

Washington State Board of Education
Regular Meeting
North Thurston School District Board Room
October 24-26, 2001

MINUTES

Wednesday, October 24, 2001

The meeting was called to order by President Gary Gainer at 8:34 a.m. He welcomed members and visitors to the meeting.

Members Present: Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr., Neal Supplee, Carolyn Tolas, Ron Woldeit, Superintendent Terry Bergeson, and Student Representatives Lacey Androsko and David Peterson

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore

Changes in the agenda and format of the meeting were reviewed by President Gainer and Executive Director Larry Davis.

APPROVAL OF MINUTES

Adoption of the minutes was delayed until Friday morning.

In subsequent action on Friday:

Motion: Moved by Mrs. Lamb and seconded by Mr. Woldeit to adopt the minutes of the August 24-26, 2001, meeting as published. Motion carried.

CONSENT AGENDA

Mrs. Tolas asked to have Tab 3 removed and Mr. Supplee asked to have Tab 4 removed.

Motion: Moved by Mr. Supplee and seconded to approve the Consent Agenda with the exception of Tabs 3 and 4.

Motion: Moved by Mr. Supplee and seconded by Mrs. May to approve Tab 3 with the addition of Medical Lake School District. Motion carried.

Motion: Moved by Mr. Supplee and seconded by Mrs. Lamb to approve Tab 4 with the addition of Mead School District. Motion carried.

POLICY APPLICATION RELATING TO BASIC EDUCATION ASSISTANCE

Tab 8—Request for Waiver of WAC 180-18-040 Minimum 180 Days School Year from the Mabton, West Valley (Yakima), and Mansfield School Districts.

Pat Eirish, Program Manager, Basic Education Assistance, presented information on the requests to Board members.

Motion: Moved by Mrs. Tolas and seconded by Mr. Supplee to approve the waivers requested by Mabton, West Valley (Yakima), and Mansfield School Districts for three years. Following discussion by the Board on the loss of instructional time and reporting of information, motion carried.

REPORT OF THE STATE SUPERINTENDENT

Superintendent of Public Instruction Terry Bergeson reported on activities and developments at the Office of Superintendent of Public Instruction (OSPI). Mickey Lahmann has been hired as curriculum director. Roy Beven has been hired to work with Greg Hall on the science Essential Academic Learning Requirements. Dr. Bergeson is adding three people to the advisory group to work on the science standards in order to run the science assessment in the spring.

Dr. Bergeson will be doing her State of Education address on Friday, November 16, at the Washington State School Directors' Association (WSSDA) Annual Conference in Spokane.

Jeanne Harmon will be reporting on the national certification process. There have been 369 candidates go through the process this year. Dr. Bergeson has been working with the Governor's office to make the bonus for national certification a part of the salary package for the teachers who attain national certification.

Focused Assistance—Dr. Bergeson reviewed the problems incurred with the accountability legislation and what has happened in the interim. For the biennium, OSPI did receive \$2.8M for focused assistance, which was combined with federal Title I monies (\$3.1M) to help districts/schools that are having problems. She also noted that much of the work is based on the new work being done with the nine characteristics of effective schools for the school improvement process, which has just been developed. The A+ Commission has developed limited criteria to help identify schools having problems. OSPI will bring the identified schools' teams (staff, parents, district staff, and community leaders) together in November; an education audit will be conducted; this will be a two-year process with monetary and resource assistance. OSPI has had 106

applicants for the facilitators. The assistance will include examples from schools that have overcome the challenges being faced by these failing schools. The name has been changed to school improvement assistance.

Board members asked for feedback from the process to help with policy decisions that made need to be made to help with the process.

OSPI is joining with the Higher Education Coordinating (HEC) Board and the State Board for Community and Technical Colleges (SBCTC) for a P-16 roundtable to look at a seamless education system for students in Washington. One activity is to look at what the Asset Test and the WASL do in assessing mathematics and how they compare. The first meeting will be December 4.

Superintendent Bergeson reported on a situation whereby a district that had a grant and was acting as the financial agent would now qualify for levy equalization. OSPI decided to do a rule change so that this would not happen again. In the process another district, in the same situation, would have had their levy base changed. The rule change has been suspended.

Former Governor Booth Gardner is working with Dr. Bergeson on creating incentives for students to pass the 10th grade WASL and attaining the Certificate of Mastery (CoM).

CONSENT AGENDA (CONTINUED)

Motion: Moved by Mrs. Tolas and seconded by Mr. Woldeit to amend Tab 6 to remove approval of the Clark College Child & Family Studies Program.
Motion carried

WORK SESSION ON ASSURING EVERY STUDENT LEARNS

Panel presentation with Onofre Contreras Jr., Executive Director, Washington State Commission on Hispanic Affairs; Ricardo Sanchez, Director, Latino/a Education Achievement Project (LEAP); Richard Gomez, Director, Migrant Education, Office of the Superintendent of Public Instruction (OSPI).

Mr. Sanchez stated that Latino/a children should be held to the same high standards as other children. The children can learn, but the impediments to their learning need to be removed. There need to be alternatives to the WASL and Certificate of Mastery for children of different cultures to be able to succeed. Having parents of these children involved in their children's education is not always possible because of their own lack of education and lack of knowledge of the English language.

Mr. Contreras presented information on the demographics of Latino/a children in the state (report on file with these minutes). In the 1990s one of every five new residents in

Washington State was Latino. In districts, especially on the east side of the state, Latinos make up 20% of the school population; 40% in grades K-1. There are no requirements to take dropout information by ethnicity. Mr. Contreras is not seeing a great deal of institutional support in various communities around the state that have large Latino populations. Lack of support in the public institutions will drive many of the minority communities to support charter schools.

Mr. Sanchez presented demographic information based on the Hispanic Assessment of Student Learning (“HASL”) test administered to the Board members. The statistics presented by Mr. Sanchez were based on schools with at least 1,000 Latino students. One of the poorest statistics is the ratio of Latino teachers to students. In Eastern Washington the ratios are 0 or 1 to 500 or more. Board members asked about information on mobility and first and second generation.

