiver Request of WAC 180-18-040—Minimum 180 Day School Year for the Federal Way, Grand Coulee Dam, Nespalem, and Newport School Districts

Requests were made to pull Tabs 2, 5, and 7 for further discussion.

**Motion**     Moved by Ms. Carpenter, seconded by Ms. Henderson, to approve Tabs 4, 6, 8, and 9. Motion carried unanimously.

Ms. Henderson asked for a clarification of the Aberdeen School District project in Tab 2. Ms. Henderson noted that Aberdeen's project request was coming in prior to their November 1999 bond election. Mike Currie, Director of Facilities and Organization, Office of Superintendent of Public Instruction, explained that it is not uncommon for school districts to seek Board approval for state matching funds prior to district bond elections.

**Motion**     Moved by Ms. Carpenter, seconded by Mr. Matsusaka, to approve Tab 2,

with the exception of the White Salmon School District Transportation Cooperative project.

Discussion on Tab 5 centered on the change in presentation format, which included three separate lists of private schools requesting approval: those with minor deviations, major deviations (usually related to fire safety concerns), and those without deviations. It was noted that if private schools with major deviations are not cleared prior to September 17, 1999, a recommendation to rescind their approval for the 1999-2000 school year will be on the October agenda of the State Board meeting. Ms. Anderson requested that Marcia Riggers, Director, Education Support/Private Education, OSPI, notify Board members by e-mail with the names of schools that cleared major deviations after September 17th.

**Motion** Moved by Ms. Carpenter, seconded by Mr. Minnerly, to approve Tab 5. Motion carried unanimously.

President Supplee called the Board's attention to the revised list of non-public agencies seeking approval in Tab 7. Mr. Supplee explained that not all schools had been visited by the time the August agenda materials were submitted to the State Board office. When the visits were completed, some schools were removed from the list.

**Motion** Moved by Ms. Carpenter, seconded by Ms. Henderson, to approve the revised list of non-public agencies in Tab 7. Motion carried unanimously.

### **BASIC EDUCATION ASSISTANCE**

**Tab 9** Waiver Request of WAC 180-18-040—Minimum 180 Day School Year for the Federal Way, Grand Coulee Dam, Nespalem, and Newport School Districts

Pat Eirish, Basic Education Assistance Program Manager, SBE, gave an overview of each school district's waiver request and noted the Board's decision at the May 7, 1999, meeting to approve waiver requests for one school year at a time.

Ms. May expressed her concern that some of the school districts' plans for improvement in student learning appeared weak. Ms. May asked Ms. Eirish to encourage school districts to show a stronger tie to education reform alignment in future waiver requests.

Ms. Eirish referred Board members to the copy of the Basic Education Assistance M808 form in their information folders, and stated that the M808s will be mailed to school districts on August 31, 1999.

**Motion** Moved by Ms. Frank, seconded by Ms. Henderson, to approve Tab 9. Motion carried unanimously.

## **CELEBRATION**

Mr. Coolican, former Deputy Superintendent of Public Instruction, spoke to the Board about the incredible changes that have been made in education in Washington's 296 school districts over the past five years as a result of the state's education reform efforts. Mr. Coolican also noted that during the course of the next five years, the school day will become more flexible, students will be more involved in their own learning, and schools and communities will have greater interaction. Mr. Coolican expressed his belief that our state is moving into "the golden age of education." His primary concern in the process is how to ensure that no child will be left behind. Improved student learning, Mr. Coolican said, must be about all students in all schools.

Mr. Coolican expressed his appreciation for the "magnificent" job Larry Davis has done representing the State Board of Education in his work with OSPI staff members. Mr. Coolican also encouraged Board members to consistently ask themselves how their policy decisions will affect student learning and teachers' teaching.

On behalf of the State Board of Education, Mr. Supplee read aloud and presented to Mr. Coolican a "Proclamation of Appreciation" which highlighted his exemplary contribution as Deputy Superintendent of Public Instruction.

## **WORK SESSION**

Judy Parker, Community Relations Director, Tacoma School District, facilitated a four-hour work session on media relations. The training focused on identifying the purpose of the State Board of Education, its education message, and the various media vehicles available to carry the Board's message to the public. Ms. Parker noted the importance of summarizing the Board's education message into three major points that can be communicated in approximately 30-45 seconds. With the public's exposure to television, the tendency to form judgements and make decisions on brief "snippets" of information has increased. Ms. Parker stated that parents have a strong emotional connection to education. Parents' concerns are not as much tax-related as child-related, and the Board should give consideration to this fact as they develop and communicate their education message.

## **REPORT**

Andy Griffin, Assistant Superintendent for Higher Education, Community Outreach, and Staff Development, OSPI, recognized Dr. Lillian Cady, Interim Director, Professional Education and Certification, OSPI, for her excellent work over the past ten months. Mr. Griffin also announced that newly appointed director, Lin Douglas, former Dean of the School of Education at Central Washington University, will begin her work at OSPI on September 15, 1999.

B.J. Wise has been appointed to the position of Assistant Superintendent of a new section at OSPI entitled, "Special Populations." Special populations includes: Migrant Education, Title 1 Lap, Federal Programs, and Special Education.

Mr. Griffin and Ms. Anderson recently attended the National Commission on Teaching and America's Future (NCTAF) Conference in Blaine, Washington. The conference provided an opportunity for state representatives to work together on teaching standards and issues that are of national concern.

Former Assistant Superintendent of the Enumclaw School District, Beth Jackson, was recently appointed to the position of Project Director, Partnership for Excellence in Teaching (PET), affiliated with NCTAF. The PET Steering Committee is scheduled to meet September 27<sup>th</sup>, and full committee meetings have been scheduled in October and November.

