

# MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Tuesday  
March 25, 2014

Maryland State Board of Education  
200 W. Baltimore Street  
Baltimore, Maryland 21201

The Maryland State Board of Education met in regular session on Tuesday, March 25, 2014 at 9:10 a.m. at the Nancy S. Grasmick State Education Building. The following members were in attendance: Dr. Charlene M. Dukes, President; Dr. Mary Kay Finan, Vice President; Mr. James H. DeGraffenreidt, Jr.; Ms. Linda Eberhart; Dr. S. James Gates, Jr.; Mr. Larry Giammo; Mr. Christian Hodges; Ms. Luisa Montero-Diaz; Mr. Sayed Naved; Mrs. Madhu Sidhu; Mr. Guffrie M. Smith; Donna Hill Staton, Esq.; and Dr. Lillian M. Lowery, State Superintendent of Schools.

Elizabeth Kameen, Esq., Assistant Attorney General, and the following staff members were also present: Ms. Kristi Michel, Deputy State Superintendent for Finance and Administration; Dr. Jack Smith, Deputy State Superintendent for Teaching and Learning; Mr. Anthony South, Executive Director, Office of the State Board; and Penelope Thornton Talley, Esq., Deputy State Superintendent for School Effectiveness

## **CONSENT AGENDA**

Dr. Dukes opened the meeting reporting that today is Maryland Day and explained the significance of the designation. She then asked for a motion to approve the Consent Agenda.

Mr. Hodges asked that his vote on the PARCC transition framework in the minutes of the February State Board meeting be corrected from “abstained” to “opposed.”

Upon motion by Dr. Finan, seconded by Mr. DeGraffenreidt, and with unanimous agreement, the Board approved the Consent Agenda, as amended. (In Favor – 11; Dr. Gates had not yet arrived)

- Approval of Minutes of February 25, 2014
- Personnel (copy attached to these minutes)
- Budget adjustments for February, 2014

## **2013-2014 SCHOOL READINESS REPORT**

Dr. Lowery introduced Dr. Rolf Grafwallner, Assistant State Superintendent, Division of Early Childhood Development, to provide highlights of the 2013-2014 School Readiness Report.

Dr. Grafwallner introduced Laura Barbee-Matthews, Coordinating Supervisor, Early Childhood Education, and Anderia Searcy, Pre-K Instructional Supervisor, both with the Prince George’s County Public Schools (PGCPS).

Dr. Grafwallner reported that the Maryland General Assembly is working to clarify language in a bill to expand pre-kindergarten in Maryland. He explained that the legislation would provide more than \$4.2 million in special funding for a competitive grant program. He noted that the Department has been engaged in an education study to resolve pre-K funding for public schools. He discussed demographics of young children in Maryland and the strong progress made by children entering kindergarten in school year 2013-2014. He noted a significant increase in the number of children from low income families and children who are English language learners (ELLs) entering public school which, from a research perspective, means a larger group of “at risk” children entering school.

Dr. Grafwallner provided graphs depicting an increase in students being identified as “school ready” from school years 2001-2002 to 2013-2014 as well as a narrowing of the gap in readiness of “at risk” students. In response to a question by Mr. DeGraffenreidt about the ability of adults to support continued school readiness, Dr. Grafwallner said that the Longitudinal Data System (LDS) can track this data and that a preliminary study has been done on this issue. He said that this is done by local education agencies (LEAs) and that his division plans to establish a data warehouse on early education.

Ms. Eberhart stated that it is critical to separate out data on the progress of students who attend one-half day as opposed to full-day pre-school.

In response to a question by Ms. Staton, Dr. Grafwallner said he can provide the Board with statistical data on the demographics of home/informal care provided to pre-school children. He explained that a freeze on child care subsidies precluded many parents from putting their children in child care programs.

In response to a question by Ms. Eberhart, Ms. Barbee-Matthews said that all teachers in the Head Start Program in Prince George’s County have a bachelors or masters degree although the requirement is a two-year degree.

In response to a question by Ms. Diaz about what strategies are working, Dr. Grafwallner said that providing access for parents and children is key to improving student success. He said that the mission of the Judy Centers is to form a partnership with families to assist in providing parental access and support.

Mr. Giammo asked about the large differences in care prior to kindergarten among school districts. Dr. Grafwallner explained that the smaller numbers of students entering kindergarten in LEAs skews the percentages.

Ms. Searcy reported that PGCPs used data to target specific schools and pulled teachers together to work on specific problem areas.

In response to a question by Dr. Lowery about sharing best practices of the model in PGCPs, Dr. Grafwallner said that dashboards and LEA supervisors provide information to teachers on instructional decisions.



In response to a question by Ms. Staton, Dr. Grafwallner said that prepared curriculum and teacher qualifications are key factors in a quality child care center.

Ms. Sidhu noted the importance of the social and emotional piece of a quality early childhood experience. Dr. Grafwallner said that the emotional and behavioral domains are very important in early education. He said there is a national program to address behaviors around conflict issues in which hundreds of teachers are involved.