Dr. Bergeson introduced Richard Gomez, Director of Migrant Education at OSPI. Mr. Gomez presented a PowerPoint presentation. One hundred fifty nine languages are in the Bilingual program; 80 spoken by 10 or fewer students; 7 languages spoken by 1,000 or more students (85%). Nineteen districts have over 25% of population limited English speaking students. Needs analysis: lack of ESL standards; inadequate system for sharing information; low student accessibility to Internet; parental involvement hampered by inadequate system for delivering critical information; low classroom teacher morale; overall, students lack confidence regarding expectations of attending college.

OSPI is now assessing on a yearly basis how the bilingual students are doing. This is being integrated with the other assessments. In order to change the 35% rule, the Legislature needs to be educated on the validity of this process. This would have an impact on budget. At 35%, bilingual students cannot pass the WASL; the learning of concepts is not compete at 35%. Mr. Gomez is going to be working with the Yakima Valley districts (Yakima, Sunnyside, Pasco, etc.) to implement two way or content ESL programs.

PUBLIC HEARING ON AND INITIAL CONSIDERATION OF PROPOSED POLICY AMENDMENTS

Tab 9—Proposed amendments to SBE policy: WAC 180-82-346 Library Media—All Levels, Supporting

Dr. Lin Douglas, Director, Professional Education and Certification, Office of the Superintendent of Public Instruction (OSPI), presented information on the proposed changes to WAC 180-82-346, for elimination of the requirement to have a middle level or elementary education endorsement in order to obtain the supporting library media endorsement.

Tab 20—Proposed amendments to SBE policy: WAC 180-79A-231—Lapsed Certificate

Executive Director Larry Davis presented information on the need for another emergency approval of the Lapsed Certificate with the addition of an amendment that the Lapsed Certificate is not renewable.

Tab 10—Proposed Amendments to SBE Policy: WAC 180-57-050 Grade Report and Calculation System and WAC 180-57-055 Definition—Grade point average

Executive Director Larry Davis presented information on why taking a class more than once should be calculated into the GPA. Example: taking advanced drama for elective, art requirement, and occupational education requirement. If a class is taken to improve a grade, should the number of times taken be noted on the high school transcript? The Board raised several questions regarding the pros and cons of listing all takings of a class. Consensus of the Board was to list all attempts at a class on the transcript.

Tab 11—Proposed Amendments to SBE Policies

WAC 180-16-200 Total Program Hour Offering—Basic skills and work skills requirements—Waiver

WAC 180-16-205 Classroom Teacher Contact Hours Requirement—Waiver

WAC 180-16-215 Minimum One Hundred Eighty School Day Year

WAC 180-18-030 Waivers from Total Program Hour Offerings, Teacher Contact Hours Requirements, and Self-Study Requirements

WAC 180-18-050 Local Restructuring Plan Requirements to Obtain Waiver

WAC 180-18-060 Waiver Renewal Procedure

WAC 180-18-080 Alternative Waiver Application Procedure

Pat Eirish, Program Manager, Basic Education Assistance, State Board of Education, reviewed the proposed changes to State Board rules necessitated by the changes to the RCW language. With WAC 180-16-215(2), legislative staff suggested that the words “supervision and guidance” be removed from the subsection because the phrase could be interpreted as going beyond the language of the RCW. Mr. Supplee noted that there needed to be a language change in WAC 180-18-060 (may be renewed for up to three years) to make it consistent with the language in WAC 180-18-030. In response to a question from the Board, Executive Director Davis noted that this tab is a technical cleanup of the language for consistency.

INITIAL DISCUSSION ON PROPOSED POLICY AMENDMENTS

Tab 12—Proposed Amendments to SBE Policies

WAC 180-78A-220 Program Approval Standards for Approved Preparations Programs

WAC 180-78A-255 Approval Standard—Accountability

WAC 180-78A-261 Approval Standard—Resources

WAC 180-78A-264 Approval Standard—Program Design

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented information regarding the need to update and align the program approval standards with revised NCATE standards. Board members raised questions on facilities, budget, technology, inputs versus performance-based, number of colleges accredited by NCATE, etc.

Tab 12 will be brought forward to the January 14 meeting for Public Hearing and Adoption Consideration.

SCHOOL FACILITIES

Tab 13—Request for Waiver Under WAC 180-33-042, Replacement Option, from the Central Valley School District

Jim Cooper, Director, School Facilities and Organization, OSPI, presented a request from Central Valley School District to use a facility that is no longer in use for use during the construction phase. President Gainer introduced Dr. David Jackman, Superintendent, Central Valley School District. The request is to use University High, once the new high school is built, for elementary and middle level students while their schools are being remodeled. There would be no break in use. There has been no determination as to the future use of University High School once the construction projects are finished.

Motion: Moved by Mrs. Tolas and seconded by Mrs. Lamb to approve Tab 13 as presented. Motion carried.

Status report on North Beach School District Loan Repayment

Stanley Pinnick, Superintendent; Stan Sturgeon, Board President; Curt Zander, Board Vice President, presented information on the status of the repayment of the \$591,000 loan. The current appraisal of the Moclips site is \$650,000; there have been no offers on the site. There is asbestos on the site; the district is looking at removing the building from the site. The district will be able to start making \$20,000 repayments to the State Board in 2002. The district will be submitting a bond levy to the district patrons for a new elementary at Ocean Shores and remodel of Pacific Beach. This is not a levy

equalization district; at the 24% limit. They are working with Gordon Beck of OSPI staff to determine the amount of the bond levy.

President Gainer gave encouragement to the delegation to contact the local papers to stress that the district and State Board are working together to resolve the situation and the Board applauds the district's efforts.

Jim Cooper, Director, School Facilities and Organization, OSPI, presented written and oral reports on the following topics:

- ✓ Status of development of the Construction Inflation Factor Process
- ✓ Status of Skills Centers Capital Budget expenditures
- ✓ Annual Construction Grant Funding Program report
- ✓ Report on construction costs for Fiscal Year 2001 (2000-01 school year)
- ✓ Proposed change to Building Condition Evaluation Form (SPI 1513)
- ✓ Status of grant releases for 2002-03 school year

In response to questions from Board members, staff stated that since 1985, state matching grant funding has been less than 50% using only the Boeckh Index in the development of the Area Cost Allowance. The state looks at an inflation increase, but doesn't look at the average bid cost for projects. New laws in the construction industry cause increased costs to school facility building and remodeling projects not captured in an inflation factor. It was also noted by Mrs. Tolas that the school boards would be willing to honor a priority system if the Area Cost Allowance were to be brought into alignment with actual costs. The problem needs to be worked through the Legislature.