Washington State recently received a federal Title 2 grant in the amount of \$1.1 million. Consideration is being given on how to most effectively use the funds. Goals 2000 staff are attempting to secure funds that will assist the state in establishing a school system that supports continuous professional development for teachers to perpetuate the knowledge and skills necessary for them to effectively address the Essential Academic Learning Requirements (EALRs) in the classroom.

**Tab 2**      Application for State Assistance in School Building Construction for White Salmon School District

Mike Currie, Director, School Facilities and Organization, OSPI, addressed the Board on the issue of the proposed White Salmon Transportation Cooperative. This cooperative is the first such facility brought to the State Board of Education (SBE) for state assistance since 1984. The project is being presented to the SBE for consideration of state assistance in the amount of ninety percent of matchable costs pursuant to provisions of Chapter 180-32 WAC, relating to interdistrict transportation cooperatives. Mr. Currie asked for direction from Board members on what information they will need in order to make a decision on this project at the October meeting.

Ms. Anderson noted that transportation cooperatives were a part of the system in the days when the State Board had the necessary funds to provide assistance. The issue of cooperatives has not been reviewed since State Board funding tightened. Ms. Anderson cautioned Board members that whatever decision they make could set precedent.

Board members indicated that they would need to see and review written interdistrict agreements between cooperative members before they could make a final decision in October.

**PUBLIC HEARING ON PROPOSED RULE CHANGES**

**Tab 10**      Proposed Amendment to: WAC 180-51-110 Equivalency Credit for Alternative Learning Experiences, Non-high School Courses, Work Experience, and Challenges

This amendment updates the language in section (5) by deleting the words “vocational technical institutes” and replacing them with “technical colleges.”

**Motion**      Moved by Ms. Henderson, seconded by Ms. Carpenter, to approve Tab 10. Motion carried unanimously.

**Tab 11**      Proposed New Section: WAC 180-52-040 Approval of List of Standardized Tests for Use by Home Schooled Students (A copy of the list is available through the State Board office.)

**Motion**      Moved by Ms. Carpenter, seconded by Ms. Tolas, to approve Tab 11. Motion carried unanimously.

### **COMMITTEE REPORTS**

Executive Committee: President Supplee stated that having Executive Committee meetings prior to each State Board meeting has been very helpful and those meetings will continue.

Communications Committee: Patty Martin, Communications Manager, distributed draft copies of the proposed State Board brochure to each Board member, with a request that members review their biographical information and provide her with any suggested additions or changes.

Ms. Martin reported on the State Board’s participation at Project Kingdome, August 19<sup>th</sup>, and provided copies of the informational booklet that was prepared as a handout for those who will attend the event. Phouang Hamilton, office assistant, is representing the State Board at Project Kingdome.

Legislative Committee: Ms. Henderson, committee chair, noted the letter that was sent to legislators from President Neal Supplee on the proposed professional standards board legislation, as well as e-mail messages Ms. May sent to legislators in her district. Ms. Henderson distributed a sample copy of the 22 letters mailed on July 9<sup>th</sup> to legislators in her congressional district, in which she thanked them for not bringing up to a vote in May the proposed professional educator standards board legislation.

Legislative calendar notes included an August 12<sup>th</sup> meeting between Governor Locke and education family organization representatives to discuss the Governor’s intention to introduce class size reduction legislation. Legislative Committee Weekend is scheduled for September 16-17. The OSPI/SBE Legislative Planning Session will be

held in Sunnyside during the October 27-29 State Board meeting. Plans are being made to set a fall date for a legislative workshop on teacher preparation and certification issues.

President Supplee asked Board members to e-mail Ms. Henderson with their feedback on potential legislative agenda items for the 2000 session.

NCTAF Conference Report: Ms. Anderson reported that she had the opportunity to ask other states' representatives whether or not Professional Standards Boards in their states operated autonomously. The answer was "no" (from the state representatives in attendance with whom Ms. Anderson was able to speak). In states with Professional Standards Boards, the Board is often directly connected to the state's Board of Education. In Indiana, the reason the state decided to establish a Professional Standards Board was because the state had not reviewed their professional teaching standards in 20 years. Ms. Anderson indicated that Washington State is significantly ahead of other states in aligning professional teacher standards to state student learning goals.

Superintendent Terry Bergeson; Senator Rosemary McAuliffe; Jennifer Wallace, Executive Policy Advisor for Education, Governor's Executive Policy Office; Assistant Superintendent Andy Griffin; and Dr. Linda Darling Hammond, NCTAF, met to discuss the work of Washington's Partnership for Excellence in Education Committee.

Ms. Anderson offered to condense her conference notes to a one-page summary resource document to share with other Board members.

School Facilities Committee: Carolyn Tolas, Chair, reported on the OSPI School Facilities Advisory Board meeting held on July 16<sup>th</sup>, and offered to provide interested Board members with a list of the school construction projects currently under consideration.

Ms. Tolas stated that on October 8<sup>th</sup>, OSPI staff will be meeting with North Beach School District representatives regarding negotiation of the terms of the district's emergency repair grant repayment plan.

Accreditation Committee: Committee Chair Bob Minnerly distributed a list of the Accreditation Committee members, their proposed meeting schedule, and a one-page summary of their charge. Mr. Minnerly gave a brief synopsis of the committee's first meeting. Items the committee identified for study included the following:

1. Recommendations regarding linking accreditation to the state's accountability system;
2. Recommendations on whether school accreditation should be voluntary or mandatory;

3. Recommendations regarding the categorization of schools as approve or accredited; and
4. Recommendations on whether accreditation should be created for school districts.

