

Work session on certificate of mastery	3
Charge to the Board with Regard to the Certificate of Mastery Decision	3
Election of the president	8
Thursday, October 23, 2003.....	8
Approve of Minutes	9
Consent Agenda	9
Tab 7—Requests for Extensions in the School Improvement Process/Plan	9
Tab 8—Request from the 180-day School Year Requirement	10
School Facilities.....	10
Tab 9—Annual Review and Report on the Area Cost Allowance.....	10
Tab 10—Request from Auburn School District and Dieringer School District to Participate in Building a New High School in Conjunction with Each Other	10
Tab 11—Request for Approval from Olympic Educational Service District No. 114 (Bremerton) to Purchase Property	10
Public hearing on proposed rule changes.....	11
Tab 12—WAC 180-770-014 Requirements for Limited Certification.....	11
Tab 13—WAC 180-78A-505 Overview—Teacher Certification Program and WAC 180-78A-535 Approval Standard—Program Design	11
Tab 14—WAC 180-82-105 Assignment of Classroom Teachers Within Districts .	11
Tab 15—Repeal of WAC 180-82-115 Superintendent of Public Instruction Annual Report	12
Tab 16—Chapter 180-46 WAC Library Media Centers	12
Tab 17—WAC 180-24-00701 Regional Committee Decision Making Criteria; WAC 180-24-215 Superintendent of Public Instruction Staff Review of Regional Committee Proposals—When; WAC 180-24-220 Action by State Board of Education—When	13
Initial Consideration of proposed rules changes	14
Tab 18—WAC 180-24-225 Frequency of Petitions—Limitations	14
Tab 19—WAC 180-78A-100 Existing Approved Preparation Programs.....	14
Tab 20—WAC 180-78A-270 Approved Standard—Knowledge and Skills	14
Tab 21—WAC 180-79A-030 Definitions; WAC 180-79A-206 Academic and Experience Requirements for Certification—Teachers; WAC 180-79A-213 Child Abuse Coursework Requirement for Continuing Certification—Educational Staff Associate; WAC 180-79A-226 Child Abuse Coursework Requirement for Continuing Certification—Educational Staff Associate	15
Tab 22—WAC 180-79A-117 Uniform Expiration Date	15
Tab 23—WAC 180-79A-223 Academic and Experience Requirements for Certification—School Nurse, School Occupational Therapist, School Physical Therapist and School Speech-Language Pathologist or Audiologist.....	15
Tab 24—WAC 180-79A-257 Out-of-State Candidates.....	15
Tab 25—WAC 180-79A-507 Overview—Principal/Program Administrator Professional Certificate Program.....	16
Professional education and certification	16
Tab 26—Recommendation for Approval of Proposed Competency-based Endorsement Programs	16
Professional certificate work session	16

General administration.....	18
Friday, October 24, 2003.....	19
Adoption consideration of proposed rule changes.....	19
Tab 12—WAC 180-77-014 Requirements for Limited Certification	19
Tab 13—WAC 180-78A-505 Overview—Teacher Certification and WAC 180-78A-535 Approval Standard—Program Design	19
Tab 14—WAC 180-82-105 Assignment of Classroom Teachers Within Districts ..	20
Tab 15—WAC 180-82-115 Superintendent of Public Instruction Report to State Board of Education.....	20
Tab 17—WAC 180-24-00701 Regional Committee Decision Making Criteria; WAC 180-24-215 Superintendent of Public Instruction Staff Review of Regional Committee Proposals—When; WAC 180-24-220 Action by State Board of Education—When	20
Initial consideration of proposed rule changes (continued).....	20
Tab 28—WAC 180-86-155 Appeal procedure to the State Board of Education....	20
Tab 29—WAC 180-51-061 Minimum Requirements for High School Graduation ..	21
Tab 30—WAC 180-16-220 Supplemental Basic Education Program Approval Requirements; WAC 180-16-224 Waiver—Substantial Lack of Classroom Space—Grounds and Procedures; WAC 180-55-005 Purposes and Authority; WAC 180-55-015 Definitions; WAC 180-55-020 Compliance with Requirements for Entitlement to Basic Education Allocation Funds is Prerequisite to Application for Accreditation by Public Schools—Compliance with Requirements for Approved Private School Status is Prerequisite to Application for Accreditation By Private Schools—Types of Accreditation—Conditions—Effective Periods—Administration of Accreditation Procedures; WAC 180-55-034 Temporary Extension of Accreditation Status; WAC 180-55-150 Standards and Criteria Student and Report; WAC 180-18-050 Local Restructuring Plan Requirements to Obtain Waiver; WAC 180-18-055 Alternative High School Graduation Requirements; WAC 180-18-080 Alternative to WAC 180-18-055.....	21
Private schools	22
Planning session.....	22
Planning session.....	22
Messages from the Student Forum.....	23
Education organization presentation.....	24
General administration.....	24
Student panel on education reform and learning expectations	25
General administration.....	25
Reports	25

Washington State Board of Education
Edmonds School District Educational Service Center
October 22-24, 2003

MINUTES

Wednesday, October 22, 2003

The meeting was called to order by President Bobbie May at 9:10 a.m. President May welcomed Board members and audience to the meeting. She introduced former Board member Ron Woldeit; Lucinda Young, WEA; Linda Byrnes, Superintendent of Arlington School District and former staff member of the State Board of Education. She asked remaining audience members to introduce themselves.