Motion: Moved by Mrs. Tolas and seconded by Mr. Supplee to ratify the advisory vote to release the funds appropriated for skills center projects. Motion carried.

Working with legislators is a complicated process. Board members need to make sure that they, staff, and school directors are all on the same page when working with the legislature.

The changes to the Building Condition Evaluation form (SPI 1513) will be brought to the State Board for approval at a later date.

In response to a question, Brenda Hood, Financial Consultant, OSPI School Facilities and Construction, is willing to supply information to the Board with regard to the status of the Department of Natural Resources and the revenue forecast for common school trust lands. At the current point, revenue is \$17M below the biennial budget. The next forecast is due in November.

Tab 15—Approval of Fiscal Year 2002 Supplemental Capital Budget Request

Brenda Hood reported that Governor Locke has frozen the new capital project funding for next year. However, this action does not affect the state K-12 school construction assistance program. Several agencies have been asked to submit 15% cuts in their operating budgets, and the debt cap in the capital budget will require changes in the supplemental capital budget. While there are sufficient funds to cover projects for this biennium; regarding revenue, there could be changes by the Governor or the Legislature as additional information becomes available.

Typically, there has been a biennial appropriation for the school construction fund. This time there are fiscal year splits. Because some projects did not come in this year, we will be requesting a shift of expenditure authority between fiscal years. Staff is asking the Governor to return to the biennial approach. This is a technical supplemental budget request not a request for additional funding.

TIME AND LEARNING

Board Member Phyllis Bunker Frank and Pat Eirish, Program Manager, Basic Education Assistance, presented a revised position paper on Time and Learning. Two position statements were presented, one written by Mrs. Frank and one written by Mrs. Eirish. Both asked Board Members to consider the documents; both reviewed the concepts behind their papers. Other considerations include class time, nonclass time, school calendar, and birth-school entry time.

Suggestion from members was to combine the two positions. Mrs. Frank and Mrs. Eirish asked that Board members contact them with any other input as soon as possible.

OFFICER ELECTION

Annual election of Board Officers: President

Executive Director Larry Davis reviewed the process; passed out nomination forms, followed by the ballots.

Roberta “Bobbie” May was elected unanimously to serve as president for 2002 year.

HOMESCHOOLING

Executive Director Larry Davis noted that he had had a second public records request from David Albert on the homeschool testing issues. Members questioned the propriety of receiving a gift subscription to a homeschooling magazine.

COMMITTEE REPORTS

CERTIFICATE OF MASTERY

President Gainer provided background information on the history and work of the Certificate of Mastery Study Committee. The committee is to study the validity and reliability of the Certificate of Mastery and whether or not it should remain tied to graduation.

Members of the committee are from all aspects of education and business. Cathy Hardison did research for the committee as a legal intern on the legal pitfalls of not meeting the criteria set down for meeting the standards.

In order to decide validity and reliability of the Certificate, the entire system needs to be deemed valid and reliable. In order to take a good look at the system—making sure that teachers are adequately trained, that what they are teaching is aligned to the EALRs, that the students have an opportunity to learn that the curriculum is aligned—someone had to be hired to develop a method to determine validity and reliability of the system.

A contract has been entered into between the State Board and ESD 101 (Spokane). The ESD has hired Geoff Praeger, a recently retired district-level assessment director with 30 years experience in assessment. Mr. Praeger is charged with developing and recommending a method of data collection to determine at points in time, on an ongoing basis, the readiness of Washington State's K-12 educational system to provide students the opportunity to learn that which is necessary to meet state standards for a Certificate of Mastery and consequent high school graduation, and begin gathering sample evidence, as permitted within the contract timeline.

Mr. Praeger wants to meet with legislators, parents, community members, school leaders, etc. Some of the possible components of Mr. Praeger's study could include teacher preparedness, student preparedness, curriculum alignment, parent/community preparedness, resource adequacy, special populations preparedness, support services, teamwork, and reporting. The committee is hoping to find weaknesses in the system in order to fix them. What do we need to do to fix the system elements that are broken or weak?

The beginning steps are analyzing the system. The subsets under each of the possible components are only the beginning; more may be added or subtracted as a survey instrument is developed. The data from the WASL assessments needs to be in the hands of teachers much faster than it is now. The diversity issue—the system isn't valid and reliable unless it can teach all students.

In 2008, is it do or die with the Certificate of Mastery? There should be some lead in prior to the actual due date. The data that is coming from the secondary level is not valid as there is no incentive for the students to do well on the test.

If the committee determines that the system is not ready, then something will have to be done to cover the students who will not make it by taking the WASL. Those students with IEPs will receive their diplomas by meeting the standards of their IEPs. The students at the top will make it easily. The students in the middle are the ones that have to be covered; the system is in trouble if that group is over 30% of the population. Alternative methods of assessment will have to be developed.

If the system is found lacking; the State Board has the authority to reset the date of implementation. Others have the authority to set cut scores—the A+ Commission. The standard is set and can be adjusted, but don't dummy down the test. Hold students to the higher standards.

The Board can suggest certain items to Mr. Praeger for inclusion in the data collection. Mr. Praeger will be reporting to the Board through the Certificate of Mastery Study Committee. How is the board going to define "sufficiently"? How far should the State Board go in determining the validity and reliability of the WASL/Certificate of Mastery; how deep into the district system? School Board directors need to be prepared; they are policy makers for the districts. Mr. Praeger has identified a group of educators to help flesh the possible components out before it goes to a larger audience.

The money for retakes was taken out of the testing contracts. There must be the opportunity to learn for all students of the system to avoid real lawsuits.

Question was raised on how the data collection system would be implemented; who will do the collection of data? Mr. Praeger will be making recommendations on how to implement. How is the WASL data going to be used to help students, especially in helping students retake portions of the test?

What happens with students who come into the system at their junior year or at some other point in the system and don't have the benefit of learning in the system? Is it a bad thing when students fail; if everyone passes or passes at the rate of now, what has the system accomplished? If everything that is being taught is being tested and everyone passes, the system is a success.