The Accreditation Committee will be constructing a draft survey to determine what school districts know and think about accreditation. The committee has requested time for a breakout session at the WSSDA Fall Conference and should have an answer in the next couple of weeks.

Mr. Minnerly also commended Pat Eirish for her contributions above and beyond basic staff support of the Accreditation Committee.

## **GENERAL ADMINISTRATION**

### Proposed Amendments to State Board By-Laws

#### Part I Officers, Section 2 (b) Election:

**Motion:** Moved by Ms. Anderson, seconded by Mr. Gainer, to approve Section 2 (b) as proposed. Motion carried by roll call vote, 8 ayes, 1 nay.

#### Part II Committees, Section 1 (a) (b) (c) Designation

**Motion:** Moved by Ms. Carpenter, seconded by Mr. Gainer, to approve Part II, Section 1 (a) (b) (c), with the following changes:

(a) change line 5 to read: professional development and certification committee,

(c) line 1, add: the word "committee" after "standing."

(c) line 3 to read: . . . groups, organizations, and board members.

Motion unanimously approved.

#### Part II Committees, Section 2 (2) Executive Committee

**Motion** Moved by Ms. Anderson, seconded by Ms. Carpenter, to approve with the following changes:

(2) (a) line 2, strike "each September," and add "at the first fall meeting."



Add (2) (c) “The executive committee shall conduct an annual evaluation of the executive director with a report to the board.”

Part II Committees, Section 2 (3) through (5) Executive Committee

**Motion** Moved by Mr. Gainer, seconded by Ms. Frank, to delete this section. Motion unanimously approved.

Part II Committees, Section 4 through Section 7

**Motion** Moved by Mr. Gainer, seconded by Ms. Carpenter, to table the discussion of these four sections (Communications, Facilities, Professional Education Advisory, and Remote and Necessary committees), pending a revision with input from each committee chair. Motion carried unanimously.

Part II Committees, Section 8 Committees’ Annual Work Plan

**Motion** Moved by Mr. Gainer, seconded by Mr. Matsusaka, to disapprove Section 8. Motion carried unanimously.

Part II Committees, Section 9 SPI Advisory Committees and State Board of Education

**Motion** Moved by Ms. Anderson, seconded by Ms. May, to direct staff to review and possibly rewrite Section 9. Motion carried unanimously.

Part II Committees, Section 10 Attendance at Liaison Group Meetings

**Motion** Moved by Ms. Henderson, seconded by Ms. Anderson, to adopt Section 10 as written. Motion carried unanimously.

Part VII Personnel, Section 4 Evaluation

**Motion** Moved by Mr. Gainer, seconded by Ms. Carpenter, to rescind this section and to incorporate similar language in Part II Committees, Section 2 (c) Executive Committee. Motion carried unanimously.

State Board Meeting Schedule for 2000 and 2001

Board members approved the first three meetings for 2000 as follows:

January 10-12, Olympia area  
March 22-24, to be determined  
April 17-18, Sea-Tac area

President Supplee asked members to e-mail Carolyn Berger with any schedule conflicts for the remaining calendar dates. Final approval of the proposed two-year calendar was delayed to the October 1999 meeting.

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| <b>AUGUST 19, 1999</b> |
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## REPORT

The State of the State Assistance Program for School Construction (copy is available through the State Board office)

Mike Currie, Director, School Facilities and Organization, OSPI, reported that OSPI was able to fund all of the school construction projects for last year in an amount totaling \$175 million. Mr. Currie also reported that the remaining budget for the Common School Construction Fund for FY 2000 is \$140 million. Based on the Department of Natural Resource's (DNR's) revenue projections, the construction budget shortfall is projected to be \$20-40 million for the same period. If a supplemental budget request is approved in April or May 2000, OSPI may be able to finish all of the school construction projects for this fiscal year.

School construction is continuing to outgrow cost allowance, and the overall discussion to change Initiative 601's spending limit is not progressing. Timber sales have been going up over the last four or five months, and those sales should, eventually, bolster revenues.

### **Tab 12**      Annual Review and Report on the Area Cost Allowance

Mr. Currie presented to the Board a proposed quarterly multiple release system for school construction projects. Release points would be every three months, with some limit (as yet to be determined), on the total dollar amount released each quarter. Also to be factored in would be the amount of cash on hand to pay districts. Mr. Currie has discussed the proposed system with Larry Davis, Executive Director to the Board, Assistant Attorney General Robert "Skip" Patterson, and legislative staff. The rules are currently being reviewed. If there are no problems, the proposed plan could be implemented by July 1, 2000.

Board members were in favor of the multiple release system, and President Supplee asked Mr. Currie to work with Mr. Davis and bring to the Board a recommended timetable and percentage formula for the multiple release of school construction funds.

Mr. Currie reported that the School Construction Funding Survey has been reviewed by several parties, including Mr. Davis, and will be sent to every school district in the state. September 24<sup>th</sup> is the deadline for response. The results of the survey will be reported at the October Board meeting. Notification of the survey results will also be made to school districts and Educational Service Districts.

The Board requested that a designee of each local school board also sign the survey cover letter prior to mailing the survey to school districts.

Mr. Currie addressed the Board on the issue of Riverside School District's matching ratio for school construction. Riverside School District passed a bond on February 3, 1998, after having failed the same bond issue in November 1997. The matching ratio for school construction was 80.72%. The change in the matching ratio from November 1997 to February 1998 resulted in a reduction of school construction funds to Riverside School District of approximately \$273,000.

Riverside School District Superintendent Jerry Wilson, Greg Minden, district facilities supervisor, and Janet Hansen, school board chair, were introduced to the Board to present their case. A package of related documentation was distributed to Board members for their review and consideration.