Mr. Naved requested that the next presentation include data on trends between LEAs and comparisons between this report and the next one. He also suggested data providing a correlation between the 2001-2002 student readiness and their subsequent college readiness. Dr. Grafwallner agreed to provide this information.

Dr. Gates reported that he attended a hearing at the House Ways and Means Committee where he had the opportunity to observe Dr. Grafwallner provide testimony. He commended Dr. Grafwallner on his excellent presentation before that body.

#### **RACE TO THE TOP EARLY LEARNING CHALLENGE GRANT UPDATE**

Dr. Grafwallner reported on a new system for assessing school readiness entitled *Ready for Kindergarten (R4K): Maryland's Early Childhood Comprehensive Assessment System*. He discussed seven domains of learning explaining that R4K has two components: an early learning assessment and a kindergarten readiness assessment. He said that the implementation of this system will be funded under the Early Learning Challenge Grant and that professional development will be provided online with instructional strategies available to teachers online as well. He said that he will report back to the Board on the implementation of this new program.

In response to a question by Mr. Giammo, Dr. Grafwallner said that following the assessment, parents participate in a parent/teacher conference and get immediate results of the assessment.

Ms. Eberhart asked about how much time the new assessment requires and how the time compares to the former assessment. Dr. Grafwallner reported that the field testing reflects approximately one hour per child for the new assessment. He said that since the prior assessment was an ongoing portfolio assessment, it can't be compared to the new program. Ms. Searcy said that teachers who participated in the field testing felt that the assessment did not take away from their teaching time.

The Superintendent said, "We need to make sure that we have an assessment that is aligned with standards."

Dr. Dukes invited Dr. Grafwallner to provide a future presentation to answer additional Board questions.

In response to a question by Ms. Sidhu, Dr. Grafwallner explained that if a parent is unable to attend a parent/teacher conference, they can still access their student's assessment findings through their student's record.

In response to a question by Ms. Staton about resources for parents, Ms. Searcy said that there is a program to share strategies with parents to help their children achieve.

Dr. Grafwallner went over the accomplishments of the Early Childhood Program since the last report. He agreed to provide Dr. Gates with information on the preschool STEM (science, technology, engineering and mathematics) field test.

Dr. Dukes thanked Dr. Grafwallner and his guests for their excellent presentation.

### **CAIRE TEACHER/LEADERSHIP SURVEY**

The Superintendent asked Dr. Henry Johnson, Assistant State Superintendent, Division of Curriculum, Assessment and Accountability, to present the findings of the Center for Application and Innovation Research in Education (CAIRE) survey conducted in partnership with Towson University and the University of Maryland Baltimore County. She reported that the survey was to examine issues related to the transition from the Maryland State Curriculum to the Common Core State Standards (CCSS). She noted that the survey was distributed to teachers, principals and central office staff and that 9,258 teachers and 609 principals responded.

Dr. Johnson introduced Dr. Raymond Lorion, one of the two principal CAIRE researchers, and Cecilia Rowe, MSDE Director of Teacher Instructional Effectiveness and Evaluation. He noted that full implementation of the CCSS does not take place until the upcoming school year.

In response to a question by Mr. DeGraffenreidt, Dr. Lorion said that although seven LEAs did not respond, the data was aggregated regionally. Mr. DeGraffenreidt asked for reasons that LEAs did not respond, and Dr. Johnson explained that some LEAs indicated that there was so much going on that they didn't get to do the survey. Dr. Lorion explained that they will be conducting another survey in April and said, "We have gotten support from stakeholders to maximize responses."

In response to a question by Dr. Gates about his concern around the lack of familiarity of teachers with the new math standards, Dr. Lowery said that there is a concern in this area and said, "Math has been a persistent area of need. We need to focus on state leadership in math. Local education agencies started with English/Language Arts rather than math."

Dr. Johnson explained that resources for implementing CCSS, in some LEAs, were not discussed and provided until just prior to the 2013-2014 school year but that there is a great level of familiarity with CCSS now. Dr. Lowery explained that data dashboards and the blackboard management system were not ready when the 2013-2014 school year began.

Dr. Lorion also noted that some LEAs began to introduce standards much earlier than others and that some teachers were not given materials they needed in their classrooms until after the school year began.



Dr. Johnson reported that most of the professional development (PD) for teachers was provided through the Educator Effectiveness Academies conducted by the MSDE during the past two summers.

Dr. Lorian stated that since the CCSS do require more rigor, teachers' asking for professional development is a positive outcome.

Ms. Rowe reported that a team, representing all content areas, has been visiting schools, meeting with teachers and conducting observations to find out what professional development and resources teachers need. She noted that webinars, based on information from those visits, have been and are continuing to be conducted.

Dr. Lowery reported that the focus has been primarily on teachers getting professional development and resources and that “we have got to focus on principals. Principals were the forgotten link.” Dr. Johnson said that he has formed a Principal Task Force and will be conducting a summer conference for principals.