Dr. Bergeson gave some more background on Mr. Praeger and his involvement with the assessments developed for the reform effort. Fourth, 7th, and 10th grades assessments are system accountability indicators. Mr. Praeger will have access to the State Superintendent's Technical Assessment Committee (TAC). The retakes legally have to be in place as soon as possible; 3 to as many as 5 opportunities. How would the state set up alternate assessments? You have to get teachers to understand summative evaluation and scoring to a standard before you can go to an alternative such as a portfolio. There is a need to develop a mentor teacher certification for the teachers who can score and teach about the standards to help other teachers.

The national TAC group this summer stated that the state has a conjunctive model (multiple parts). If the state goes to a partially compensatory model, you can keep the high standards and have it tied to graduation. Students would have to get into Level II to start banking points toward graduation. The test is already deemed valid and reliable because of the improvements that have been made since the beginning. Dr. Bergeson is trying to get \$4M for ESD curriculum help.

The validity and reliability of the system comes with the opportunity to learn. The Board has to maintain its credibility and the system's credibility by establishing timelines. Gains were made in the 10th grade WASL this year. Ten percent refused to take the test by not attending; 840 refused to take the test. If the WASL was on the transcript or if it was tied to the Promise Scholarships, more would take it seriously. (Transcript available through the State Board of Education office.)

Thursday, October 25, 2001

The meeting was called to order by President Gary Gainer at 8:34 a.m.

Members Present: Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr., Neal Supplee, Carolyn Tolas, Ron Woldeit, and Student Representatives Lacey Androsko and David Peterson; Superintendent of Public Instruction Terry Bergeson (Assistant Superintendent Marcia Riggers attending for Dr. Bergeson for the mornings session; Deputy Superintendent Tom Kelly attending for the afternoon session)

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore

President Gainer reported on his meeting with Earl Hale of the State Board for Community & Technical Colleges regarding a seamless transition between K-12 and higher education.

WORK SESSION ON SCHOOL IMPROVEMENT PROCESS

President Gainer introduced Steve Poirer, assistant superintendent of Snoqualmie Valley School District; and Jeff Guykema, application development manager for the Office of the Superintendent of Public Instruction (OSPI). Mr. Poirer and Mr. Guykema presented information on the new school improvement interactive web process. (Copy of the slide presentation on file with these minutes).

Mr. Guykema reviewed the OSPI website and how it is going to be used by the field. Year 2 and beyond will see the addition of an index search engine that can be used by schools to help them refine their plans.

OSPI notified districts and schools on October 1 to let them know that the website was up and running. OSPI is now working with ESDs to help districts/schools learn how to use the website and what it can do for them.

In response to comments and questions, it was noted that you have to make sure that the teacher at the building level needs to have buy-in and ownership in the process in order for it to succeed.

INITIAL CONSIDERATION OF PROPOSED POLICY AMENDMENTS

Tab 16—Proposed Amendments to SBE Policy: WAC 180-79A-030 Definitions

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented information on changes being requested by the division—establishing a two-year validity period for applications for certificates. In response to a question, the changes restrict the rights of the applicant in the process.

Motion: Moved by Mr. Supplee and seconded by Mr. Woldeit to bring Tab 16 to the January meeting for Public Hearing and Adoption Consideration.

Tab 17—Proposed Amendments to SBE Policy: New Chapter 180-82A WAC Performance-Based Endorsements on Teacher Certificates

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented information on the development of the new chapter. Endorsement committees that included OSPI staff, practitioners, and higher education faculty identified knowledge and skill requirements based on the endorsements as listed in WAC at the current time, national specialty area standards, and relevant essential academic learning requirements. The draft endorsements were posted on the OSPI website and sent to the specialty organizations for review. Updated changes were presented to the Board in the areas of Physics, Biology, science, social studies, history, reading, and elementary education.

Chapter 180-82A WAC will replace Chapter 180-82 WAC in 2003. The new chapter will provide a list of competencies that teachers must meet to be endorsed.

In order to have their programs approved, colleges/universities will have to demonstrate that students have the opportunity to learn each of the knowledge and skills; explain how the college will measure the knowledge and how the colleges/universities will use the assessment data gained. Every year OSPI would review five or six endorsements in depth using a team approach to examine the programs.

There is a possibility that students will have an opportunity to present evidence that they meet the skills of the classes required for the endorsement. There is a movement to have community colleges and universities work with the competencies so that there is a seamless transition between the two without having to repeat courses when the competencies have been met. The Higher Education Coordinating (HEC) Board is very supportive.

Does the State Board want to include grade levels in the new chapter (see WAC 180-82A-201)? Grade levels are no longer indicated on the certificates.

Each of the college sites will have to meet the competencies. Dr. Douglas commended the colleges/universities for their willingness to begin the process of working together to establish the competencies. The program people will be able to begin meeting the new competencies beginning in 2003. The last line in 215 should have the words "at least" inserted before "one."

Motion: Moved by Mrs. May and seconded by Mr. Supplee to bring Tab 17 to the January meeting for Public Hearing and Adoption Consideration. Motion carried.

HIGH SCHOOL TRANSCRIPT

Executive Director Larry Davis reviewed the minutes of the October 5 Transcript Advisory Group meeting. The group is working on proposed changes to the standardized high school transcript.

REPORT

Dr. Bergeson reported on a breakfast meeting with Jose Gaitan of the A+ Commission. Governor Locke has appointed Mr. Gaitan as the new chair of the Commission. She and Mr. Gaitan had a very deep and good discussion about the working between the Commission and the Superintendent's office. Dr. Bergeson will be addressing the WASL scores and the various gaps that have occurred at the January State Board meeting.

OSPI will be establishing a better information system for getting information to staff people as well as school districts and patrons. Accounting will be shifting to a different system for better fund management as well as eliminating double bookkeeping.

POLICY APPLICATION RELATING TO PROFESSIONAL EDUCATION

University of Puget Sound

Joanne Sorensen, Program Specialist, Professional Education and Certification, OSPI, introduced Dr. Kris Cline, acting director of the Master in Teaching Program, University of Puget Sound. Dr. Cline introduced Dr. Terry Beck, a faculty member responsible for designing the program, and Dr. Kurt Waggoner, curriculum specialist, South Kitsap School District.