The issue for school districts is that if they run a school construction bond between January and June, they do not have a firm matching ratio on which to base construction bids. Thus, the problem Riverside School District is currently facing could potentially occur in other districts.

Riverside School District representatives asked the State Board to consider initiating a change in the statute that would help school districts avoid problems of this nature in the future. Riverside representatives also hoped that they could be grandfathered under a statutory change in a manner that would allow them to recover the \$273,000.

Mr. Gainer acknowledged the Board's sympathy to Riverside's problem and indicated that the Board would continue to research a possible resolution.

Mr. Currie noted that the OSPI School Facilities Advisory Board will be looking at a number of issues, including the outdated Architectural and Engineering fee schedule, and the Study and Survey Grant amount. The Board asked Mr. Currie to prepare a list of issues that will require future Board consideration.

### **WORK SESSION: CERTIFICATE OF MASTERY**

David Anderson, assessment specialist, OSPI, gave a presentation on the reliability and validity of the 4<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grade Washington Assessment of Student Learning (WASL). Validity, Mr. Anderson explained, is determined by a body of evidence that shows the test is measuring what it is designed to measure. Reliability is related to test length, test scoring, and decision consistency. The longer the test, the more reliable it tends to be. Reliability of tests with constructed (written) responses is related to how consistent the responses are scored.

The Commission on Student Learning incorporated the assistance of a Technical Advisory Committee consisting of national representatives in assessment to review and comment on the entire development process for the WASL tests for 4<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup>

grade levels. Content specialists in each test subject area met to develop the criteria for scoring, and the assessment contractor convened a group of Washington educators after the tests were given to students to review student responses and to determine the consistency of applying the scoring criteria. OSPI is collecting validity evidence on the tests. It will take time to amass enough evidence to confirm the validity of each test as a graduation exit exam and that Washington students have had an opportunity to learn the Essential Academic Learning Requirements.

When the State Board of Education makes its decision on the WASL 10<sup>th</sup> assessment for graduation requirements, the Board's decision will not be based on a single test, but rather multiple tests—all of which must be reliable and valid. The State Board will be dealing with both the technical soundness of the assessments and potential legal issues.

The State Board has the statutory mandate to set graduation requirements. However, a high school diploma is a student's property right under the 14<sup>th</sup> amendment of the Constitution. Therefore, the State Board must follow due process by giving students appropriate notice of any changes in graduation requirements, assuring their opportunity to learn test content and providing opportunities for re-test.

The implementation timeline that the Commission on Student Learning sent to the Legislature was set to reflect the timeline school districts needed to implement the Essential Academic Learning Requirements. The Certificate of Mastery (COM) timeline was initially recommended for the class of 2006-07, with science assessments added as a requirement for the class of 2008.

Superintendent Jerry Jenkins, Selah School District, addressed Board members on the need for the Board to set a specific target date for establishing the Certificate of Mastery (COM) as a graduation requirement to stimulate proactiveness on the part of educators. School districts need time to appropriately notify students and parents of potential changes. If by the targeted date the test evidence is incomplete, the State Board could re-evaluate and set a new effective date.

Mr. Anderson stated that a more indepth report on the WASL and Certificate of Mastery will be given to Board members at the October meeting by Dr. Joseph Ryan, Arizona State University, and member of the WASL Technical Advisory Committee.

**Motion** Moved by Mr. Gainer, seconded by Ms. Carpenter, to bring the target date for graduation requirements to the October meeting for initial discussion, with a public hearing at the January 2000 meeting. Motion carried unanimously.

### **BASIC EDUCATION ASSISTANCE**

**Tab 13** Request for Waiver from WAC 180-51-050 and WAC 180-18-075  
Application for Alternative High School Graduation Requirements for

the Arlington School District

Arlington School District is requesting a waiver that was previously granted to them through the HB1303 waiver process that would allow Arlington High School and Weston High School to replace Washington State History and Government with increased requirements in United States and World History, Geography and Government. Additionally, Arlington is requesting that their home school program, Stillaguamish Valley School, be granted the same opportunity to keep the graduation requirements consistent throughout the school district. (The Legislature did not extend the 1303 waiver process in the last session, so the provision to renew this waiver under that process is no longer available.)

**Motion** Moved by Ms. May, seconded by Ms. Carpenter, to approve Tab 13.  
Motion carried unanimously.

Ms. Eirish addressed the Board on the matter of a memo from Clover Park School District. Clover Park School District's student population is 44% military. The district is requesting the right for military dependent students to seek a waiver from Washington's state history requirement. The reason for the request is that some military families move several times during their child's high school years. In the case of one military student, the student was required to take a state history course in four separate states. Ms. Eirish has discussed the possibility of modifying the rule with Assistant Attorney General Skip Patterson and is asking for direction from the Board on how they wish to proceed.

**Motion** Moved by Ms. Carpenter, seconded by Ms. Tolas, to direct staff to bring a draft rule for waiver of the state history requirement, focusing on military dependent students, to the October Board meeting for initial discussion. Motion unanimously approved.

**EMERGENCY WAC 180-40-270 STUDENT DISCIPLINE RULES**

Mr. Patterson, Assistant Attorney General, asked the Board to, in the public interest, adopt on an emergency basis a proposed amendment to WAC 180-40-270 (2)(c) and related changes to WAC 180-40-285 (2)(c); 180-40-305 (2)(c); and 180-40-315 (2)(a)(ii) to qualify the right of students to question and confront witnesses. The current rules do not recognize that there are valid exceptions to the exercise of any right to cross-examine witnesses and therefore impede the efficient and effective administration of student discipline in those cases involving valid exceptions; and, the matter is in need of immediate clarification in light of the disruptive effects of the Appellate Court's decision in the Stone v. Prosser School District case and the imminent commencement of the 1999-2000 school year.