The Superintendent said, “The Educator Effectiveness Academies were focused on the teachers. The reality was that schools didn’t begin CCSS until the last minute.”

Mr. DeGraffenreidt said, “These are issues of change management. What’s going to be different? What are the superintendents going to be doing differently in providing support?”

Dr. Lowery said, “Leadership understands now that this is the path and to get it on board.”

Dr. Dukes suggested working with the Maryland Association of Boards of Education (MABE) to discuss how to provide greater support for this work. Dr. Lowery agreed to bring up this matter in her meeting with the MABE Executive Director.

Dr. Lorian reported that he sent the survey results to local superintendents and that two additional surveys will be conducted – one in April and one in the fall. He noted that there will be a certain level of competition among school systems to produce positive results.

Dr. Johnson said that a group of directors will be conducting site visits to all 24 LEAs by the end of the school year and that input from these visits will assist in providing support. He said that MSDE will hold a conference for teachers to make sure they have a full awareness of CCSS and that a college and career readiness conference will be held this summer for K-12 teachers and will include higher education staff.

In response to a concern expressed by Ms. Eberhart about teachers not sharing information from county to county, Dr. Johnson said that there is a website program entitled *LEA-Connections* which provides resources for everyone across the state.

In response to a question by Ms. Sidhu, Dr. Johnson explained that there is a Maryland framework but that LEAs create their own curriculum. Dr. Lowery said, “They are creating curriculum with teachers. They put a strategic plan together. Curricula are created by those who teach it.”

Ms. Eberhart noted that the Baltimore City Public School System (BCPSS) collaborated with the State of New York to create a very rich curricula. Dr. Lowery noted that Maryland is part of a consortium that wrote the English/Language Arts and math standards collaboratively.

Mr. Giammo asked, "How much bias will there be in the next survey?" and requested LEA data to compare to these survey results. Dr. Lowery agreed to provide the data noting the need to make sure LEAs get the information first.

Dr. Gates requested that the next survey give attention to the barriers in teaching the math curriculum. He also suggested the use of new social media such as tweeting for younger teachers. Dr. Lowery agreed to ask John White, MSDE Chief of Staff, to conduct a presentation to the Board on the use of social media. She said, "This is a work in progress."

Mr. DeGraffenreidt said, "You have a rich amount of data. When you share with LEAs, you have an opportunity to provide coaching and best practices. That would be very useful."

In response to a question by Dr. Dukes, Dr. Lowery said that only three LEAs have research departments.

Mr. Smith said, "We can move more aggressively now. LEAs are not selling the right information. Information from other counties is not getting out. It is time for us to increase competitiveness."

Ms. Staton asked if teachers are saying they are too overwhelmed to have time to sort through this and suggested the need to provide strategies to prioritize. Dr. Johnson said, "We spend a lot of time listening on school visits. The voice of the teacher is very important." Ms. Rowe said that trainers are helping teachers navigate resources during their school visits.

Dr. Gates suggested the use of teachers who are trained in CCSS to train others as a change management strategy. Dr. Lorion said that there are more than 300 master teachers who are assisting in schools. Dr. Gates said, "Those 300 teachers are more powerful than we are."

David Volrath, TPE Planning and Development Officer, reported that MSDE partnered with WestEd, and conducted educator confidence surveys on teacher/principal evaluation (TPE) implementation. He explained that a webinar polling was conducted at the end of October and he discussed the six questions posed and the responses gleaned. He said, "We are building capacity across the state."

**SCHOOL YEAR WAIVER REQUESTS FOR PUBLIC SCHOOLS**  
**SCHOOL YEAR WAIVER REQUESTS FOR NON-PUBLIC SCHOOLS**

Dr. Lowery introduced Bill Cappe, Education Program Specialist, and Sarah Spross, Chief, Non-Public Schools Approval Branch, to brief the Board on her recommendations that the State Board:



1. Approve up to a 5 day waiver of the 180 day school year requirement for all Maryland public school systems;
2. Grant the State Superintendent the authority to approve requests from local school systems to make adjustments in the school year calendar and waive up to five days from the school year calendar in response to the emergency closings due to severe weather;
3. Approve up to a 2 day waiver of the 170 day school year requirement for private, non-public schools;
4. Grant the State Superintendent the authority to issue waivers of up to 2 days from the school year for private, non-public schools requesting such waivers.

Mr. Cappe reported that similar waivers were granted for the 2009-2010 school year when similar weather conditions were experienced. He reported that several LEAs opened on President's Day this year and will open on Easter Monday and that fifteen have made requests for a waiver of the 180 day school year requirement. Mr. Cappe said that there have been many parental responses that are opposed to the waiver.

Ms. Spross said that many private, non-public schools have asked for a waiver of the 170 day school year requirement as well.