Dr. Beck presented the outline for Education 655, a course seminar limited to 12 students who will go through the standards for teaching and student learning. The outcome will be a professional growth plan for each of the teachers. The course of study will be determined by the teacher's individual, professional growth plan. Education 660 is the culminating seminar for the professional growth plan. The emphasis will be on the standards that affect student learning and student achievement.

Dr. Waggoner presented a perspective on the program from the viewpoint of a PEAB member and as an administrator of a school district. The concern raised with the PEAB is how to make this work in the current environment. There has to be collaboration with the district. The staff are looking at some cross training with the education administrator program.

Motion: Moved by Mrs. May and seconded by Mrs. Frank to approve the University of Puget Sound program. Motion carried.

University of Washington-Tacoma

Joanne Sorensen, Program Specialist, Professional Education and Certification, introduced Dr. Ginger MacDonald. Dr. MacDonald introduced Diane Kinder, PEAB Chair; Leon Horne, PEAB member and Tacoma School District union specialist, and Margaret Anderson, faculty member.

Dr. MacDonald reviewed the program for Board members. The program is financially Reasonable, Accessible, Impact of student learning is the key, Reality-based approach to professional development (FAIR program). The program focuses on the growth of the teacher's experience in the classroom. Mr. Horne reviewed the work done with the PEAB in conjunction with faculty in developing the program. The pre-assessment seminar does not obligate the student nor the university to automatically admit students to the program. The budget is built on an estimate of 20 students to begin with up to a maximum of 60 students. Teachers will be able to build the masters program into the professional certificate program.

Questions were raised concerning mentors and what happened to at-risk candidates. The University of Washington-Tacoma will be working with nine districts. Outreach to smaller, remote districts is not an option at this time.

Motion: Moved by Mrs. Frank and seconded by Mrs. May to approve the University of Washington-Tacoma program. Motion carried.

PROFESSIONAL EDUCATION AND CERTIFICATION

Teacher Evaluation Project

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, updated the Board on the teacher evaluation project that is being funded by the Stuart Foundation. Context for the project is integral to the continuum of teacher development.

Involvement includes:

- ✓ Partnership with OSPI, WEA, and AWSP
- ✓ Six districts—Central Kitsap, Pasco, Kennewick, Ellensburg, Shoreline, Vancouver
- ✓ Steering committee oversight
- ✓ Addition of an urban district

This is a good fit with performance-based approach to maintain/renew teaching certificates. “Capacity”—identifies areas in which growth is needed to enhance student learning.

Next:

- ✓ Pilot the process with districts
- ✓ Summer workshop to review evaluation data, recommend revisions, and determine next steps
- ✓ Identify implications for phased implementation
- ✓ RCW language

Certification Assessment Program

David Anderson, assessment director for the Professional Educator Standards Board, presented information regarding the development of a certification assessment program.

Basic Skill Test Requirements:

- ✓ Reading, writing, and mathematics
- ✓ September 2001—pilot
- ✓ September 2002—required for admissions to approved teacher preparation programs; out-of-state applicants for Washington State residency teaching certificates

Timeline for Basic Skills Testing

- ✓ Issue RFP—May 2001
- ✓ Review proposals—Summer 2001
- ✓ PESB selects vendor—September 2001
- ✓ Piloting—November 201
- ✓ Operational testing—September 2002

Next Steps

- ✓ Involve Washington educators—content experts; opinion leaders
- ✓ Conduct job analysis—employed teachers; preparation program faculty
- ✓ Develop test “blueprint”

Subject Knowledge Tests

- ✓ Teacher Certification Endorsements
- ✓ Not Instructional Methodology (content knowledge only)
- ✓ September 1, 2002—pilot
- ✓ September 1, 2003—required

PROFESSIONAL EDUCATOR STANDARDS BOARD

Executive Director Jennifer Wallace reported on the work being done by Professional Educator Standards Board (written report on file with these minutes). Topics covered included the alternative routes partnership grants, partnership planning meeting held in October, transition to teaching program, principal preparation/certification, and educational staff associates.

SPECIAL REPORT

TITLE II—TEACHER QUALITY ENHANCEMENT

Andy Griffin, Assistant Superintendent for Higher Education, Community Outreach, and Staff Development, OSPI, presented information regarding the teacher quality enhancement grant.

Unity Schools

- ✓ K-12 (Seattle, Spokane, Tacoma, Yakima)
- ✓ Community College
- ✓ Higher Education
- ✓ Community based Organizations

Each one of the consortiums has K-12, community college, 4-year university, and community organizations.

Dr. Margit McGuire, Seattle University, presented on Objectives 1 & 4 (Pedagogy Assessment Process):

- ✓ A statewide system of goals, learning requirements, and benchmarks in pedagogy and teaching methodology will be collaboratively developed by IHE
- ✓ IHEs, LEAs, and responsible state agencies working together.

Products:

- ✓ Pedagogy assessment of teacher candidate; observation with sample evidences
- ✓ Pedagogy assessment of teacher candidate: comprehensive instructional plan
- ✓ Guidelines for videotaped observation (pilot)
- ✓ Pedagogy Assessment training manual (pilot)

Rationale—to develop a performance based assessment tool that aligns with the WAC for effective teaching and is appropriate for statewide use.

Concern—very concerned about the costs of the various assessments.

Bernal Baca of Yakima Valley Community College presented information on Objective 2—IHE & CC teacher preparation and Arts & Science faculty will collaborate in aligning curricula for content area endorsements on teaching certificates to state K-12 goals and learning requirements.

- ✓ Product—articulation agreement between CWU, Heritage, and YVCC
- ✓ Rationale—providing place-bound students who are interested in baccalaureate degree in early childhood education
- ✓ Implications for SBE—support the articulation agreements between the IHEs and CCs
- ✓ Unity Project—these agreements will assist in producing high qualified teachers who will work in high needs districts.

Dr. Hertica Martin, Tacoma School District, reported on the Objective 3—IHEs, LEAs, and responsible state agencies collaboratively developing a state-guided system for teacher preparation in Arts & Science curricula from high school through certificate programs at IHEs.