The proposed amendment to WAC 180-40-270(2)(c) is as follows:

(c) Question and confront witnesses, unless a school district witness does not appear and the nonappearance of the witness is excused by the person(s) hearing the case based upon evidence of good reason for doing so submitted by the school district. The evidence submitted by the school district must at a minimum establish either:

- (i) That the district made a reasonable effort to produce the witness and is unable to do so; or,
- (ii) That it is not advisable for the student to appear due to a well founded expectation and fear on the part of the responsible district official(s) or the student of retaliation against the student if he or she appears as a witness.

The same amendment of the phrase “question and confront witnesses” appears at four points in the student discipline rules as previously noted.

**Motion** Moved by Mr. Gainer, seconded by Ms. Anderson, to approve the proposed emergency change to WAC 180-40-170 (2)(c), with a change in the wording from “a well founded expectation” to “an expectation.” Formal adoption consideration will be scheduled for the October meeting. Motion unanimously approved by roll call vote.

### **PROFESSIONAL EDUCATION AND CERTIFICATION**

Marilyn Page, Project Director, and Patty Molloy, Project Research Coordinator, Evergreen Training and Evaluation, Inc., gave a final report on the Seashore Pilot Teacher Professional Certification Program. The report was based primarily on research findings during the 1998-99 school year, which encompassed the pilot’s second year of operation.

The Seashore pilot project was a collaborative partnership among Seattle University and the Everett, Northshore, and Shoreline school districts. The pilot program envisioned a seamless and developmental model of teacher preparation and professional development that begins with preservice coursework and internship and moves through the beginning years of teaching until novice teachers achieve professional certification. The pilot operated three phases:

Phase I supported each eligible new teacher with a more experienced teacher, called a mentor or support partner. Washington State provided funds for this effort, called the Teacher Assistance Program (TAP). The participating districts reported that they supplemented these funds substantially to enrich teachers’ experiences and provided release time for teachers to attend workshops and observe each others’ classrooms.

Phase II consisted of site-based support for teachers in their second year of teaching. Each participating district maintained teacher development centers (TDCs), staffed by

professional teachers. These staff offered training in technology and other staff development opportunities for all teachers in their district. Participating in the pilot program as Professional Growth Advisors was just a small part of their responsibilities.

Phase III was a multi-year, multi-faceted phase that offered novice teachers opportunities to:

1. increase their knowledge and skills about teaching
2. increase their ability to demonstrate a positive impact on student learning
3. develop professional growth plans
4. meet new teacher professional certification standards

Phase III begins at the end of the second year of teaching and extends until the teacher meets the requirements of the state teaching certification standards and receives a professional certificate.

The goal of the pilot field test was to identify, test, and refine the critical components of a developmental teacher professional certification program that allows teachers to demonstrate a positive impact on student learning and enable novice teachers to meet teacher professional certification requirements within the first seven years of teaching. Funding for the pilot program came from the state Goals 2000 Program, the Stuart Foundation, and Washington Mutual. This pilot program was one of seven funded by state Goals 2000 funds and overseen by an advisory group of the State Board of Education (SBE).

The following overall recommendations emerged from the pilot program:

1. Continuity is critical between preservice, new teacher support, and professional certification programs.
2. Teacher performance standards must be viewed as a vehicle for measuring professional growth and encouraging life-long learning.
3. Collaboration between universities and school districts strengthens professional certification programs.
4. There must be a direct link between professional certification programs and support for quality teaching.
5. New teacher support programs need more structure and content.
6. Professional certification programs must be flexible and able to meet a wide array of professional growth needs.
7. Financial responsibilities for professional certification should be shared.
8. Cohort-based support and learning appears promising as a means to engage new teachers.
9. Teacher Development Centers appear promising as a means to offer ongoing staff development.

## **INTRODUCTION**

Patty Martin, Communications Manager and Legislative Liaison, SBE, introduced to the Board Bill Jordan, newly appointed Deputy Superintendent, Operations, OSPI. Mr. Jordan recently retired as Superintendent of the Longview School District before coming to OSPI.

## **PROFESSIONAL EDUCATION AND CERTIFICATION**

### **Tab 14**      Request for Approval of the Teacher Preparation Program at Western Washington University Under the 1997 SBE Program Approval Standards

The presentation on Western Washington University's (WWU's) Professional Education Program in Teacher Education was given by Dr. Sheila Fox, Assistant Dean of Education.

The conceptual framework for Western's educator preparation program is based on goals delineated in the Woodring College of Education's mission statement and on the values of the professional community. Woodring faculty and other members of the professional community participated in a 2-1/2 year self-study project designed to identify the skills, knowledge bases, and dispositions essential for educators. An outcome of this process was the development of a conceptual framework that is represented by the following unifying theme:

"Thoughtful, knowledgeable, and effective educators for a diverse society."

Graduates from Woodring College of Education complete university coursework and practical experiences designed to prepare accomplished professionals. They will:

- be reflective educators who are professional, self-directed, life-long learners;
- demonstrate a balance between content knowledge and pedagogical knowledge/skill;
- demonstrate a commitment to making a positive impact on children and youth and use assessment of student performance to modify instruction;
- have high expectations of students and will help students develop responsibility for their own learning; and
- demonstrate curricular and collaborative communication skills in diverse/inclusive settings.

Each program within Woodring contributes to the overarching conceptual framework through use of professional literature that supports the content of each course, and through specific student performance requirements. The professional literature base includes current research and best practice, and course syllabi that specify performance-based indicators of candidate competence. In addition, state Student Learning Goals and Essential Academic Learning Requirements are included in course content and student performance requirements throughout each program.