In response to a question by Ms. Eberhart, Ms. Spross said that non-public special education schools fall under separate regulations that provide the Department/State Superintendent the authority to grant waiver requests for natural disaster, civil disasters, or severe weather conditions. Waivers for these schools are based on the approved waiver requests of the public school districts in which they are physically located.

In response to a question by Mr. DeGraffenreidt, Mr. Cappe said that many of the LEAs are doing things to increase instruction for their students so as not to disadvantage students academically. He said, "They are very diligent."

Upon motion by Mr. DeGraffenreidt, seconded by Mr. Smith, and with unanimous agreement, the Board approved the Superintendent's recommendations for public schools. (In Favor – 11; Dr. Gates was not present)

Upon motion by Ms. Diaz, seconded by Mr. DeGraffenreidt, and with unanimous agreement, the Board approved the Superintendent's recommendations for private, non-public schools. (In Favor – 11; Dr. Gates was not present)

### **ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) FLEXIBILITY EXTENSION REQUEST**

The Superintendent recommended Board authorization to submit the ESEA Flexibility Extension Request to the U.S. Department of Education (USDE) which includes a Teacher Principal Evaluation (TPE) amendment and a waiver. She asked Dr. Jack Smith to answer any questions of the Board.

Dr. Smith explained the complex and collaborative process used to create the Flexibility Extension Request and explained that this is not a full transmission plan for TPE but rather a one-year extension.

Upon motion by Mr. DeGraffenreidt, seconded by Mr. Smith, and with unanimous agreement, the Board authorized the submission of the ESEA Flexibility Extension Request. (In Favor – 10: Dr. Finan and Dr. Gates were no present in the room)

### EXECUTIVE SESSION

Pursuant to §10-503(a)(1)(i) & (iii) and §10-508(a)(1) & (7), of the State Government Article, Annotated Code of Maryland, and upon motion by Mr. Smith, seconded by Mr. DeGraffenreidt, and with unanimous agreement, the Board met in closed session on Tuesday, March 25, 2014, in Conference Room 1, 8<sup>th</sup> floor of the Nancy S. Grasmick State Education Building. All board members were present. In attendance were Dr. Lillian Lowery, State Superintendent of Schools; Kristy Michel, Chief Operating Officer; Dr. Jack Smith, Chief Academic Officer; Penelope Thornton Talley, Esquire, Chief Performance Officer; John White, Chief of Staff; and Tony South, Executive Director, Office of the State Board. Assistant Attorneys General, Elizabeth M. Kameen, Jackie LaFiandra, and Derek Simmons were also present. The Executive Session commenced at 1 p.m. (In favor – 11; Dr. Finan was not present in the room)

The State Board approved six Opinions for publication.

- *Karen B. v. Anne Arundel County Board of Education* – residency – Opin. No. 14-10
- *Ronald Brown v. Queen Anne's County Board of Education* – motion for reconsideration – Opin. No. 14-11
- *Sandie I. v. Montgomery County Board of Education* – student transfer – Opin. No. 14-12
- *Manop and Somluck P. v. Montgomery County Board of Education* – admission to magnet school program – Opin. No. 14-13
- *Jhon Z. v. Montgomery County Board of Education* – early K entry – Opin. No. 14-14
- *Hari Prasad v. Prince George's County Board of Education* – teacher termination – Opin. No. 14-15

The Board deliberated five cases. They will be published at a later date.

- *Harford County School Bus Contractors Association, et al. v. Harford County Board of Education* – elimination of bus routes
- *K.J. v. Montgomery County Board of Education* – student transfer
- *Charlene King v. Baltimore City Board of School Commissioners* – substitute teacher
- *A.R. v. Montgomery County Board of Education* – student transfer
- *Anne Arundel County Council v. Anne Arundel County Board of Education* – declaratory ruling



The Board was informed that the recruitment for Baltimore City Board of School Commissioners was placed on hold by the Governor's Office due to legal restrictions on the Governor's ability to appoint after the primary election.

The Board agreed to schedule its next retreat on Friday, June 27, 2014.

At 1:40 p.m. all staff to the Board, except Assistant Attorney General Elizabeth M. Kameen left the meeting room and the Board discussed the amendments to the Superintendent's contract.

The session ended at 2:05 p.m.

### **RECONVENE**

The meeting reconvened at 2:10 p.m. Dr. Dukes was absent and Dr. Finan chaired the rest of the meeting.

### **MARYLAND SCHOOL ASSESSMENT (MSA) ADMINISTRATION**

Dr. Henry Johnson said that this year's MSA administration went smoothly and that the science MSA and PARCC field testing are currently being administered.

Ms. Staton expressed concern about the length of the PARCC tests. Dr. Johnson said that the test is administered after students conclude their work and that schools had to re-arrange their schedules to accommodate this. He said this issue is being evaluated.

In response to a question by Ms. Sidhu, Dr. Johnson said that it was the responsibility of LEAs to answer parents who were opposed to their students taking the MSA.

### **PUBLIC COMMENTS**

Dr. Dukes explained procedures by which the Board hears public comments. The following individuals provided public comments:

- Jodi Gratman – College, Career and Civic Life (C3) Framework for Social Studies
- Rex Shephard - College, Career and Civic Life (C3) Framework for Social Studies
- Michelle Dressel - College, Career and Civic Life (C3) Framework for Social Studies
- Adam Laye - College, Career and Civic Life (C3) Framework for Social Studies
- Michelle Jennings – After School Summer Program at Guilford Elementary/Middle School

## RACE TO THE TOP (RTTT) UPDATE

The Superintendent introduced Peter Cevenini, Chief Information Officer; Zachary Mangold, RTTT Project Manager; Melissa Schropp, Performance Manager, Formative Assessment; Mary Gable, Assistant State Superintendent, Division of Academic Policy and Innovation; Katherine Oliver, Assistant State Superintendent, Division of Career and College Readiness; and, Luke Rhine, Specialist, Career and Technology Education, to provide the Board with an update on the RTTT Projects with a one or two performance rating.

Ms. Gable reported on the recent week-long visit by the USDE in which representatives visited three LEAs. She said that MSDE submitted all amendments in December and two sets of questions from the USDE were received in January. She noted that MSDE staff responded to all questions and submitted extensive information to the USDE.

Mr. Cevenini reported on Project 9/27, Accessing and Using State Data-Dashboards stating that it is on target for July 1<sup>st</sup>. He also noted that staff is working on approval of the implementation of a Test Item Bank System (TIBS). He reported that next month the Board will receive an update on all IT Projects.

Ms. Oliver reported on Project 5/4, Curriculum and Formative Assessment Development for International Technology and Engineering Educators Association and introduced Luke Rhine, who is the Project Manager.

Mr. Rhine went over the history of technology education in Maryland and noted the following four things to be accomplished through this Project:

1. Foundation of technology online curriculum
2. Formative and end-of-course assessments
3. Professional development
4. Data to inform instruction

He discussed the purpose of the project stating that a pre- and post-assessment of teacher knowledge is conducted. He provided an example of the curriculum with very detailed lesson plans. He noted that focus groups were conducted with teachers and students. He reported that more than 200 schools are participating in 2013.

Ms. Eberhart asked, "How does computer coding fit into computer technology courses and should this be a separate requirement?" Mr. Rhine said that students do engage in developing code to solve problems and that students can earn college credit for computer science study. Ms. Oliver said, "It is an opportunity for students to participate in an end-to-end career path. We have aligned with Advanced Placement (AP) courses." Dr. Grates agreed with Ms. Eberhart stating, "We need computer engineering. Coding is important."

Ms. Oliver said that her staff has partnered with Project Lead-The-Way (Pre-engineering) to implement a course in computer science and computer engineering.



In response to a question by Ms. Staton, Ms. Oliver said that the University of Maryland, Eastern Shore (UMES), is the only school that offers technology education. She said that Maryland gets most of its technology teachers from out- of-state institutions. She said they are working on different pathways for teachers to credential in technology education and that there is a shortage in this area.

Ms. Staton said, "We need to look at how students learn in this area."

Mr. Rhine said that staff is looking into online courses for students in this area.

### **FEDERAL LEGISLATIVE UPDATE**

The Superintendent introduced Debra Lichter, Federal Liaison, to provide an update on federal legislation and the federal budget.

Ms. Lichter reported that the President's 2015 budget includes new funding that is primarily competitive in nature. She reported on the following priorities:

1. Expanding high-quality preschool programs
2. increasing equity and opportunity for all students
3. Strengthening support for teachers and school leaders
4. Promoting educational innovation and improvement
5. Improving school safety and climate
6. Improving affordability, quality and success in postsecondary education

She provided a chart depicting the federal education appropriations by fiscal year for 2012 through 2015. Ms. Lichter discussed a program entitled, "Improving Teacher Quality State Grants" that is being changed to a competitive grant process which is much more involved. She said, "The President is asking for \$1.4 million for education -- all competitive programs. We are flat funded."

Ms. Lichter reported on retirements of Senator Tom Harkin (D-Iowa) and Congressman George Miller, (D-California), both of whom have been very supportive of public education. She also reported that a child care and development block grant passed the Senate and is headed to the House. Ms. Lichter discussed the E-Rate which provides discounts to public school systems for providing high speed broadband to all schools in the country based on a percentage of FARMS students.

In response to a question by Ms. Eberhart about pre-K funding, Ms. Lichter said that since there are caps in place, whenever programs are funded other programs are cut.

In response to a question by Ms. Eberhart, Dr. Lowery reported that more than eighty percent of schools in Maryland have broadband access.

## STATE LEGISLATIVE UPDATE

Dr. Lowery called on Renee Spence, Executive Director, Governmental Relations, to provide a brief overview of the actions of the 2014 General Assembly.

Ms. Spence acknowledged and thanked Dr. Michael Gill, for his valuable work on legislative issues. She stated that the State budget is on hold since the Senate and House have not agreed on budget items.

She reported that the following Departmental bills will be moving to the House and the outcomes will be discussed next month:

- SB 120 Children with Disabilities – parent surrogates
- SB 124 Education Coordinating Committee and Lida Lee Tall Learning Resources Center
- SB 125 State-Aided Education Institutions – qualification criteria
- SB 128 Compensatory Education Grants – Federal Community Eligibility Provision

Ms. Spence reported the following:

- SB 253 Baltimore City Public School System – Chief Executive Officer – Advice and Consent of the Senate - Hearings on the bill in the Senate have been cancelled.
- SB 408 Education – Common Core State Standards – Implementation Timeline – No action.
- SB 430 Regional Center and County Public Libraries – Funding received a lot of support in the Senate
- SB 503, CPR and Automated External Defibrillator Instruction – Graduation Requirement - significantly amended to place CPR training in regular health courses.

She also reported that no action was taken on the following bills:

- SB 633 Maryland Education Credit
- SB 779 Due Process Hearings for Children with Disability – Burden of Proof
- SB 821 Digital Equity for all Maryland Students Act of 2014

Ms. Spence reported that MSDE opposed SB 866 Suspension and Expulsion – Restriction and Alternative Disciplinary Options as well all bills relating to this issue.

Ms. Spence reported that SB 910 Education – Federal Elementary and Secondary Education Act – Waivers and its companion bill HB 1001 Education – Federal Elementary and Secondary Education Act – Waivers as initially proposed would require all waivers requests from this Department to be submitted for review to the Committee on Administrative, Executive and Legislative Review (AELR). The bill has now been amended to require that the waiver requests would need to be submitted and reviewed by the Senate and House Leadership.



Ms. Spence stated that the Waiver approved by the Board during this session was posted for comment from all stakeholders to provide input and will be transmitted prior to the possible passage of this legislation.

Dr. Lowery explained that this legislation is going to pass.

Ms. Spence said that SB 911 Education –Performance Evaluation Criteria – Default Model, received no action. She reported that SB 676 and HB 1167 are moving forward and adds the word “default” to the State Performance Model and also mandates that student growth cannot be used in a teacher’s evaluation until the year 2016-2017 which is exactly what is currently planned. Dr. Lowery explained that it also states that if an LEA agrees on its evaluation model, it does not have to pay attention to the default model.

Mr. DeGraffenreidt reported that this legislation does not comply with the requirements of the Education Reform Act of 2010.

Dr. Gates expressed concern with this issue. He said, “As a private citizen, I was buoyed by the fact that my state was moving aggressively to try to raise the quality of education. Now I seem to hear, sort of, that we are going to go retrograde. That’s extremely disturbing from my position. Why am I on this Board except to try to increase the quality of education? Now I hear that this isn’t going to happen. I feel like maybe I should resign. Maybe I am not serving a purpose here.”

Mr. DeGraffenreidt said, “It might be useful to clarify...the practical significance of the difference is intimately tied to the State’s ability to fulfill its accountability responsibility to the federal government, not only in the RTTT, but under the waivers we receive knitted together, so that people understand that this is not just magic.”

Dr. Lowery explained that the Education Reform Act of 2010 mandated that the LEAs could agree and not go to the State Performance Model but it had to be within the criteria that were set by the state. She stated, “This legislation moves away from that and says that the locals can agree and, by the way, if they agree to a model that is not inclusive of state assessments, that is fine as long as they use some indicator of growth and they do not have to go to the “default” model. The practical outcome is quite different.”

Dr. Smith stated that, in his role as a local superintendent, he was certain that state assessments were going to be used in evaluations based on the Education Reform Act of 2010.

In response to a question by Ms. Eberhart, Mr. DeGraffenreidt explained, “This law will empower any LEA to opt out of having the state assessment count towards any portion of a teacher’s evaluation. And that’s the objective of this legislation.”

Dr. Lowery explained that Maryland would lose its flexibility since there are certain criteria to which we must adhere and one is that state assessments must be a part of the indicators for success.

Mr. DeGraffenreidt said, “If even one county opts out, the state loses its ability to fulfill its federal obligations and the State will go back to AYP.” We know what will happen to our

regulations when they go to the AELR Committee and they are the ones that are pushing this legislation. This is bad for the students and the state of Maryland.”

Mr. DeGraffenreidt suggested the Board ask the Governor to veto this bill if it passes.

Ms. Spence thanked Dr. Gates for his testimony on HB 423 Implementation of Next Generation Science Standards – Prohibition. Dr. Gates explained that some individuals are opposed to certain elements of the standards.

Ms. Spence reported on HB 1164 Common Core State Standards and PARCC Implementation Review Workgroup. She explained that the workgroup would identify best practices of LEAs for implementation of the Common Core Standards and PARCC and assess how PARCC will affect students with disabilities. She said that this group will continue where the Maryland Council on Educator Effectiveness (MCEE) ended and report to the State Board.

In response to a question by Mr. DeGraffenreidt, Dr. Lowery said the intention is to create appropriate professional development for teachers.

### **BOARD MEMBER UPDATES**

Mr. DeGraffenreidt reported that he met with 25-30 teachers who were in a class dealing with strategies for teaching math, Common Core and getting students ready for the PARCC assessments. He said that teachers were enthusiastic about college and career ready standards and PARCC assessments. He reported that they said that leaders told them that they would be evaluated in comparison to student growth reflected for all teachers regardless of the type of students in their classrooms and schools. When Mr. DeGraffenreidt explained that the teachers will be evaluated based on measures of student growth achieved during the school year that teacher taught a particular group of students, they expressed enthusiastic support.

Dr. Gates reported that he talked about STEM careers at a middle school and noted how bright the students were.

Mr. Smith stated that he has conducted four sessions in middle schools, noting that parents are eager for knowledge.

Ms. Staton said she visited Howard High School during its administration of the PARCC assessments.

Ms. Sidhu attended a STEM Evening of Celebration noting the amazing work of the students and the teachers.



## OPINIONS

Ms. Kameen announced the following Opinions:

- 14-10 *Karen B. v. Anne Arundel County Board of Education* – residency (affirmed the local board’s decision)
- 14-11 *Ronald Brown v. Queen Anne’s County Board of Education* – motion for reconsideration (modifying analysis of original decision)
- 14-12 *Sandie I. v. Montgomery County Board of Education* – student transfer (affirmed the local board’s decision)
- 14-13 *Manop and Somluck P. v. Montgomery County Board of Education* – admission to magnet school program (affirmed the local board’s decision)
- 14-14 *Jhon Z. v. Montgomery County Board of Education* – early K entry (affirmed the local board’s decision)
- 14-15 *Hari Prasad v. Prince George’s County Board of Education* – teacher termination (affirmed the local board’s decision)

## ADJOURNMENT

With no further business before the Board, the meeting adjourned at 4:20 p.m.

Respectfully submitted,



Lillian M. Lowery, Ed.D.  
Secretary/Treasurer

Date: 4/22/14

# MARYLAND STATE BOARD OF EDUCATION

## CLOSED SESSION

On this 25<sup>th</sup> day of March 2014, at the hour of 12:35 am/pm, the Members of the State Board of Education voted as follows to meet in closed session:

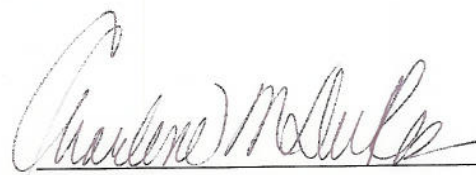
Motion made by: Huffie Smith  
Seconded by: James DeGuffredt  
In Favor: 11 Opposed: 0 Member(s) Opposed: \_\_\_\_\_

The meeting was closed under authority of §10-503 (a) (1) (I) and §10-508 (a) of the State Government Article of the Annotated Code of Maryland for the following reason(s): (check all which apply)

- (1) To discuss: (I) the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees or officials over whom it has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals.
- (2) To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) To consider a matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) To consider the investment of public funds.
- (6) To consider the marketing of public securities.
- (7) To consult with counsel to obtain legal advice.
- (8) To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations.
- (10) To discuss public security, if the public body determines that public discussion would constitute a risk to the public or to public security, including: (I) the deployment of fire and police services and staff; and (ii) the development and implementation of emergency plans.
- (11) To prepare, administer, or grade a scholastic, licensing, or qualifying examination.
- (12) To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiating strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding proposal process.

The topics to be addressed during this closed session include the following:

1. Discuss 4 Legal Appeals.
2. Review 6 Draft Opinions.
3. Discuss a Petition for Declaratory Ruling
4. Discuss 2 internal Board management matters.
5. Discuss a personnel matter.

  
President



**MARYLAND STATE DEPARTMENT OF EDUCATION  
PERSONNEL APPROVALS FOR THE March 25, 2014 BOARD MEETING**

**I. Appointments Grade 19 and above:**

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Hegmann, Diana G.	Education Program Specialist I, Career Technology Student Organizations	21	Career and College Readiness	TBD

**II. Appointments Grade 18 and below:**

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Anderson, Lisa (Promotion)	Accountant Supervisor II	18	Business Services, Accounting Branch	03/19/2014
Dixon-Bobbitt, James	Executive Associate I	14	Maryland Longitudinal Data System Center	02/19/2014
Downs, Ruth A.	Executive Associate I	14	Educator Effectiveness	03/19/2014
Hendrick Noreen (Transfer)	Accountant Advanced	16	Business Services, Accounting Branch	03/19/2014
Kim, Tae H.	Information Technology Programmer Analyst II	17	Office of Information Technology	04/16/2014
Marti, Malorie	Vocational Rehabilitation Specialist II	13	Rehabilitation Services, Region I	03/19/2014
Shirley, Deborah L.	Child Care Licensing Specialist Trainee	13	Early childhood Development, Office of Child Care, Region X	04/02/2014







Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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March 25, 2014

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

**Name:** Diana G. Hegmann  
**Position:** Education Program Specialist I, Career Technology Student Organizations  
**Division:** Career and College Readiness  
**Salary Grade:** 21 (\$59,355-\$95,297)  
**Effective Date:** TBD

**JOB REQUIREMENTS:**

**Education:**

A Master's Degree or equivalent 36 post baccalaureate credit hours of course work in Education, Educational Administration/Supervision, Public Administration, Student Services, Information Management Systems, or in any related field.