Products—Washington State Teacher Academy: Careers in Education Curriculum Guide and CD

- ✓ Articulation matrix of Alignment with WAC, EALRs, and FCS national standards
- ✓ September training announcement
- ✓ September training agenda
- ✓ Certificate of training

Rationale

- ✓ A recruitment effort that also gives students a jump start to seeing a career in education

- ✓ Provide HS students with a portfolio of competencies and performance based skills that can articulate for credit into the CC and IHE teacher preparation programs

Implications for SBE

- ✓ Support school districts seeking to offer careers in education classes
- ✓ Support funding with BEA dollars to support teacher diversity goals

Unit project—teacher academy students complete internships in schools with high needs learners (Unity Schools). Students in Education programs at the U of W-Tacoma, Tacoma CC, and TESC-Tacoma (Title II Partners) tutors in Unity Schools.

Mr. Ichiwa (Rain in the Face) spoke to Objective 5—the project will provide distance learning access in rural/remote locations for introductory educational classes and instruction in classroom use of technology.

Products

- ✓ Lists of available resources
- ✓ Design for adapting intro courses for Distance Learning (DL)
- ✓ Introduction to Education course (pilot)
- ✓ Introduction to Elementary classroom use of technology (course)

Rationale

- ✓ To impact and reduce the shortage of highly competent teachers in high poverty, rural, and urban areas.
- ✓ Positive impact on enrollment of traditionally underrepresented populations into teacher preparation programs in Washington State

Implications for SBE—support approval for course alignment with EALRs and articulation agreements between CCs and IHEs

Unity Project—Unity School staff enrolled in teacher education programs statewide can utilize DL coursework

Stephen Woolworth and Cordell Barbour spoke to Objective 6—a program will be developed to work with Community-Based Organizations (CBOs) to recruit community paraprofessionals to enter teacher preparation programs and to participate in recruiting other competent students to become teachers in high needs schools.

Product—partnership between IHEs and local CBOs.

Rationale—the research suggests that new teachers who understand high needs schools and communities are more likely to remain there once they are employed than those who do not.

Implications to SBE—to recognize, acknowledge and support CBOs and other nontraditional sites in the recruitment and initial preparation of future teachers.

Unity Project—be investing in the capacity in CBOs to identify and recruit future teachers, we are making an intentional investment in recruiting CBOs.

Renald Baca spoke to Objective 7—a statewide model will be developed for joint IHE/LEA/CC/CBO support systems that support induction of competent new teachers into high needs school districts.

Product—teacher induction model

Rationale—support teachers

Implications for SBE—approve programs that support mentoring for beginning teachers

Unity Project—beginning teachers who work in high needs school districts will receive professional and personal development training.

Mr. Griffin introduced staff who are working with the Unity Project schools.

REPORT

GOVERNOR'S OFFICE REPORT

Kristin Bunce, Executive Policy Advisor for K-12 Education, and Jim Crawford, Governor's Senior Budget Analyst, presented information on the budget overview and legislative program for 2002.

Budget—\$300M in the budget of costs that are not sustainable. In September the forecast was down \$100M (\$400M hole in budget). It is harder now since September 11 to predict what will happen with the revenue. With the Boeing announcement, there could be as much as \$900M shortfall over all.

The six biggest non-general fund agencies are doing 15% cut exercises right now. Education (K-12 and Higher Education) were not asked to do the same. Capital projects have been frozen with agencies that need to sell bonds for new projects. Most of the projects were in higher education institutions. K-12 construction is not on the table at this time; enhancements are not going to be possible. No general tax increases; possible fee increases.

Legislative Package—teachers continue to receive bonus for national certification; Promise Scholarships in statute. Anything that can be done to help schools and doesn't

cost money, the Governor is willing to look at it. Governor is looking at partnerships, grants from the federal government, etc. Governor and Dr. Bergeson will be recognizing reading programs in one school a month for the remainder of his term. Looking to the private sector for help in getting literacy packets to all newborns. Looking at parent/community involvement in schools through VISTA and AMERICORP to get coordinators into communities. Students should be allowed to take any courses that they want to take; working with private sector to develop a virtual high school.

Passing the high school WASL would make admission to college easier or several other possibilities. These would have to be developed as soon as possible. December 4 the Governor, Dr. Bergeson, and higher education leaders will be meeting to work on a seamless approach to education.

Friday, October 26, 2001

The meeting was called to order by President Gary Gainer at 8:45 a.m.

Members Present: Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr., Neal Supplee, Carolyn Tolas, Ron Woldeit, and Student Representatives Lacey Androsko and David Peterson; Deputy Superintendent Marcia Riggers attending for Dr. Bergeson for the mornings session; Deputy Superintendent Tom Kelly attending for the afternoon session

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore

ADOPTION CONSIDERATION OF PROPOSED POLICY AMENDMENTS

Tab 9—Proposed amendments to SBE policy: WAC 180-82-346 Library Media—All Levels, Supporting

Motion: Moved by Mr. Supplee and seconded by Mrs. Frank to approve Tab 9. Motion carried on a roll call vote of 9 for, 0 against.

Tab 10—Proposed Amendments to SBE Policy: WAC 180-57-050 Grade Report and Calculation System and WAC 180-57-055 Definition—Grade point average

Motion: Moved by Mr. Supplee and seconded by Mrs. May to approve Tab 10.

Motion: Moved by Mr. Supplee and seconded by Mr. Smith to amend the motion by adopting Amendment A. Motion carried.

Motion: Moved by Mr. Supplee and seconded by Mr. Smith to amend the motion by adopting Amendment B. Motion carried.

Motion: Moved by Mr. Supplee and seconded by Mrs. May to approve Tab 10 as amended. Motion carried on a roll call vote of 9 for, 0 against.

Tab 11—Proposed Amendments to SBE Policies

WAC 180-16-200 Total Program Hour Offering—Basic skills and work skills requirements—Waiver

WAC 180-16-205 Classroom Teacher Contact Hours Requirement—Waiver

WAC 180-16-215 Minimum One Hundred Eighty School Day Year

WAC 180-18-030 Waivers from Total Program Hour Offerings, Teacher Contact Hours Requirements, and Self-Study Requirements

WAC 180-18-050 Local Restructuring Plan Requirements to Obtain Waiver

WAC 180-18-060 Waiver Renewal Procedure

WAC 180-18-080 Alternative Waiver Application Procedure

Motion: Moved by Mrs. Tolas and seconded by Mr. Supplee to adopt Tab 11.