Western Washington University has teacher preparation students out in the classroom sooner and longer than most other teacher preparation programs.

**Motion:** Moved by Ms. Anderson, seconded by Mr. Minnerly, to approve Tab 14. Motion unanimously approved.

**Tab 15** Request for Approval of the Principal and Program Administrator Preparation Programs at Western Washington University (WWU) Under the 1997 SBE Program Approval Standards

Dr. Sheila Fox gave an overview of WWU's Educational Administration Program.

Educators graduating from the Educational Administration Program must possess professional integrity. Prospective administrators must show evidence of the ability to self-reflect with honesty and integrity and to make necessary behavioral adjustments as they analyze the teaching act. Administrative students must demonstrate the ability to articulate observations to the teacher and to teach and model appropriate technique and content.

Specifically, the Education Administration Program requires evidence of proficiency in the following areas: school reform, conflict resolution skills, group facilitation skills, processes used to align district and state and national learning goals, principles of resource allocation, and ramifications of standards-driven models.

The professional integrity of the program is reflected from the earliest stage—the admission process—to the exit stage, the comprehensive and area exit examinations. Students are required to provide evidence of writing ability, strong academic record, and exceptional references to be considered for admission. Close advisement and monitoring throughout course and field work are maintained to assure a sustained professional integrity from beginning to end, when students are required to write both general and comprehensive exams and exit area examinations in school administration.

### **INITIAL DISCUSSION OF PROPOSED RULE CHANGES**

**Motion:** Moved by Ms. Anderson, seconded by Mr. Minnerly, to approve Tab 15. Motion unanimously approved.

**Tab 16** Proposed Repeal of WAC 180-79A-241 Internship Certificate

**Motion:** Moved by Ms. Anderson, seconded by Ms. Carpenter, to direct staff to bring Tab 16 back to the October meeting for public hearing and possible repeal. Motion unanimously approved.

**Tab 17**      Proposed Amendment to WAC 180-26-040 District Authority to Proceed

**Motion:**      Moved by Ms. Henderson, seconded by Ms. Tolas, to direct staff to bring Tab 17 back to the October meeting for public hearing and possible adoption. Motion unanimously approved.

**Tab 18**      Proposed Amendment to: WAC 180-27-020 Related factors and formula for determining amount of state assistance

Proposed Amendment to: WAC 180-27-030 Applicable state matching percentage for project

Proposed Amendment to: WAC 180-27-056 Funding during the period of a priority approval process order by the State Board of Education

Proposed Amendment to: WAC 180-27-080 Value engineering study—Requirements and definition

Proposed New Section: WAC 180-27-102 Construction Management

Proposed Amendment to: WAC 180-27-600 Emergency Repair Grant Applications—Definitions—“emergency repair” and “imminent health and safety hazards”

Proposed Amendment to: WAC 180-27-605 Emergency repair grant applications—Contents of applications

Proposed Amendment to: WAC 180-27-610 Emergency repair grant applications—State Board of Education approval/disapproval

Proposed Amendment to: WAC 180-27-615 Emergency repair grant applications—Repayment conditions

A copy of the changes included in the proposed amendments listed above is available through the State Board office.

The Board suggested two changes such as: adding the word “demonstrable” to the Construction Management qualifications in WAC 180-27-102 and using timeless language in WAC 180-27-065 that would preclude having to come back and change the dollar amount each biennium.

**Motion:**      Moved by Ms. Anderson, seconded by Ms. May, to direct staff to bring

Tab 18 , with the changes noted, to the October meeting for public hearing and possible adoption. Motion unanimously approved.

**Tab 19**      Proposed New Section: WAC 180-29-066 Constructability review contracts

Proposed New Section: WAC 180-29-067 Building commissioning contracts

Proposed Amendment to: WAC 180-29-075 Contracts—Filing

Proposed Amendment to: WAC 180-29-085 Construction and other documents—Submittal

Proposed Amendment to: WAC 180-29-160 Acceptance of project by school district

**Motion**      Moved by Mr. Gainer, seconded by Ms. Anderson, to bring Tab 19 to the October meeting for public hearing and possible adoption. Motion carried unanimously.

### **LIAISON ASSIGNMENT REPORTS**

Board members gave brief comments on recent activities associated with their liaison assignments.

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### **ADOPTION CONSIDERATION OF PROPOSED RULE CHANGES**

**Tab 10**      Proposed Amendment to WAC 180-51-110 Equivalency Credit for Alternative Learning Experiences, Nonhigh School Courses, Work Experience, and Challenges

**Motion:**      Moved by Ms. Carpenter, seconded by Mr. Gainer, to approve Tab 10. Motion unanimously approved by roll call vote.

**Tab 11**      Proposed New Section WAC 180-52-040 Approval of List of Standardized Tests for Use by Home Schooled Students

**Motion**      Moved by Ms. Carpenter, seconded by Mr. Gainer, to approve Tab 11. Motion unanimously approved by roll call vote.

### **REPORT/WORK SESSION**

Status Report on the Work of the State Board's Graduation Requirements And Diploma (GRAD) Committee, Bobbie May, Chair

Ms. May, GRAD Committee Chair, and members Bob Minnerly and Ken Winkes thanked the Board for giving the GRAD Committee the important work of defining graduation requirements that are in alignment with Washington State's Essential Academic Learning Requirements and four student learning goals. The GRAD Committee members recognized their responsibility in establishing graduation requirements that will be applicable to large and small school districts across the state.

Copies of the GRAD Committee's guiding principles and their recommendations were distributed to Board members for their review (additional copies are available upon request through the State Board office and via the Board's web page at [www.k12.wa.us/sbe](http://www.k12.wa.us/sbe)). The recommendations are as follows:

1. *Students will achieve the Certificate of Mastery by demonstrating proficiency in the state competencies through the Washington Assessment of Student Learning.*

Until state assessments are prepared and validated for social sciences, civics and history, geography, arts, and health and fitness, local districts will be responsible for the assessment and verification of student achievement of the core concepts and principles of these subject areas (defined in the Essential Academic Learning Requirements). Upon the establishment of state assessments in any of these subject areas, local districts will be responsible for the implementation of the state assessment.

2. *Students will demonstrate they meet all components of the Essential Academic Learning Requirements (EALRs) not assessed by state level assessments. Those EALR components not assessed by state-level assessments are the responsibility of the local school districts.*
3. *Students will demonstrate proficiency in Goal 4 through a culminating project based on a personal educational plan and/or a chosen educational pathway.*

A culminating project or exhibition would consist of the demonstration of both the learning competencies and preparation of a chosen educational pathway. Students would be required to draw upon their knowledge and skills in the basic requirement subjects and the special skills and knowledge relevant to their chosen pathway. The culminating project or exhibition would be an interactive demonstration of students meeting the standards of Goals 1 through 4. The assessment criteria would be developed at the local level, include Goals 1 through 4, and be required of all graduates.

4. *In our export-oriented and increasingly culturally diverse state, we support the development of essential learnings and benchmarks to allow the topic of world language/culture to be included as a(state) graduation requirement.*

The GRAD Committee identified the following remaining issues:

- How to change transcripts to reflect competencies and performances rather than Carnegie units (i.e., credits).
- How to ensure the graduation requirements encourage proficiency in technology, teamwork, information management, understanding systems, and resource management.
- How to ensure comparable skills are demonstrated district to district (consistency of criteria).
- How to ensure that students are provided the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. (Pretext to the Student Learning Goals under RCW 28A.150.210)

The presenters called the Board's attention to the importance of continuing work on the remaining issues at the same time the public forums are being conducted.

Mr. Gainer expressed his appreciation on behalf of the Board for the good job the GRAD Committee had done on a very challenging task.

President Supplee noted that the next step in the process was to conduct public forums in various geographic regions of the state over the next six months. A report on the results of the public forums will be scheduled for the May 2000 meeting, with a final report on proposed graduation requirements scheduled for the August 2000 meeting.

Ms. Bergeson expressed her concern about school districts attempting to move forward with their own graduation requirements before the State Board is ready to make their final recommendations.

Mr. Supplee suggested that at the October meeting, the Board hear from district personnel on what they will need from the State Board of Education to appropriately plan for graduation requirements at the local level.

President Supplee closed the discussion by asking Ms. May and Mr. Minnerly to express the Board's appreciation to the entire committee for the work they have done.

### **INITIAL DISCUSSION OF PROPOSED RULE CHANGES**

**Tab 20**      **Proposed Changes to Chapter 180-24 WAC School District Organization**

Linda Carpenter, School District Boundary Study Committee Chair, and Mike Currie, Director, School Facilities and Organization, OSPI, presented the changes to WAC 180-24 to the Board.

School district boundary issues, laws and rules were studied for a year and a half by the State Board’s School District Boundary Study Committee. The result of this study was submittal of State Board request legislation that was passed by the Legislature and signed by the Governor (E2SHB 1477). The proposed changes to Chapter 180-24 WAC are intended to incorporate and implement the provisions of language in the legislation.

Testimony was received from John Davis, President, Clover Park School Board, Dr. Art Himmler, Superintendent, Steilacoom Historical School District, and Grace Yuan, attorney, Preston, Gates, and Ellis LLP, representing the Steilacoom Historical School District.

Ms. Carpenter stated that Larry Davis, the Board’s Executive Director, will convene a group of interested parties to consider the issues raised by the Clover Park and Steilacoom Historical School Districts, and to make adjustments to the proposed new language to Chapter 180-24 WAC—School District Organization.

Ms. Bergeson requested that a one-page summary of the changes in language be prepared and presented at the October Board meeting.

**Motion** Moved by Ms. Tolas, seconded by Mr. Gainer, to bring Tab 20 to the October Board meeting with a one-page summary of changes in the language. Motion carried unanimously.

**Tab 21** Status Report on the Washington Advisory Council for Professional Teacher Standards (WACPTS)

Dr. Lillian Cady, Interim Director, Professional Education and Certification, OSPI, gave a status report on the WACPTS review of standards relating to the Professional Certificate.

Dr. Cady called the Board’s attention to a correction that should be made to the proposed changes in WAC 180-78A-540(3). The words “demonstrate leadership that” should not be deleted.

Dr. Cady stated that one of the most significant changes in the proposed amendments was to identify a framework of five components that must be included by each college or university in the development of their professional certificate program. The second major change is to require programs to have a set of common rubrics and benchmarks.

Dr. Cady also highlighted five definitions that will be added to the proposed amendments to WAC 180-78A-010 relating to the Professional Certificate for the Board’s consideration in October. They are as follows:

- (9) “Professional growth team” means a team of persons comprised of the candidate

for professional certification, a colleague specified by the candidate, a college or university advisor appointed by the college or university, and a representative from the school district in which the candidate teaches.

- (10) "Individual professional growth plan" means the document which identifies the specific competencies, knowledges, skills and experiences needed to meet the standards set forth in WAC 180-78A-540. The individual professional growth plan shall meet requirements set forth in WAC 180-78A-535(4)(a).
- (11) "Preassessment seminar" means that component of the approved professional certificate program in which the candidate for a professional certificate, in collaboration with members of his/her professional growth team, identifies specific competencies, knowledges, skills and/or experiences needed to meet standards for the certificate as required by WAC 180-78A-540. The preassessment seminar shall meet requirements set forth in WAC 180-78A-535(4)(a).
- (12) "Culminating seminar" means that component of the approved professional certificate program in which the candidate for a professional certificate presents his/her final documentation and evidence of professional certificate level knowledge, skill and performance, and positive impact on student learning. The culminating seminar shall meet requirements set forth in WAC 180-78A-535(4)(e).
- (13) "Collaboration" means ongoing communication among the professional growth team members using a variety of formats (e.g., conferences, e-mail, conference calls, etc.) to reach consensus regarding the content, experiences, competencies, knowledges and skills of the candidate's professional growth plan.

Dr. Cady indicated that the last thing related to the professional certificate program that will be proposed to the Board at the October meeting, will be to extend the date for college/university compliance to new standards from August 2000 to August 2001.

Dr. Cady expressed her appreciation to three people present in Kettle Falls, Randy Hathaway, Washington State Personnel Association, Barbara McLain, Washington State Institute for Public Policy, and Lorraine Wilson, Washington State School Directors' Association, for their support and assistance in the development of the professional teacher standards.

Final Report of the Washington State Institute for Public Policy (WSIPP) on: A Study of Teacher Education and Training, Edie Harding and Barbara McLain, WSIPP staff (copy of the full report is available upon request through the State Board office)

In the spring of 1998, the WSIPP Board of Directors asked staff to study teacher quality in Washington State. The basic question which was the primary focus of the study was,

“Is the state ensuring that teachers have the knowledge and skills to help students meet the new academic standards?”

The study examined three teacher preparation and development programs covering the early stages of a teacher’s career:

- Pre-service Teacher Preparation (Residency Certificate)
- Beginning Teacher Assistance (TAP)
- Professional Certification

The strategies to improve student learning are statewide standards, statewide performance assessments, and accountability. These strategies could also be used in Washington for teacher preparation and development to encourage effective teaching.

### Pre-service Teacher Preparation

In 1997-98, the SBE revised the standards and subject matter endorsements for candidates in teacher preparation programs leading to residency certification. These changes are being phased-in over a three-year period. The major premise in the new standards is that teacher candidates must show they can demonstrate a positive impact on student learning. Teacher preparation programs have until August 2000 to submit their revised programs for SBE approval under the new standards.

The Institute found that the 22 teacher preparation programs in Washington are changing to meet the challenges of education reform. Overall, 60 percent of beginning teachers and principals report teacher preparation programs met or exceeded their expectations in preparing teachers for today’s classrooms.

### Pre-service teacher preparation study conclusions:

- There is no statewide assurance that teacher candidates meet common levels of performance.
- The SBE needs a defined process for determining program compliance.
- There is limited alignment of statewide standards between pre-service and other stages of a teacher’s career.

### Beginning Teacher Assistance

Research shows that beginning teachers need support to prevent burnout from stress and assistance with basic teaching skills to become more effective teachers. Washington has provided state funds for mentors, training, and release time for observations since 1985 through the Teacher Assistance Program (TAP). The Institute found that for 1997-98, state TAP funds covered 80 percent of first-year teachers. Although the 1999 Legislature more than doubled the appropriation for the TAP, the increased funding for 1999-2001 may still not reach all new teachers because state funds are distributed before all teachers are hired.



## Beginning Teacher Assistance Study Findings

- Programs focus on emotional support and basic teaching skills
- 73% of principals and 51% of beginning teachers report that assistance programs help teachers get through the first year
- Most mentors have full-time teaching loads
- 42% of beginning teachers report no observation by their mentor

## Professional Certification

The SBE has changed requirements for ongoing certification of teachers from input-driven (45 quarter college credits and one year of experience) to performance-based (demonstration of knowledge and skill and positive impact on student learning). Teachers graduating after August 2000, and having two years of experience, will have to enroll in a program developed collaboratively by a university and school district to obtain a professional certificate. Certificate programs have been pilot-tested since 1997 with 75 teachers.

The Institute found that the pilot projects focused on practical knowledge and skills teachers could readily apply in their classrooms to improve student learning. Active involvement of both universities and school districts in the projects appeared to be a main factor in maintaining this practical focus.

However, the Institute found that the collaboration between universities and school districts in the pilot projects is not feasible or affordable on a statewide basis for the more than 1,500 candidates expected to enroll annually. The level of performance from candidates in the pilot projects may be too rigorous to expect from all teachers.

## Conclusions and Recommendations

In Washington, reliance on statewide standards, statewide performance assessments, and clear accountability for assuring teacher quality varies depending on the stage of teacher preparation and development. There are no consistent statewide standards for what teachers should know and be able to do that address each stage of a teacher's career. No statewide assessments measure the knowledge, skills, and performance of pre-service, beginning, or professional-level teachers, although numerous proposals have been made by the SBE (for first stage certification). Accountability for ensuring teacher quality is largely a local rather than a state responsibility, resting with individual colleges of education or local school districts.

Washington's long tradition of local control has influenced state policy choices. There has been limited interest in strong state oversight for teacher preparation and development. However, education reform represents a new level of state involvement in education. If the state wants to ensure teachers have the knowledge and skills to help students meet the new academic standards, it could also consider a new level of involvement in teacher preparation and development.

Ms. Bergeson commended the WSIPP staff for the excellent quality of their work in the preparation of this report. Ms. Bergeson commented on the large impact the report has on the SBE, OSPI, state personnel staff, and teachers. Ms. Bergeson also expressed her interest in having expanded versions of the report, with more detail, on the agenda for the October meeting.

President Supplee thanked Edie Harding and Barbara McLain on behalf of the Board for their work on the report and their presentation to the Board.

The meeting adjourned at 12:34 p.m.