**Experience:**

Four (4) years of professional administrative, student services, or teaching experience in or affiliated with an education program including two (2) years of experience in coordinating or administering an education program or service directly related to the position. Experience in an area related to conference coordination, student services, and/or a related field is preferred.

**NOTE:** Two years of additional experience as defined above may be substituted for the Master's Degree.

**DESCRIPTION:**

This position is responsible for providing leadership and technical assistance to Career Technology Student Organizations (CSTO) to ensure increased school and student performance, as measured by Maryland's statewide assessment programs, and for providing assistance to CTSO's, school districts, and business partners to improve Career and Technology Education (CTE) program quality; additionally will provide support to two Career Cluster Teams and contribute to the ongoing development of CTE programs of study.

**Qualifications:**

**Education:**

Loyola University (Baltimore, Maryland) 2003 – Master’s Degree in Education and Teaching; 1995  
– Master’s Degree in Business Administration

Muhlenberg College (Allentown, Pennsylvania) 1989 – Bachelor of Arts in Business and  
Psychology

**Experience:**

Baltimore County Public Schools (Towson, Maryland)

2005 – Present: Business Management and Finance Teacher  
2010 – Present: Future Business Leaders of America (FBLA) Advisor  
2007 – 2009: Advancement Via Individual Determination (AVID) Coordinator  
2005 – 2007: Development Director (Public Relations)  
2002 – 2004: Service Learning Coordinator  
2001 – 2004: Teacher – Career Pathways Program  
1999 – 2001: Teacher – Academy of Finance Program

SI Restoration, Inc. (Baltimore, Maryland)

1998 – 1999: Vice-President of Marketing

USF & G Insurance, Business Quality Center (Baltimore, Maryland)

1995 – 1998: Business Quality Consultant

**Employment Status**

New Hire



**MARYLAND STATE DEPARTMENT OF EDUCATION  
PERSONNEL APPROVALS FOR THE March 25, 2014 BOARD MEETING**

**I. Appointments Grade 19 and above:**

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Ashton, Valerie (Transfer)	Education Program Specialist II, Coordinator, Homeless Education and Neglected and Delinquent Programs	22	Student, Family, and School Support	TBD

**II. Appointments Grade 18 and below:**

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
None				

**III. Other Actions:**

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
None				



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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March 25, 2014

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

**Name:** Valerie Ashton  
**Position:** Education Program Specialist II, Coordinator, Homeless Education and Neglected and Delinquent Programs  
**Division:** Student, Family, and School Support  
**Salary Grade:** 22 (\$63,341 - \$101,706)  
**Effective Date:** TBD

JOB REQUIREMENTS:

**Education:** Master's Degree or equivalent 36 credit hours of post-baccalaureate course work in Education, School-Based Counseling, or School Administration/Supervision or a related area.

**Experience:** Five years of administrative or teaching experience in or affiliated with an educational program serving disadvantaged student populations.

DESCRIPTION:

This position is responsible for serving as the lead technical program expert responsible for administering, managing, coordinating and evaluating federal grants that address Education for Homeless Children and Youth Programs, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk, and supports Title I, Part A Educating the Disadvantaged.

[www.MarylandPublicSchools.org](http://www.MarylandPublicSchools.org)



**Qualifications:**

**Education:**

Howard University (Washington, D.C.) 1985 – Master’s Degree in Human Development; 1980 – Bachelor’s Degree in Human Development/Child and Adolescent Allied Health Sciences

**Experience:**

Maryland State Department of Education (Baltimore, Maryland)

2000 – Present: Education Program Specialist II, Coordinator, Even Start Family Literacy/HIPPY/Title I

2007 – 2008: Interim Coordinator, Neglected, Delinquent, and At-Risk Youth Programs and Homeless Education

1999 – 2000: Education Program Specialist, Program Improvement and Title I and State Compensatory Education Program Coordination

United State Department of Education (Washington, D.C.)

2003: Consultant, Early Reading First Grant Competition

Nation’s Capital Child and Family Development (Washington, D.C.)

1997 – 1999: Director of Program Operations and Director of Early Childhood Development and Health Services

ZERO TO THREE – National Center for Infant, Toddlers, and Families (Washington, D.C.)

1995– 1997: Senior Program Associate – Early Head Start

Edward C. Mazique Parent Child Center (Washington, D.C.)

1985– 1995: Head Start Director/Education Specialist

**Employment Status**

Transfer