Motion: Moved by Mr. Supplee and seconded by Mrs. Lamb to amend the motion by changing WAC 180-18-060 to read “for up to three years” Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Mr. Supplee to adopt the motion as amended. Motion carried on a roll call vote of 9 for, 0 against.

Tab 20—Proposed amendments to SBE policy: WAC 180-79A-231—Lapsed Certificate

Motion: Moved by Mrs. Tolas and seconded by Mr. Supplee to adopt Tab 20.

Motion: Moved by Mr. Supplee and seconded by Mrs. Lamb to adopt an amendment to add a section 7D, “the transitional certificate is not renewable.” Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Mr. Supplee to adopt Tab 20 as amended. Motion carried on a roll call vote of 9 for, 0 against.

GENERAL ADMINISTRATION

NON PUBLIC AGENCIES

Executive Director Larry Davis presented information on the status of the Non Public Agencies Study Group. The group will hold one more meeting following the

Thanksgiving break. It was suggested that the chair of the Private Schools Advisory Committee, Don Johnson, be added to the group.

Ron Hertel, Program Supervisor for Interagency/Service Delivery Linkages, Special Education Division, Office of the Superintendent of Public Instruction (OSPI), presented information on some proposed changes that will be coming to the Board and the reasons why some of the groups are not approved as NPAs.

Assistant Attorney General David Stolier shared that the state Constitution is more restrictive than the federal Constitution in disallowing church influenced groups being approved NPAs.

PROFESSIONAL EDUCATION AND CERTIFICATION

WASHINGTON INITIATIVE FOR NATIONAL BOARD CERTIFICATION

Jeanne Harmon, Director, Washington Initiative for National Board Certification, presented information on the project. It is funded by the Gates Foundation, the Stuart Foundation, and Washington Mutual. The public/private effort goes away in 2004 and the public takes over. There are 69 nationally certified teachers in the state; 40 are waiting to see if they passed the test.

There are 24 sets of standards based on the five principles below:

- ✓ Teachers are committed to students and their learning
- ✓ Teachers know the subjects they teach and how to teach those subjects to students
- ✓ Teachers are responsible for managing and monitoring student learning
- ✓ Teachers think systemically about their practice and learn from experience
- ✓ Teachers are members of learning communities

Goal: Increase the number of teachers applying for National Board certification in Washington to over 600 in the next four years

- ✓ New candidate support and mentoring programs at higher education institutions (UW and WSU first). All public and private colleges and universities have been invited to participate.
- ✓ Subsidy to cover \$2,300 NBPTS application fee.
- ✓ Advocacy for state policies that support NBPTS teachers (such as salary increases). Would like to have the stipend for the life of the certificate (10 years at \$3,500).
- ✓ Support for a network of Board certified teachers.
- ✓ Communications with teachers, administrators, and policy makers about the merits of the NBPTS.
- ✓ Evaluation of the initiative's impact on teaching quality and student achievement.
- ✓ OSPI statewide leadership, coordination.

Ms. Harmon reviewed the North Carolina study on the effectiveness of the candidates who achieve National Board certification. The study involved 65 teachers. The results showed a definite improvement in the teaching practices of the certified teachers.

In Washington State, there is a screening process for the scholarships; otherwise, the National Board invites anyone who meets the minimum criteria to apply. There is a follow-up study looking at student outcomes and how the students benefit from having a national board certified teacher. Another part of the study will look at building and district effects.

Applications for the next round of selections will be out in February. After the first attempt, 50% certify; at the second attempt 80% certify.

WASHINGTON STATE GENDER EQUITY PROJECT

Dr. Eileen Reilich, Assistant Professor, St. Martins College, was introduced by Executive Director Larry Davis. Dr. Reilich presented information on her background. Dr. Reilich did a "performance interview" of a parent, two professors, and a method student on gender equity issues. Women represent 46% of the workforce; 23% of the jobs in math and science. Gender equity cuts both ways; more females in the elementary education program. We have to create environments in which students want to learn.

There are still problems existing with women and men going into traditionally dominated jobs that need to be worked on and training is available.

GENERAL ADMINISTRATION

LEADERSHIP STRUCTURE

President Gainer prefaced the session giving a history of the executive committee structure. The Bylaws state that the president, vice president, past president, and CEO are the members of the executive committee. The election of the new vice president will take place before adjournment today.

Mr. Parker felt that with the legislative session ahead it would make sense to have more on the executive committee. The agenda needs to be focused and directed to get some good direction to the work of the board.

Mr. Woldeit felt that the Eastside/Westside problem should not be an issue as long as the Board members have access to telecommunications.

Several Board members discussed the advisability of having an extra person on the executive committee as well as the expense, using the K-20 system, using the conference call capability of the new phone system, etc. Within five years, video conferencing in individual homes will be available and the Board should consider building that into the budget.

Motion: Moved by Mrs. Frank and seconded by Mrs. Lamb to add a section to the Bylaws to add a Board Liaison to the Executive Committee. Motion carried.

OFFICER ELECTION

Annual Election of Board Officer: Vice President

Phyllis Bunker Frank was elected Vice President for year 2002.

Annual Election of Board Officer: Board Liaison to Executive Committee

Warren Smith was elected Board Liaison for year 2002.

Interviews for the open positions may take place on Sunday, January 13. The annual Board member committee and liaison assignments survey will be handed out at the January meeting. The Executive Director evaluation will be completed prior to the January meeting.

GENERAL ADMINISTRATION

SUCCESSFUL SCHOOLS ADVISORY COMMITTEE (A+ COMMISSION)

Lacey Androsko reported on the work she is involved in with the committee. The committee is developing awards for successful schools. Six criteria; must achieve three to get the award (70% students pass one part of the WASL); Distinguished, Improved, and Achievement awards. There is another category on Improved Despite Challenges that is being discussed but with no consensus at this time. The problem is in defining "challenges". The name may be changed to the Academic Achievement Award.

Technical Advisory Committee—Ms. Androsko also reported on the work she has been involved in with the Technical Advisory Committee, OSPI.