Members Present: Buck Evans, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Carolyn Tolas, Dana Twight, Warren T. Smith Sr., Dr. Terry Bergeson, and Student Representatives Andrea Naccarato and Kourosh Zamanizadeh

Members Excused: Nancy Fike and Tom Parker

Guest Presenter: Cathy Taylor, University of Washington and OSPI

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore, Gene Thomas, and Assistant Attorney General David Stolier

President May reviewed the agenda for the morning and afternoon sessions of the meeting today.

WORK SESSION ON CERTIFICATE OF MASTERY

Charge to the Board with Regard to the Certificate of Mastery Decision

Davis Stolier

David Stolier, Assistant Attorney General, presented an interpretation of the law with regard to the role of the Board in determining the Board's charge to make the decision with regard to the validity and reliability of the Washington Assessment of Student Learning (WASL) at the high school level. The principal charge of the Board is determining if the WASL measures whether or not students have mastered the Essential Academic Learning Requirements (EALRs). The determination of validity and reliability by the Board came after the 1992 Education Reform Legislation (E2SHB

1209) in 1993 as a compromise. There was a shift from “variety of methodologies” to determine the “validity and reliability of the WASL” was made in 1993.

Mr. Stolier reminded the Board that they need to hear from the psychometricians. In looking at the court cases, Mr. Stolier said that the judges are taking information from the experts (psychometricians) to base their decisions on.

In response to a question regarding alternative assessments at the state level, it was noted that would be the province of the Assessment Division of the Office of the Superintendent of Public Instruction (OSPI).

The Board has to determine if a high school assessment system has been implemented according to the definition in law. Reliability is defined by the courts as “consistency of measurement and how often with the results would be the same”. The subjectivity in scoring has not been addressed by the courts. Validity is defined by the courts as “fundamental fairness, opportunity to learn, and upholding basic rights.”

It is not the role of the courts to determine the best social policy or the best educational policy, but does it meet the minimum legal requirements to meet due process of law (property and liberty interests)—adequate notice and substantive due process (freedom from arbitrary decisions from the state) [are you testing what is being taught?].

Florida case included information from surveys, site visits, and five retakes and remediation. Texas case was based on expert testimony on the curriculum and students’ ability to learn, the eight retakes, and remediation, and recognized curriculum progression. Students were not promoted when they had not learned. Texas students only have to take those parts over that they did not pass. Under Title VI, the test was not given because of a minority status but in spite of the minority status. Targeted remediation is an extra opportunity to learn.

In response to a question, alternative assessments would have to meet the same standards as the WASL with regard to the court case. Texas has no alternative assessments. In response to a question on the availability of remediation, the evidence would have to be presented. OSPI has been talking about the original opportunity to take the test and four retake opportunities.

President May introduced Cathy Taylor, who is on leave from the University of Washington to OSPI to work on assessment issues. OSPI is looking at moving the administration back to get quicker results. They are looking at late June for scoring back and August for the retake. The agency is looking at two retakes—one each in the junior and senior years. It was noted that North Thurston School District is funding retakes at the district level. One funding issue is retaking with the 10th grade administration; the other funding issue is fall retakes separate from the regular administration of the WASL (new test items, new scoring, etc.).

The Texas and Florida cases will be looked at in Washington should there be a court challenge. There are no written decisions as yet from the Massachusetts court case.

Cut scores will be a factor. The cut scores need to be set prior to the Board making a decision and recommendations to the Legislature.

The Board has to determine if the system is sufficiently valid and reliable. The Board has to make a determination of curricular validity—content and skills that the EALRs are representing. There has to be an element of instructional validity—how do you make a determination of validity if the skills are not being taught in the classroom. Mr. Stoler cautioned about over interpreting the law. Retakes are not germane to the decision to be made by the Board, but are germane to the validity of the system. Mr. Stoler will be providing a full, written report to the Board.

In response to a question regarding the Massachusetts case, Mr. Stoler stated that unless the plaintiffs in the case secured an injunction to stop the process, the process goes forward while litigation proceeds. In Massachusetts, if the student has taken the tests and retakes and not passed and is passing coursework, they are allowed to graduate.

President May expressed the desire to have a clear direction by the end of the day for the Board, but with flexibility in that direction.

Cathy Taylor

Ms. Taylor stated that she was here to teach. She asked that Board and audience members get in groups of three or four to determine rules of measurements for the height of group members.

1. Standardized ruler
2. Add systematic error (shoes on or off)
3. Interrater agreement (four people agreeing with the measure)
4. Demonstrated measurement error

Types of measurement error

1. People errors
2. Shoes off or on
3. Different measuring devices

This is the definition of validity. The definition of measurement in the psychometric community is how much of the measurement is truth. Measurement has impact on people. Do no harm—what is the set of rules that will do the least amount of damage. Decision consistency reliability—taking the test again would initiate the same results.

Fundamental equation of measurement: X (test score) = T (truth) + E (error).

Variability of Truth

Variability of Observed

Reliability = how much of the black line (Variability of Observed) is the red line (Variability of Truth) [on chart used for illustration by Ms. Taylor].

During the testing, the students read the prompts on their own without interpretation from the test prompter. The samples are available for teachers to use. If they are not being used to prepare the students, it comes back to the questions of opportunity to learn and instructional validity. There is a lot of information available to help prepare students—are they being used?

Another component of the equation comes down to the evaluation and professional development focus of teachers. Students are taking a more active part in their own education to ensure they pass the WASL along with the SAT and ACT tests. There are also a group of students that don't have the support systems in their lives that will continue to do poorly until teachers are completely on board.

When there is a standard interpretation of what is to be measured and how it is to be measured, the closeness is much closer. The problem comes with interpretation of what is known by a person.

Dictionary Definitions:

Reliable—dependable

Valid—logical or empirical truth

Dependability—can we show evidence that, if I gave this or a similar test again, the student would get about the same score? Can we show evidence that, if someone else were to measure the student, the student would get about the same score?

Logical Truth—Can we make an argument that this score truly is a measure of the knowledge, skills, and strategies we wanted to measure?

Empirical Truth—Can we show evidence that this score truly is a measure of the knowledge, skills, and strategies we wanted to measure?

Scoring is not the problem in reliability—the problem comes with the reliability of the test instruments.

The more real the assessment the more likely that students will do well on the assessment.

Validity of Scores: Valid: logical or empirical truth

Logical Truth—can we make an argument that this score truly is a measure of the knowledge, skills, and strategies we wanted to measure? Building tests requires careful thinking about “the game to be played”. The test developer must ask her/himself:

- ✓ “what are the important skills, strategies, and concepts that define the subject to be tested?”
- ✓ “what are the most appropriate ways to assess the knowledge, skills and strategies?”

Empirical Truth—can we show evidence that this score truly is a measure of the knowledge, skills, and strategies we wanted to measure? To gather empirical evidence, the test developer must ask her/himself:

- ✓ “Do the scores mean what I think they mean? Would students perform the same way on other tests that measure the same or similar content?”
- ✓ “Is there another possible explanation for scores? Is some phenomenon, other than knowledge, skills, and strategies in the subject area, affecting performance on the test?”

Validity Evidence

The most important validity questions are:

- ✓ “Is my test a test of basketball?”
- ✓ Or is it a test of something else? If something else, what is it testing?”

My obligation as a test developer is to:

- ✓ Collect evidence that the test appears to assess real knowledge and skill in the game of basketball (i.e., it looks like basketball, it acts like basketball).
- ✓ Collect evidence that judgments about students’ knowledge, skills, and strategies are similar to judgments they would receive from someone else’s basketball test.
- ✓ Collect evidence that judgments about students’ knowledge, skills, and strategies are NOT indicative of some other factor (e.g., ability to memorize, test format, anxiety).

Reliability/Validity Paradox: the more reliable the test, the less valid; the more valid the test, the less reliable.

Content and curricular validity of the EALRs.

Instructional validity—over time the scores should go up if the EALRs are being taught.

Universal design—making the test instructions as complete and as simple as possible to help all students do well on the tests.

Dr. Bergeson stated that they are going to try to set the new cut scores by late spring for A+ Commission and asked for a joint meeting with the State Board to go over the scores prior to finalizing the decision.

Dr. Terry Bergeson reported on the presentation of the Milken Award to a teacher in the Mukilteo School District. Tami Nesting, a high school reading teacher at Mariner High School, was awarded a \$25,000 grant.

ELECTION OF THE PRESIDENT

Warren T. Smith Sr. was elected as president of the State Board for the Year 2004.

Members were reminded of the Student Forum to be held in the Glacier Room at the Courtyard by Marriott Hotel.

Meeting adjourned at 4:40 p.m.

Thursday, October 23, 2003

President May called the meeting to order at 8:45 a.m. and welcomed members and audience to the second day of the meeting.

Members Present: Buck Evans, Nancy Fike, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Carolyn Tolas, Dana Twight, Warren T. Smith Sr., Dr. Terry Bergeson, and Student Representatives Andrea Naccarato and Kourosh Zamanizadeh

Member Excused: Tom Parker

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

Dr. Bruce Williams, Vice President of the Edmonds School Board, welcomed the Board to the district. Dr. Williams reviewed several of the programs available in the district. The district serves 60 different language speaking peoples; they also have a parent teaching program.

Executive Director Larry Davis provided an overview of the agenda. Tab 7 should include Sprague and Lamont School Districts. Tab 27 is being pulled for more work. Tab 25 should be Washington State University instead of University of Washington. The discussion on the pedagogy assessment will be held over to January.

President May thanked Student Representatives Andrea Naccarato and Kourosh Zamanizadeh and Staff Member Patty Martin for the work done on the successful student forum.

The Board met in closed session to hear the certificate revocation appeal of Roy D. Moffitt.

Approve of Minutes

Mrs. Carolyn Tolas asked that the number of options under the Facilities Committee report be changed from four to six options.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Fike to adopt the minutes of the August meeting.

Motion: Moved by Mrs. Tolas and seconded by Mrs. Lamb to amend the language in the Facilities report to “six” options. Motion carried.

Motion as amended carried.

Consent Agenda

Mrs. Lamb asked to pull Tab 3.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to approve the Consent Agenda Tabs with the exclusion of Tab 3. Motion carried.

Mrs. Lamb questioned if the information in Tab 3 would have been different if the square foot allowance had been changed. Carter Bagg, Regional Coordinator for School Facilities and Organization Division of OSPI, stated that the short answer was “yes”. She asked for hard evidence to take to the Legislature. The square footage match may not be the total square footage being remodeled.

Motion: Moved by Mrs. Lamb and seconded by Mr. Smith to adopt Tab 3. Motion carried.

Tab 7—Requests for Extensions in the School Improvement Process/Plan

State Board Staff Member Pat Eirish presented additional information for schools in the Lamont and Sprague School Districts seeking extensions in the SIP process. She also presented information on the number of schools who have sought and been granted extensions.

Motion: Moved by Mr. Evans and seconded by Mrs. Tolas to approve the requested extensions. Motion carried.

Tab 8—Request from the 180-day School Year Requirement

Mrs. Eirish presented information on the request from Ocosta School District for a waiver from the 180-days school year requirement.

Motion: Moved by Mrs. Frank and seconded by Mrs. Lamb to approve the request from Ocosta School District for a waiver from the 180-days school year requirement. Motion carried.

SCHOOL FACILITIES

Tab 9—Annual Review and Report on the Area Cost Allowance

Carter Bagg, Regional Coordinator for School Facilities and Organization Division of OSPI, presented the report on the area cost allowance to the Board members for their information.

Gordon Beck, Regional Coordinator for School Facilities and Organization Division of OSPI, reported, in answer to a question, that the southwest area of the state has construction costs lower than other parts of the state thus the difference in the actual building costs.

Tab 10—Request from Auburn School District and Dieringer School District to Participate in Building a New High School in Conjunction with Each Other

Mike Newman, Assistant Superintendent of Auburn School District, and Carter Bagg, Regional Coordinator for School Facilities and Organization Division of OSPI, presented information on the request for the joint agreement on the new high school. Mr. Newman noted that Auburn School District has been experiencing a 2% to 2.5% growth per year.

If the bonds are not passed by the non-high district by the second go around, the Regional Committee can look at consolidation and the host district can refuse to take students from the non-high district.

Motion: Moved by Mrs. Tolas and seconded by Ms. Twight to approve the request from the Auburn and Dieringer School Districts. Motion carried.

Tab 11—Request for Approval from Olympic Educational Service District No. 114 (Bremerton) to Purchase Property

Dr. Walt Bigby, Superintendent of Olympic Education Service District (OESD) 114, Dean Kiess, Board Member of the OESD 114, and Gordon Beck, Regional Coordinator of the School Facilities and Organization Division of OSPI. Dr. Bigby provided

information on the request to purchase property being surplus by the Bremerton School District and the building program being undertaken by the OESD 114.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to approve the request from Olympic Educational Service District to purchase the surplus property. Motion carried.

Ms. Twight introduced her mother, Mrs. Janet D. Kavadas.

PUBLIC HEARING ON PROPOSED RULE CHANGES

Tab 12—WAC 180-770-014 Requirements for Limited Certification

Dr. Lin Douglas, Director of Professional Education and Certification Division of OSPI, presented information on the need for the final adoption of the proposed changes.

No public testimony was presented.

Tab 13—WAC 180-78A-505 Overview—Teacher Certification Program and WAC 180-78A-535 Approval Standard—Program Design

Executive Director Larry Davis presented information on the need for final adoption of the proposed changes. This was done on an emergency basis in August. Mr. Evans asked for information on the programs and first year teachers involved.

No public testimony was presented.

Tab 14—WAC 180-82-105 Assignment of Classroom Teachers Within Districts

Dr. Lin Douglas, Director of Professional Education and Certification Division of OSPI, presented information on the need for the final adoption of the proposed changes. The changes were adopted on an emergency basis in August. Mrs. Lamb noted that under physics, physical science was had been left off and needed to be included in the tab. In response to a question from Mr. Zamanizadeh, Mr. Davis explained how it would be hard for districts to randomly assign teachers out of endorsement rather than hiring qualified teachers.

No public testimony was presented.

Tab 15—Repeal of WAC 180-82-115 Superintendent of Public Instruction Annual Report.

Executive Director Larry Davis noted that this is being repealed because duplicate information is being provided through Form 1497.

No public testimony was presented.

Tab 16—Chapter 180-46 WAC Library Media Centers

Executive Director Larry Davis noted that two years ago the Mandate Review Committee recommended that the chapter be repealed. After notifying the Washington Library Media Association (WLMA), discussions were held on providing guidelines.

Motion: Moved by Mrs. Tolas and seconded by Mrs. Frank to pull the tab and establish a committee of the whole to review the language and present an alternative for adoption.

Sally Lancaster, Immediate Past President, WLMA, spoke in favor of not repealing the rule. WLMA would like to work with the Board on new rules.

Jane Walsh, Washington State Librarian, presented a letter from Secretary of State Sam Reed against the repeal but in favor of revision of the language. Ms. Walsh considers the library community as one. The State Library is willing to work with the State Board and OSPI to revise the rule. They have a program which trains school librarians.

Lucinda Young, WEA Liaison, spoke in support of revisions to the WAC rather than repeal of the Chapter.

Jim Welch, Superintendent of Shoreline School District, spoke in favor revisions to the Chapter 180-46 but not the repeal. He invited State Board members to come to the Shoreline School District to see the library media program in the district.

Marcia Riggers, Assistant Superintendent for Student Safety and Support at OSPI, thanked the group for the work done and the willingness to work with the Board.

Marie Harkness, Librarian, Federal Way School District, noted that her district opens the libraries to families all year around.

Ms. Walsh noted that in Pend Oreille County the school libraries provide books to the public libraries for summer reading programs. Seattle Public Libraries and Public Schools also have a collaboration agreement.

Jennifer Maydole, North Central ESD, presented information on the collaboration going on between school and public libraries in the four counties served.

Mrs. Lamb echoed the remarks of Mrs. Riggers on separating the repeal of the tab from the restructuring of the Chapter. She also stated that virtual education is coming and that is part of the discussion.

Ms. Naccarato noted that they have a new school and new library with fewer books and more computers. The library is not conducive to research.

Motion withdrawn with support of the second.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Fike to pull Tab 16. Motion carried.

Motion: Motion by Mrs. Tolas and seconded by Mrs. Frank to refer Chapter 180-46 to the Learning Support and Improvement Committee for revision. Motion carried.

Tab 17—WAC 180-24-00701 Regional Committee Decision Making Criteria; WAC 180-24-215 Superintendent of Public Instruction Staff Review of Regional Committee Proposals—When; WAC 180-24-220 Action by State Board of Education—When

Executive Director Larry Davis reviewed the recent changes to the law which necessitated changes to the rules. The proposed changes were emergency adopted in August. He reviewed the proposed amendments from Representative Gigi Talcott. Proposed amendments A and B are technical amendments in nature.

Jennifer and John Zora, Battle Ground, Washington, presented information on their attempt to change the boundaries of their school district. The petition was denied. They then initiated the change in the law.

Considerable discussion was held on what should or should not be included in the WAC and what should or should not be on the check list and if the check list should be standardized.

Questions from Board members:

1. Are the geographic conditions contained in the current law? No.
2. Does the law allow the Board to add conditions to the WAC? Yes

There needs to be a uniform check list to be used in all of the educational service districts for boundary review.

INITIAL CONSIDERATION OF PROPOSED RULES CHANGES

Tab 18—WAC 180-24-225 Frequency of Petitions—Limitations

Executive Director Larry Davis explained the reasoning behind the decision to limit the number of petitions.

Mr. & Mrs. Zora felt that the five years was too much time to wait to repetition for the benefit of the children involved.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to bring Tab 18 (WAC 180-24-225) to the January meeting for Public Hearing and Adoption Consideration. Motion carried.

Tab 19—WAC 180-78A-100 Existing Approved Preparation Programs

Executive Director Larry Davis presented the rationale behind the changes being requested.

Motion: Moved by Mr. Evans and seconded by Mrs. Frank to bring WAC 180-78A-100 to the January meeting for Public Hearing and Adoption Consideration. Motion carried.

In response to a question from the Board, Dr. Lin Douglas noted that the reason NCATE went to seven years is a resource issue. This does not preclude a shorter cycle being mandated.

Tab 20—WAC 180-78A-270 Approved Standard—Knowledge and Skills

Dr. Lin Douglas, Director of Professional Education and Certification Division of OSPI, provided the rationale for the needed changes.

Mrs. Lamb raised the question of including language from the new Bully legislation as well as civil rights training and asked that it be referred to the Professional Development & Certification Committee for revision.

Motion: Motion by Mrs. Lamb and seconded by Mrs. Frank to bring WAC 180-78A-270 to the January meeting for Public Hearing and Adoption Consideration. Motion carried.

Tab 21—WAC 180-79A-030 Definitions; WAC 180-79A-206 Academic and Experience Requirements for Certification—Teachers; WAC 180-79A-213 Child Abuse Coursework Requirement for Continuing Certification—Educational Staff Associate; WAC 180-79A-226 Child Abuse Coursework Requirement for Continuing Certification—Educational Staff Associate

Dr. Lin Douglas, Director of Professional Education and Certification Division of OSPI, provided the rationale for the needed changes.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to bring Tab 21 to the January meeting for Public Hearing and Adoption Consideration. Motion carried.

Tab 22—WAC 180-79A-117 Uniform Expiration Date

Executive Director Larry Davis presented information on the proposed changes to current language.

Motion: Moved by Ms. Twight and seconded by Mr. Smith to bring Tab 22 forward to the January meeting for Public Hearing and Adoption Consideration. Motion carried.

Tab 23—WAC 180-79A-223 Academic and Experience Requirements for Certification—School Nurse, School Occupational Therapist, School Physical Therapist and School Speech-Language Pathologist or Audiologist

Dr. Lin Douglas, Director of Professional Education and Certification Division of OSPI, provided the rationale for the needed changes.

There is language missing concerning the speech language pathologists which should have been included.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Tolas to bring forward Tab 23 to the January meeting, including the speech language pathologist language from the June meeting, for Public Hearing and Adoption Consideration. Motion carried.

Tab 24—WAC 180-79A-257 Out-of-State Candidates

Dr. Lin Douglas, Director of Professional Education and Certification Division of OSPI, provided the rationale for the needed changes. She noted that there is an extensive chart outlining the proposed acceptance of reciprocity for the second tier certificate.

Motion: Moved by Mr. Smith and seconded by Ms. Twight to bring Tab 24 to the January meeting for Public Hearing and Adoption Consideration. Motion carried.

Tab 25—WAC 180-79A-507 Overview—Principal/Program Administrator Professional Certificate Program

Dr. Lin Douglas, Director of Professional Education and Certification Division of OSPI, provided the rationale for the needed changes.

Motion: Moved by Ms. Twight and seconded by Mrs. Lamb to bring Tab 25 to the January meeting for Public Hearing and Adoption Consideration. Motion carried.

PROFESSIONAL EDUCATION AND CERTIFICATION

Tab 26—Recommendation for Approval of Proposed Competency-based Endorsement Programs

Dr. Lin Douglas, Director of Professional Education and Certification Division of OSPI, asked for Board approval for programs at Antioch University, University of Puget Sound, and Washington State University.

Motion: Moved by Mrs. Lamb and seconded by Ms. Twight to approve the programs at Antioch University, University of Puget Sound, and Washington State University. Motion carried.

PROFESSIONAL CERTIFICATE WORK SESSION

Lucinda Young, WEA Liaison, presented a written report on the Professional Certificate (on file with these minutes). Ms. Young outlined the various programs WEA has to help new teachers and those who are in the programs at present.

Issues:

- ✓ Funding for teachers to run the district-level program
- ✓ Professional development for mentor teachers
- ✓ One person in the district and one at OSPI to run the program
- ✓ Communications problems
- ✓ Standards and Rubrics—continue the process of setting performance standards and scoring rubrics
- ✓ Accessibility—online classes with caps on costs; reciprocity with other states; if reciprocity is not available, shorten to the pre-assessment only; do not require

out-of-state teachers to take the WEST-B or WEST-E if already a teacher for five or more years.

- ✓ Program Delivery—continue to encourage colleges and universities to develop Master degree programs incorporating the professional certificate program. Create a system to provide credits that recognize the amount of work involved in obtaining a professional certificate. Explore the possibility of school districts offering their own training for the middle of professional certificate programs within the shell of the pre- and post-assessment seminars. ESDs assigned personnel to serve as the district representative for smaller districts.
- ✓ Lapsed Certificates—Allow teachers to renew and maintain their certificate after paying a late fee within a six month time period; require additional clock hours, again within a six month time period; if the teacher again fails to renew his/her certificate in a timely manner than require the individual to begin with the residency certificate.
- ✓ Masters Degree plus 90—discontinue the requirement for teachers to gain clock hours after they have reached the Masters degree column plus 90. There is no opportunity for these teachers to receive compensation for these additional hours.

Denise Smith, Special Education Pre-School Teacher, Mountain View Elementary in North Thurston Public Schools, provided information on her background and education.

Charly Collins, Allyn Elementary, Burlington-Edison School District, stated that she has 180 hours that will not transfer to her cohort studies in the program to reach her certification. She would like to see more flexibility in how they achieve their certification.

Billie Jo Knutzen, elementary teacher in Burlington-Edison School District, provided her background, including a voluntary transfer. She stated that she did her proposals and had to rewrite them because of the transfer and since they have been submitted, they cannot be changed. There needs to be more communication among principals and that changes should be made in the modules after submission.

Jennifer Silves, mentor teacher, Burlington-Edison School District, noted that the mentoring she is doing with the teachers in the professional certification program. Ms. Sylvus was requested to be Ms. Knudson's mentor and was not allowed because of a communications problem. She noted that Ms. Knudson was required to change her modules five or six times because of new rubrics.

Ms. Collins stated that assessment, evaluation, and best practices were done in her degree program.

Ms. Smith stated that her professional growth team was a high school librarian, a junior high principal, and a fourth grade teacher. She was not allowed to develop her program to meet her needs.

Ms. Silves provided information on the comparison between the new system and the one being replaced. Not all of the credits required under the new program count toward the Masters degree. If the Masters program is not started prior to the new certification program, financial aid is not available. The new program is three years and cannot be completed faster unless they go online.

Molly Ringo, Executive Director of Human Resources for Everett School District, stated that she had served on WACPTS, the group that developed the new program. Her teachers are positive but there is concern about the newness of the programs at the providing schools. The program was designed to align with the essential learning requirements for students. The program has been implemented with minimal support. She reminded the Board that the pilot projects were funded from grant dollars. There needs to be continued coordination with OSPI, the principals association, and more financial support for the program. It is unfunded mandate locally and at the program level. She received positive comments from Gary Wahl, NWESD 189, and Lee Gulfs, Vancouver School District.

Carolyn Bradley, Chair of the Professional Educator Standards Board and fourth grade teacher in Lynden School District, provided some comments on the proposals and concerns expressed by the teachers present. OSPI needs to have a dedicated person to answer questions and provide guidance; there needs to be a designated district person in each district to provide communication and information.

Better communication is critical for everyone.

GENERAL ADMINISTRATION

Carolyn Tolas was elected vice president for the Year 2004.

Meeting recessed at 6:34 p.m.

Friday, October 24, 2003

President May called the meeting to order at 8:45 a.m. and welcomed members and audience to the third day of the meeting.

Members Present: Buck Evans, Nancy Fike, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Carolyn Tolas, Dana Twight, Warren T. Smith Sr., Dr. Terry Bergeson, and Student Representatives Andrea Naccarato and Kourosh Zamanizadeh

Members Excused: Tom Parker

Staff Present: Patty Martin, Pat Eirish, Laura Moore, and Gene Thomas

Dr. Terry Bergeson noted that copies of the Technical Advisory Committee⁷ (TAC) report will be delivered to the State Board office for mailing to Board members.

President May noted that Thursday was a long day because of the desire of the Board to use only two days for the business portion of the meetings. This allows one day to be devoted to the Certificate of Mastery.

It was noted that there will be an open letter appearing in the Washington Library Media Association newsletter regarding the updating of Chapter 180-46 WAC. Dr. Bergeson reported on a meeting with Secretary of State Sam Reed and Michael Eisenstat, University of Washington Library Science instructor, on the importance libraries and librarians. Dr. Bergeson also reported on the upgrading of the OSPI website and its ease of use. Andrea Naccarato reiterated what she had stated the day before on the use the library at her school.

ADOPTION CONSIDERATION OF PROPOSED RULE CHANGES

Tab 12—WAC 180-77-014 Requirements for Limited Certification

Motion: Moved by Mrs. Tolas and seconded by Mr. Smith to adopt Tab 12 as presented. Motion carried on a role call vote of 8 yes, 0 against, 1 excused.

Tab 13—WAC 180-78A-505 Overview—Teacher Certification and WAC 180-78A-535 Approval Standard—Program Design

Motion: Moved by Mrs. Lamb and seconded by Ms. Twight to adopt Tab 13 as presented. Motion carried on a role call vote of 8 for, 0 against, 1 excused.

Tab 14—WAC 180-82-105 Assignment of Classroom Teachers Within Districts

Motion: Moved by Mr. Smith and seconded by Mrs. Frank to adopt Tab 14 as amended. Motion carried on a role call vote of 8 for, 0 against, 1 excused.

Tab 15—WAC 180-82-115 Superintendent of Public Instruction Report to State Board of Education

Motion: Moved by Ms. Twight and seconded by Mrs. Lamb to adopt Tab 15 as presented. Motion carried on a role call vote of 8 for, 0 against, 1 excused.

Tab 17—WAC 180-24-00701 Regional Committee Decision Making Criteria; WAC 180-24-215 Superintendent of Public Instruction Staff Review of Regional Committee Proposals—When; WAC 180-24-220 Action by State Board of Education—When

Motion: Moved by Ms. Twight and seconded by Mrs. Fike to adopt Tab 17 as presented.

Motion: Moved by Ms. Twight and seconded by Mrs. Fike to strike subsection (3). Motion carried.

Motion as amended carried on a role call vote of 8 for, 0 against, 1 excused.

**INITIAL CONSIDERATION OF PROPOSED RULE CHANGES
(CONTINUED)**

Tab 27 was pulled for further discussion and work.

Tab 28—WAC 180-86-155 Appeal procedure to the State Board of Education

Associate Director Patty Martin presented information on the proposed changes contained within the tab.

Dr. Bergeson noted that there is an investigative report in the process regarding sexual misconduct cases. She is revising the procedures in her office in handling the cases. She wants the Board to hold this tab; that the timing is not right to be lengthening the process. She would also like to look at the feasibility or need for the Board to be part of the process.

Motion: Moved by Mrs. Frank and seconded Mrs. Tolas to remove the tab from consideration. Motion carried on a voice vote.

Tab 29—WAC 180-51-061 Minimum Requirements for High School Graduation

Information was presented on the proposed changes contained within this tab.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Tolas to bring Tab 29 forward to the January meeting for Public Hearing and Adoption Consideration. Motion carried.

Tab 30—WAC 180-16-220 Supplemental Basic Education Program Approval Requirements; WAC 180-16-224 Waiver—Substantial Lack of Classroom Space—Grounds and Procedures; WAC 180-55-005 Purposes and Authority; WAC 180-55-015 Definitions; WAC 180-55-020 Compliance with Requirements for Entitlement to Basic Education Allocation Funds is Prerequisite to Application for Accreditation by Public Schools—Compliance with Requirements for Approved Private School Status is Prerequisite to Application for Accreditation By Private Schools—Types of Accreditation—Conditions—Effective Periods—Administration of Accreditation Procedures; WAC 180-55-034 Temporary Extension of Accreditation Status; WAC 180-55-150 Standards and Criteria Student and Report; WAC 180-18-050 Local Restructuring Plan Requirements to Obtain Waiver; WAC 180-18-055 Alternative High School Graduation Requirements; WAC 180-18-080 Alternative to WAC 180-18-055

State Board Staff Member Pat Eirish presented background information on the proposed changes to the various sections of the WAC dealing with the school improvement plan.

It was suggested that information on the helpfulness and importance of the educational service districts should be shared with the Legislature. Mrs. Lamb pointed out that we have a rule that defines parent and guardian, and that the language should be inclusive.

Motion: Moved by Mr. Evans and seconded by Mr. Smith to bring Tab 30 forward to the January meeting for Public Hearing and Adoption Consideration. Motion carried.

All changes in policy will be posted on the State Board website following adoption by the Board.

PRIVATE SCHOOLS

Marcia Riggers, Assistant Superintendent for Student Safety and Support for OSPI, presented information on the adoption of private schools for the 2003-04 school year and approval of private schools for continuing education clock hours for the 2003-04 school years. She noted the changes in the report from the August report.

Motion: Moved by Mrs. Fike and seconded by Mrs. Tolas to approve the list of private schools as presented. Motion carried.

PLANNING SESSION

Associate Director Patty Martin introduced Randy Newman, Budget Analyst for School Facilities and Organization Division of OSPI. Through a Power Point presentation, they reviewed the school construction supplemental budget request and returning bills (levy base, LAP, CoM/Assessment, charter schools).

Discussion was held on the amount of funding needed to implement the proposed legislation on retakes for the Washington Assessment of Student Learning (WASL) at the 10th grade. In response to a concern from Board members, Dr. Bergeson would like to see the decision on validity and reliability be left with the State Board of Education.

The objection to charter schools is when they are removed from local control.

PLANNING SESSION

Superintendent of Public Instruction Terry Bergeson presented information on the 2003 WASL results and as well as information on adequate yearly process (AYP).

Dr. Bergeson stated it was difficult to do a paper and pencil assessment on science. The release was done in the Bellevue School District where 67% of the middle school students are proficient in the science EALRs as demonstrated on the WASL (Seventy six percent (76%) of the Odle Middle School students met the science standard. The students take science, math, and technology in two-hour blocks.)

Forty percent of the science WASL is on physical, earth, space, or life systems; forty percent is on the inquiry (investigative process) of science; 20% is on designing a solution to a problem. In the information sent to teachers, it was noted that the language on the test would always remain the same. Overall 35.8% of eight grade and 31.5% of the tenth grade met the standard.

In 2003 the best gains were at the 7th grade. This is the fourth year in a row of strong writing gains. Scores for all ethnic and racial groups continue to improve. Ninety eight percent of 4th and 7th graders and 93% of 10th graders take the WASL or other state

assessments. Dr. Bergeson is going to be providing more information and instruction to local districts to help them work with the level 1 and level 2 students especially at the 4th grade level.

In tracking the 1997 fourth grade cohort through the tenth grade, only 40% of the students were trackable but had made substantial gains, while 60% were lost out of the system, untrackable.

MESSAGES FROM THE STUDENT FORUM

High School Graduation

- ✓ Culminating Project—choice, community service
- ✓ Credits—PE waiver for team sports; 4 years of math and English; 3 years of science; 1-2 years of foreign language; more job related classes; no Washington History if comparable class is taken in another state.
- ✓ WASL—not for graduation but for college entrance; not base graduation on one single test.

WASL and Certificate of Mastery (group split)

- ✓ Did not fully understand what the Certificate of Mastery is
- ✓ Something for colleges only.
- ✓ Without it being a graduation requirement, students won't take it seriously.
- ✓ Use the WASL/Certificate of Mastery for college scholarships.
- ✓ Concerned about students with learning difficulties having to take the WASL.
- ✓ Concerned about the level difficulty in the test and the level of teaching.
- ✓ Think it is too early to institute the WASL/Certificate of Mastery.
- ✓ Stressful.
- ✓ More improvement classes (remediation).
- ✓ Needed to be more integrated into the curriculum (lack of communication).
- ✓ Need more positive instruction—to not always say “this is for the WASL.”—need to understand that it's personally relative.
- ✓ Remove special education students from counting.

Learning Environment

- ✓ Classes—need a variety of classes to fit student needs; more variety within subjects; small class size; big schools; small schools within a school only if there is still interaction with other students; more classes in upper level technology; block schedules—good if been doing it along time.
- ✓ Teachers—don't like teachers who are not passionate about teaching and students; more pay, but money shouldn't be the main driver; students want to evaluate teachers.
- ✓ Student Leadership—more bonding activities such as Link Crew to break down barriers; more Inter High groups and meetings.

“Students are the main asset, living and learning today.” Students are the main client of the State Board of Education.

In response from a request from Dr. Bergeson, Ms. Naccarato stated that the WASC Board would be willing to help educate students about the WASL, Certificate of Mastery, Culminating Project, High School and Beyond Plan, and the EALRs. This should also be taken down to the eighth and sixth grade levels.

EDUCATION ORGANIZATION PRESENTATION

Northwest Professional Educators

Linda W. Lamb introduced Cindy Omlin, Executive Director, Northwest Professional Educators. Ms. Omlin provided background information on the Northwest Professional Educators (NWPE).

- ✓ Non-union
- ✓ Professional association
- ✓ Do not support mandatory membership in the association or any association as a condition of work
- ✓ Support collective bargaining
- ✓ Affiliated with the Association of American Educators
- ✓ NPE believes that educators should be living out what is taught to the students
- ✓ Do not support political agendas
- ✓ Do not support strikes or other work stoppages
- ✓ Provide liability insurance for individual members
- ✓ Provide legal assistance to members
- ✓ Provide conferences and leadership training opportunities; mini-grants
- ✓ Before taking a position on an issue, the membership is surveyed and the issue must receive a 75% majority.

Ms. Omlin reviewed the packet presented to Board members. There are currently about 200 members in the association.

GENERAL ADMINISTRATION

It was announced that Steven W. Floyd, former board member of the Peninsula School District, had been elected as the new representative to the Sixth Congressional District.

STUDENT PANEL ON EDUCATION REFORM AND LEARNING EXPECTATIONS

Associate Director Patty Martin introduced Andrea Naccarato and Kourosch Zamanizadeh who would be moderating the panel of students. Students were asked to introduce themselves and were asked to respond to various questions prepared by the students. Members of the panel were Ben Hirst, Sno-Isle Skills Center/Aces High School (Mukilteo); Garrett Mandeville; Lewis & Clark High School (Spokane); Tabitha Bartholomew, Sultan High School; Capri Rowland and Scott Matthews, Mountlake Terrace High School; Lindsay Appfelbaum, Meadowdale High School; and Ian Greenwood from Scriber Lake High School (Edmonds)

Most of the students felt challenged by the classes in their schools. Students, in general, did not feel stressed during WASL testing and felt the test was okay. Communication is a key element. Teachers need to focus more on the students who want to be in class. Students who are in the lower quartile need to receive special help outside of the classroom. Class size is important to the students (smaller class sizes are the key). Having the lowest student/teacher ratio in freshman year is extremely important. Even the arrangement of desks can help with student learning. The students felt that extra curricular activities were extremely important, but they have to be connected to the school not just an activity. Students felt that counselors were important in helping students with high school classes and in preparation for college, but were all over the block about the effectiveness of their specific counselors.

In response to a health question from Ms. Twight, students felt that the school lunches were not worth eating and that vending machines were important not only as a source of food but for what the machines support (clubs, activities, sports). The students did not have the connect between EALRs and the WASL. In response to a question from a Board member, two of the students stated they didn't feel challenged by their regular classes. There is still a stigma attached to those students who attend the alternative school. Certain programs allow the students to evaluate teachers (teaching academy).

GENERAL ADMINISTRATION

Nancy Fike was elected as the Board Member at Large.

REPORTS

Carolyn Tolas reported on her involvement with the NASBE Conference in Baltimore, Maryland. She reported on the magnet school visitation. She stressed of the Board members being able to meet with their counterparts around the country. One of the benefits is the ability to get federal monies through NASBE grants; also the ability to provide input at the federal level.

Linda W. Lamb asked for advice about a member of the Remote and Necessary Committee being from a school district with a remote and necessary school. The Board did not have a problem with a member from a remote and necessary district.

Buck Evans thanked Bobbie May for her wonderful work as president of the Board. Mrs. Frank complimented Mrs. May on her ability to elevate the work and the exposure of the Board.

Three messages:

1. Teacher Assignment/Endorsement Chart
2. Renaming of the High School Plus Plan to High School and Beyond Plan
3. Board presentations at the WSSDA Conference on school improvement plans, high school graduation requirements, and the First Peoples Language and Culture pilot program.

Possible fourth message: the Library Media Chapter of WAC was not repealed and will be revised.

Meeting adjourned 3:15 p.m.

Minutes as adopted as corrected: January 15, 2004.