PROFESSIONAL DEVELOPMENT AND CERTIFICATION COMMITTEE

Chair Phyllis Bunker Frank reported that Board members on the committee are Carolyn Tolas, Warren T. Smith Sr., and Ron Woldeit. Members attended the PEAB Conference

in Wenatchee on October 5-6. Mrs. Frank reported on aspects of the conference and provided written information to Board members.

Chair Frank also attended the Washington Association of Colleges for Teacher Education (WACTE) Fall Conference. She reaffirmed the work of the Board and her committee to the group.

Nine Board members and staff members attended the site visit training. There are only two site visitations for this year and three next year. NCATE and the Board's visitations can be beneficial for one another and do not hinder one another. The Teacher Education Accreditation Council (TEAC) is working toward federal recognition.

FACILITIES COMMITTEE

Chair Carolyn Tolas reported that the committee met this past Tuesday and discussed a mandate review of their rules. The review will be completed by the January meeting. Several problems with districts/schools were discussed; North Beach was one of the districts—the problem was handled with the appearance at the Board meeting. The supplemental budget was discussed—school facilities is on an annualized budget status; will be asking for unspent funds be put into the second year of the biennium. The Fire Marshall position—a budget request was made; the Legislature cut it to plan review only, not for final inspection. The committee is going back to the Legislature to ask for the total funding.

The name of the committee will be changed to School Facilities and Boundaries.

Washington State School Directors' Association (WSSDA)

Carolyn Tolas reported on the WSSDA Legislative Assembly. Mrs. Tolas reviewed the process of meeting at the WSSDA Annual Conference with the various caucuses and developing three talking points.

Mrs. Frank reported on the consortium of five districts (Entiat, Manson, Pateros, etc) and Wenatchee Valley Community College and the interactive teleconference participation she was involved in.

HOME-BASED INSTRUCTION

Assistant Attorney General David Stolier presented information on whether the State Board should adopt a rule relating to tests available for home-based instruction. Mr. Stolier has reviewed the statute, information from the home-school community, and court cases in determining his answer. Policies of the Board need to be in rule. Policy statements are advisory only. In order to prevent litigation there needs to be a rule developed; it does not need to contain the list of tests but can tell people where to find

the list, how to add/subtract items from the list, and how to give input to the State Board, and that the list has to be approved by the State Board.

Consensus of the Board was to have staff develop a rule that notes how to find the tests; how to add/subtract tests from the list; that the list approval process cannot be changed without Board approval; and information regarding how to give input to the State Board regarding the list and bring it to the January meeting. Mr. Davis will reconvene the Homeschool Advisory Group to help with various parts of the rule development.

The same analysis holds to for the non-public agencies.

REMOTE AND NECESSARY

Chair Neal Supplee and Pat Eirish, Program Manager, Basic Education Assistance, presented information regarding what is a remote and necessary school. The state provides extra funding for those remote and necessary schools identified by the State Board.

Mr. Supplee reported on the Winton School in the Cascade School District. The school has been moved to Plane and is now called the Beaver Valley School. The school has grown from 24 students to 31.

Point Roberts School, Blaine School District, will be coming to the Board for a remote and necessary designation. Students are bussed from Point Roberts through Canada to Blaine to go to school. The State Board turned down the previous request for a designation five years ago. The school is now K-3 which appears to be meeting the needs of the community.

Stewart Island is talking about moving to a K-12 school. As it is now, two students are traveling by boat to Friday Harbor to attend high school including during the winter. According to Mr. Supplee, the San Juan School District could provide room, board, and transportation for students from Stewart Island to go to high school in Friday Harbor.

Mr. Supplee provided some language changes for the rules dealing with remote and necessary schools.

Motion: Moved by Mrs. Frank and seconded by Mrs. Lamb to bring the rule changes to the January meeting for Initial Consideration. Motion carried.

LEGISLATIVE ISSUES

Executive Director Larry Davis presented a proposed 2002 legislative package of the Board.

- ✓ SBE Reclassification Bill
- ✓ Continuous Learning Calendar Bill
- ✓ CoM Study—reappropriate unexpended funds this year to next year; and request an additional \$50,000
- ✓ Pension law fix to support teachers on continuous learning calendars.
- ✓ Removing references to 30-year bonds as a technical clean up.
- ✓ Annualized budget fixed for school construction.

According to Mr. Parker, given the structure of the upcoming session, the Legislative Committee will need to communicate on a weekly or biweekly basis to members of the State Board. The communication doesn't need to be more than a one-page document. Our tax structure is extremely narrow—sales taxes and B&O taxes.

Area Cost Allowance—this is not the session for getting money to support the changes this year; keep bringing the subject to their attention so that when the economy is in better shape to get the money. WASA might be a better ally to work on the Area Cost Allowance.

This might be the year of the possible and the time to go after the 50% majority rule for the passage of bonds and levies for schools.

Mr. Parker would like to talk with the other associations about their legislative platforms before making final recommendations on the legislative package.

ACCREDITATION ADVISORY COMMITTEE

Chair Bobbie May reported on the work of the Accreditation Advisory Committee. The committee is looking at each of the WACs pertaining to accreditation and aligning them with the education reform. A school improvement plan should be part of the accreditation process and may be part of the annual school district approval process. The committee is looking at using the nine characteristics of effective schools as part of the accreditation process and the district approval process. All suggested changes will be brought to the Board at the January meeting.

The Transcript Advisory Group will be reporting its findings to the Accreditation Advisory Committee.

EQUITY COMMITTEE

Chair Warren Smith reported that the next meeting of the committee is November 8. Members include Ron Woldeit, Carolyn Tolas, Jo Sanders, Carol Wynkoop, Nancy Vernon, and Andy Griffin.

MANDATE REVIEW

Chair Neal Supplee reported that there are changes in the WACs and some RCWs that will be presented at the January meeting. Mr. Supplee offered to keep working with the committee.

LIAISON REPORTS

Suggested by Linda W. Lamb to have a template that could be filled out after meetings or functions to send to the office for inclusion in the FYI folders. Suggested reading Testing Miss Malarkey by Judy Finch.

Mr. Davis thanked retiring Board member Neal Supplee for challenging his perspectives with his questioning of positions.

Meeting adjourned at 2:57 p.m.

Adopted as published: