

MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Tuesday
October 28, 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, October 28, 2014 at 9 a.m. at the Nancy S. Grasmick State Education Building. The following members were in attendance: Dr. Mary Kay Finan, Vice President; Mr. James H. DeGraffenreidt, Jr.; Ms. Linda Eberhart; Dr. S. James Gates, Jr.; Mr. Larry Giammo; Mr. Steven Priester; Mrs. Madhu Sidhu; Mr. Guffrie M. Smith; Donna Hill Staton, Esq. and Dr. Lillian M. Lowery, State Superintendent of Schools. Dr. Charlene M. Dukes, President; Ms. Luisa Montero-Diaz; and Mr. Sayed Naved were absent.

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

CONSENT AGENDA

Upon motion by Mr. DeGraffenreidt, seconded by Dr. Gates, the Board approved the Consent Agenda as follows: (In Favor – 9)

- Approval of Minutes of September 23, 2014
- Personnel (copy attached to these minutes)
- Budget adjustments for September, 2014

TEACHER PRINCIPAL EVALUATION (TPE) DATA: EFFECTIVENESS RATINGS FROM SCHOOL YEAR 2013-2014

Dr. Lowery introduced David Volrath, TPE Planning and Development Officer and Ben Feldman, TPE Action Team Member, to brief the Board on the results and analysis of the first teacher and principal evaluation ratings reported for school year 2013-2014.

Mr. Volrath reported on an analysis plan for the coming year and provided a historical background and parameters of local TPE models. He reported that of the 43,805 teacher evaluations, five districts represent the majority of ratings.

Mr. Feldman discussed graphics providing a summary view of the 43,805 teacher ratings by grade span, local education agency (LEA) size, and geographical location. He reported that some

districts have combined elementary and middle schools and noted geographical differences in the ratings.

Mr. Feldman reported that LEAs consistently had no reservations about including Maryland School Assessment (MSA) results in the evaluation process. He noted that restoring MSA to models slightly moved teacher ratings toward effective and had minimal effect on ineffective ratings. He reported that the results show that schools in the highest quartile for poverty and minority populations have more ineffective and fewer highly effective teachers than do schools in the lowest quartile for poverty and minority populations. He also reported that strand I schools, which meet all annual indicator targets, have more highly effective teachers than do strand 5 schools.

Mr. Volrath provided a graphic showing the distribution of TPE teacher ratings which exclude MSA data for all 43,805 teachers evaluated. He provided graphics depicting the state compilation for 1,112 principals who were evaluated noting that the five largest LEAs represent 61% of the principal ratings and the statewide distribution of principal ratings by grade span configuration. Mr. Volrath provided graphics showing that schools in the highest quartile for poverty and minority population have more ineffective and fewer highly effective principals than do schools in the lowest quartile for poverty and minority populations. He also noted that, at the statewide level, the distribution of principal ratings are generally consistent across SPI strands. He provided a graphic showing the distribution of official TPE principal ratings excluding MSA data.

Mr. Volrath noted the possible contributing factors in LEA distributions such as actual differences in teacher and principal performance and LEA evaluation model performance and precision in fitting cut scores. He discussed the next steps which include the following:

- WestEd will report on the performance of LEA models and their component measures;
- LEAs will replicate MSDE's analyses by grade span, school size, student demographics, school performance, etc.;
- LEA self-study finds will be cross-referenced to WestEd observations; and
- LEAs, MSDE and critical partners will make strategic recommendations for refinements.

In response to a question by Mr. DeGraffenreidt, Mr. Volrath said they are hoping to complete the next steps by March, 2015.

In response to a question by Mr. Giammo, Mr. Volrath reported that people are notified of their evaluation rating.

In response to a question by Ms. Eberhart, Mr. Volrath said that the school districts that have a four tier rating system were asked to be "cautious" and most likely included the "developing" category in the "effective" category. Dr. Lowery said that MSDE staff will work with LEAs to refine their evaluation programs. Ms. Eberhart requested a breakdown of the results in counties where they used the four-tier system. Ms. Kameen said that LEAs could provide that information without using names to ensure confidentiality. In response to another question by Ms. Eberhart about creating a work group to provide recommendations for addressing the disparity in the

distribution of highly effective teachers and principals among schools with high poverty and minority populations, Dr. Finan said “it’s too early. We need more data.”

Dr. Lowery said that districts need the opportunity to review the information and make adjustments. She said that, at the federal level, we will be getting more direction as well. She also noted that the Department is working with a Teacher Equity Task Force to address this issue.

In response to a suggestion by Mr. Priester, Mr. Volrath said that they will be looking into aggregating the results by the number of years of teaching experience.

Mr. Smith said “This is where the rubber hits the road. It’s going to force partnerships.”

In response to a question by Ms. Staton about the whether there is a correlation between teacher and principal ratings, Mr. Volrath said, “I am not sure. It’s a good thing to look at.” Mr. Feldman said that this information will come out of the analysis. Ms. Staton said, “This also should include resources and what is needed.”

In response to a concern expressed by Mr. Giammo about the discrepancy between the four and three tier evaluation programs, Mr. Volrath said, “We have come a long way. It takes time. As we move forward, we will come to a more common place.”

In response to a question by Dr. Gates, Dr. Lowery said that the President of the Maryland PTA helped develop all materials for parents and that staff traveled all over the state working with PTAs. She said that many districts have amazing websites around the new standards. Ms. Sidhu also noted the importance of involving parents in these discussions.

STEM STRATEGIC PLAN UPDATE

Dr. Lowery introduced Cindy Hasselbring, Special Assistant to the State Superintendent, to discuss the new State Science, Technology, Engineering and Mathematics (STEM) Strategic Plan.

Ms. Hasselbring said that today’s students need to meet the challenges of a global market. She said, “We are losing students in STEM fields after graduation. STEM majors earn more money and there is a large job growth in STEM in Maryland.” She said this plan must address the number of students needing remediation to begin college courses and to remove barriers for women entering STEM fields. She noted that teachers need to incorporate math and science into all content areas and parents need to be better equipped to help their children in STEM subjects. She said that there are many external STEM education partners and it is important to be able to communicate effectively with those partners.

Ms. Hasselbring said the Plan was developed collaboratively with more than seventy participants. She reported that a survey was conducted and that five subcommittees were created to work on five areas of focus:

- Professional Learning
- STEM Resources
- Equity
- Student STEM Learning Experiences
- Communications

She noted that each focus area has a five-year timeline and discussed the recommendations developed by the Governor's 2009 STEM Task Force. She provided the members with the link to the Strategic Plan website and clicked on various links to illustrate all of the materials and resources available to LEAs and all other education stakeholders related to STEM education in Maryland. She provided samples of information from each of the five focus areas which included what is being done across the state.

Dr. Finan said, "This is an amazing presentation. The sharing of best practices is the most important."

Dr. Gates thanked Ms. Hasselbring and commended her for the presentation and asked that the Board be provided with direct access to the website on their own computers. In response to his question about her next vision, Ms. Hasselbring said there are three areas to be addressed:

1. Sustainability and building capacity for teachers
2. Building capacity for administrators and allowing teachers to collaborate
3. Working with parents to use the Plan to help their students

Ms. Staton said that STEM has a public relations problem and stressed the need to make it more accessible to all students. Ms. Hasselbring noted some of the work being done in LEAs to address this issue.

Mr. DeGraffenreidt noted a program being done by the Peabody Conservatory where art history and music teachers are including STEM in their programs. Ms. Hasselbring said, "The partners are endless."

Mr. Giammo suggested that the STEM Strategic Plan be re-titled and asked if the Department will be maintaining this website. Dr. Lowery said, "This is dynamic. We will come back in December and ask you to accept the Plan."

**COUNCIL OF STATE GOVERNMENTS JUSTICE CENTER SCHOOL DISCIPLINE
CONSENSUS REPORT**

Dr. Lowery introduced Emily Morgan, Principal Author and Senior Policy Analyst for the Council of State Governments (CSG) Justice Center, to discuss *The School Discipline Consensus Project Report* which was released this past June.

Ms. Morgan reported that the Justice Center works with all three branches of government and stated that the report provides implementation guidance to minimize the dependence on suspension and expulsion to manage student behaviors and improve students' academic

outcomes. She said the findings showed that sixty percent of all middle and high school students experienced suspensions and that fifteen percent of all students were disciplined eleven or more separate times. She said, "These are shocking results for minority students. We need to rethink school discipline rules." She noted that Maryland is leading the way with the regulations that were adopted. She discussed the policy statements and recommendations included in the following four main chapters:

1. Conditions for Learning
2. Targeted Behavioral Interventions
3. School-Police Partnerships
4. Courts and Juvenile Justice

She noted that Maryland is a leader in collecting school discipline data and noted that there might be ways to make this data more available. She provided some resources being used in other states and said that Maryland is collecting some school climate data but that only a few districts are involved. She said, "There are opportunities to expand the data" and cited an example of comprehensive school climate data collected in Georgia which looks at attendance for students as well as staff. She said, "Maryland can become a major model for how information can be collected and used."

In response to a question by Ms. Sidhu, Ms. Morgan said that whether a student returns to their original school after going through the juvenile justice system is a local decision between the court and the school and that correctional facilities often don't provide a high quality education program.

In response to a question by Ms. Eberhart, Dr. Lowery said that data at the school level is collected and reported to the Governor's Office and shared with the Department. Ms. Kameen noted that the new regulations have a reporting requirement that will go into effect.

Mr. DeGraffenreidt said, "We are in alignment with your objectives." He asked Ms. Morgan if the Justice Center has been working with MSDE staff about different ways to present the discipline data so that it can be measured and evaluated toward reaching our goals. Ms. Morgan said that Justice Center staff are having conversations with MSDE staff. In response to another question by Mr. DeGraffenreidt, Dr. Lowery said that the data on the website are not interactive and finding the data is problematic. She said, "We are working on this."

HIGH SCHOOL GRADUATION REQUIREMENTS: PARCC ASSESSMENTS TRANSITION

Dr. Lowery provided an historical background on the five-year transition period from High School Assessments (HSAs) to the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessments and asked the Board to move forward on a concept to waive graduation requirements for Algebra I and English 10 PARCC assessments in years 2014-2015 and 2015-2016 with the understanding that this issue will be brought back to the Board in December with regulatory language that will start the process for public comment and engagement.

She reported on the following standard setting steps:

1. PARCC uses total consortium data to set the 5 performance levels.
2. Higher education representatives simultaneously review data to set college and career ready levels.
3. Maryland conducts review to set standards for graduation requirements.

She discussed the considerations for PARCC level setting which will include each state in the consortium having a standards setting group of 30 people to work with Pearson, ETS and PARCC, Inc. along with other state teams to implement the standards setting process. She reported that the collective state groups will compare PARCC data to similar assessments, previous state assessments, and other external assessments as benchmarks. She further explained that the collective state groups will recommend cut scores and the PARCC Governing Board will approve or disapprove the recommended cut scores.

Mr. DeGraffenreidt thanked the presenters for the timeline and noted, "We must recall why we are doing this in the first place. 47 percent of Maryland high school graduates need remedial courses before they're ready for college level courses and employers must commit a lot of resources to preparing new employees so that they can be productive in the workplace. This is an immediate situation that requires a sense of urgency."

Dr. Lowery said, "We are, by law, bound to give the assessments. Even with the graduation waiver, we are still accountable for school proficiency, district proficiency and state proficiency. Those reports will be forthcoming with graduation requirements. So we will still be held accountable to the state and to our constituents around giving information on how well each school is or is not performing by subgroup."

In response to a question by Mr. Giammo, Dr. Lowery said that the Board is being asked today to authorize a process to waive graduation requirements for PARCC only in Algebra I and English 10 for two years and that a revised regulation will come back to the Board in December for adoption.

Dr. Smith reported that he and his staff have agreed that only three tests make sense for the first year. He explained that he discussed this with many stakeholders and then proceeded to walk through the logical next steps in the transition from HSA to PARCC. He discussed moving from graduation requirements in English and Algebra I based on HSAs to requirements based on PARCC and discussed the rationale for the proposed transition. Dr. Smith noted the need to err on the side of students and discussed the curriculum program gaps for students. He discussed the graduation assessment requirements now and in the future for students enrolled in Government, Biology, Algebra I and English 10 during 2014-2015 and 2015-2016 as well students enrolled in Government, Biology, Algebra I and English 10 during 2016-2017 and beyond. He also discussed the picture for the class of 2017 and beyond noting that what is decided must be thoughtful and carefully laid out so that they happen smoothly and reasonably.

He reported that at the end of summer 2014-2015 will be the last re-test of the HSA and the administration of the current bridge program. He noted that those students who have not met the requirement by next August will have met their HSA Algebra I requirement through

participation in the test and through the bridge projects. He said this will apply to a small number of students and noted that most will finish through re-testing or through the bridge program by the end of the year.

He discussed the reasoning for the proposed graduation assessment requirements for students in all grade levels. He said that, "participation will allow us to move through this year, get everyone through the Algebra 1 and English 10 HSA that we possibly can and then, if they are seniors next year, participation will have met the requirement." He said, "One of the most complicated parts of this is really framing who we are talking about. We are talking about students who are enrolled in Algebra I, English 10 during 2014-2015 and 2015-2016."

Dr. Finan noted that students will still be required to pass the course and pass the test. She said, "If the test is different, the bridge projects should be different too."

Dr. Smith said, "For students who are enrolled in these courses in 2016-2017 and beyond, they would have to pass the course and they would also be engaged in re-testing opportunities." He said that as mandated by the College and Career-Ready and College Completion Act of 2013, transition courses for 12th graders must be provided beginning in 2016-2017, PARCC Algebra 2 (2014-2015 and beyond) or other college placement assessment and PARCC English II needs to be administered beginning in 2015-2016. He said, "how these new assessments and the graduation requirements and the transition courses intersect, if they intersect at all, may have unintended outcomes that none of us want but, at this point, none of us can see."

In response to a comment by Ms. Staton, Dr. Smith said that by 2016-2017, ninety-seven percent of testing will be completed online but that there will always be a small percentage of students needing a pencil and paper version. In response to another question by Ms. Staton, Dr. Smith said that special education law will determine if a student needs a paper and pencil test.

In response to a concern expressed by Ms. Sidhu about no fault testing and how that impacts the way students perform on such tests, Dr. Smith said, "The transition courses will be linked to this which begins to impact the high school experience. In the next four months we will be talking about accountability systems." Dr. Lowery said that it is important to make it clear that schools will still have publicly recorded student performance data and then make sure that they create an environment where they expect students to do their very best. She said, "We, the adults, have to create a sense of urgency and an environment that this is important and this is a performance-based test that we haven't had for a long, long time so it is important for us to get the data."

Dr. Finan said, "I was on the Board when we made that decision about HSA. We heard from principals, teachers and superintendents – please make it count. But we had to transition...as Dr. Lowery said what we have figured out what is fair for the educators and the teachers needs to be fair for the students for a limited period of time."

Upon motion by Mr. DeGraffenreidt, seconded by Mr. Smith, and with unanimous agreement, the Board adopted the following motion: (In Favor – 9)

I move that the Maryland State Board of Education authorize the Department of Education to move forward with the concept presented today to waive graduation requirements for Algebra I

and English 10 PARCC assessments in years 2014-2015 and 2015-2016, with the expectation that more definitive language will follow in the presentation to the State Board in December 2014 on the regulatory revision proposal.

COMAR 13A.03.04 TEST ADMINISTRATION AND DATA REPORTING PROCEDURES

Dr. Lowery called on Dr. Douglas Strader, Director, Planning and Assessment Branches to introduce the next topic. Dr. Strader then called on Dr. Tamara Lewis, Education Program Specialist/Test Security Officer, to discuss the proposed amendments to COMAR 13A.03.04 Test Administration and Data Reporting Procedures. She recommended that the Board grant permission to publish the proposed amendments.

Dr. Lewis explained that the first amendment updates the regulations to include the current assessments used by the State and the second amendment allows for the electronic archival of paper documents.

Upon motion by Mr. DeGraffenreidt, seconded by Mr. Smith, and with unanimous agreement, the Board granted permission to publish the proposed amendments to COMAR 13A.03.04 Test Administration and Data Reporting Procedures. (In Favor – 9)

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, October 28, 2014, in Conference Room 1, 8th floor of the Nancy S. Grasmick State Education Building. All board members were present except Charlene Dukes, Luisa Montero-Diaz, and Sayed Naved. Member Donna Hill Staton left at 1:00p.m. 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 12:35 p.m. (In favor – 9)

The State Board approved five Opinions and one Order for publication.

- *Christine C. v. Montgomery County Board of Education* – student transfer – Opin. No.14-59
- *Sabrina Dukes v. Baltimore City Board of School Commissioners* – bus driver suspension – Opin. No. 14-60
- *Annie Foster v. Anne Arundel County Board of Education* – transfer of principal to teaching position – Opin. No. 14-61
- *Raegan and Rick H. v. Montgomery County Board of Education* – student transfer – Opin. No.14-62

- *National Education Partners, Inc. v. Baltimore City Board of School Commissioners (II)* – charter school application – Opin. No. 14-63
- *Jennifer H. v. Charles County Board of Education* – student transfer – Order No. OR14-11

Ms. Kameen updated the Board on the status of *William Johnson v. Somerset County Board of Education*, MSBOE Op. 14-38. A hearing is scheduled in Circuit Court on February 22, 2015.

Three internal board management issues were discussed: Mayor's Request regarding the Baltimore City Board of School Commissioners; completing Board Evaluation forms; and NASBE's call for volunteers.

The session ended at 1:15 p.m.

RECONVENE

The meeting reconvened at 1:45 p.m.

ENVIRONMENTAL LEADER OF THE YEAR

Dr. Lowery reported that in the fall of 2010 the Board enacted pioneering regulations which, for the first time, required that each LEA in Maryland implement a comprehensive, multi-disciplinary environmental education program infused within current curricular offerings and aligned with the Maryland Environmental Literacy Curriculum. She introduced Will Baker, President of the Chesapeake Bay Foundation, one of the most enthusiastic supporters of that action, who requested time on the agenda to make a very special presentation.

Mr. Baker said, "I came here to thank you for passing environmental literacy education. We have the best school board in the nation." He said he is here to thank a special friend, Dr. Kevin Maxwell, CEO of the Prince George's County Public Schools (PGCPS) and former Superintendent of the Anne Arundel County Public Schools. He also introduced Angela Chin, student member of the PGCPS. Mr. Baker explained that Dr. Maxwell has been a mentor to many people and that the Governor selected him to chair a group to work on environmental literacy for Maryland students. He noted that Dr. Maxwell was the past State superintendent of the year and was nominated as one of four superintendents for national superintendent of the year. He said that the Chesapeake Bay Foundation named Dr. Maxwell Educator of the Year. He presented Dr. Maxwell with a custom-made inscribed canoe paddle.

Dr. Maxwell said, "Environmental education is a favorite area to me. It is critically important that students understand the importance of this."

Dr. Finan said, "We are very happy to be able to celebrate this honor with you."

Mr. DeGraffenreidt said, "Congratulations and thank you on behalf of the Board for the leadership you provided helping navigate the treacherous waters of translating environmental awareness into education policy. You deserve a lot of credit for that."

Several Board members congratulated and thanked Dr. Maxwell for his leadership on this issue.

UPDATE ON FINANCIAL REPORTING REQUIREMENTS

The Superintendent asked Kristi Michel to brief the Board on the status of audit reports of LEAs and to request that the Board authorize the Superintendent to withhold funds from LEAs that are not in compliance with the provisions of Section 5-114 of the Education Article.

Ms. Michel explained the provisions and requirements of Section 5-114 of the Education Article and reported that all LEAs have complied with the mandate.

Upon motion by Mr. DeGraffenreidt, seconded by Dr. Gates, and with unanimous agreement, the Board authorized the Superintendent to withhold funds from LEAs that are not in compliance with the provisions of Section 5-114 of the *Education Article*. (In Favor – 8) Ms. Staton was not present at the afternoon session.

MARYLAND TEACHER STAFFING REPORT 2014-2016

Dr. Lowery introduced Jean Satterfield, Assistant State Superintendent, Division of Educator Effectiveness, and Michelle Dunkle, Alternative Teacher Preparation Coordinator, to introduce the *Maryland Teacher Staffing Report for 2014-2016*. She also recommended State Board approval of all critical shortage areas identified in the Report with the addition of the content area of mathematics.

Ms. Satterfield noted that reporting, beginning this year, will be done through an online web portal. She said that while the subject of mathematics was only reported as a critical shortage area in four LEAs, staff will be revisiting the formula over the next year to have a more accurate picture of the shortages for the future.

Mr. DeGraffenreidt urged the need to commit to revising the formula with an emphasis on STEM and PARCC and the strategies to provide more access for teachers and principals in these areas.

Mr. Smith stated that LEAs need more instruction on completing these important documents.

Ms. Satterfield agreed to look into this suggestion.

Mr. DeGraffenreidt said, "Need and priority are different things." Ms. Satterfield said, "You are right. That is on our agenda."

Mr. Giammo said, "If you looked at the numbers, you didn't know there was a problem." Ms. Satterfield said, "Recruitment and retention are significant in some school systems." She noted that a law was adopted to require teachers to have a mentor for the first three years of teaching. She said, "These are the challenges we face. In some LEAs, it is more difficult." She explained the difficulties surrounding gauging the number of teachers needed each year.

Dr. Lowery said, "We are not capturing the data. We need to change the formula. We need to make sure the information we are getting from LEAs is accurate."

In response to a question by Dr. Gates, Ms. Satterfield said that she is unsure as to whether LEAs can go back and capture more accurate data.

In response to a question by Ms. Eberhart, Ms. Satterfield said that LEAs can choose to sponsor alternative program areas.

In response to a question by Dr. Finan, Ms. Satterfield said that the report does report on how many teachers were hired out of their teaching area.

Upon motion by Mr. DeGraffenreidt, seconded by Mr. Smith, the Board declared as critical areas of shortage all areas identified in the *Maryland Teacher Staffing Report for 2014-2016* as well as the content area of mathematics. (In Favor – 7; Mr. Giammo abstained)

RTTT EARLY LEARNING CHALLENGE GRANT PROGRESS REPORT

The Superintendent introduced Dr. Rolf Grafwallner, Assistant State Superintendent, Division of Early Learning and Child Development, to provide an update on the *Race To The Top (RTTT) Early Learning Challenge Grant Progress Report*.

Dr. Grafwallner discussed additional family outreach strategies being implemented to improve information for families through MARYLAND EXCELS Standards for Child Care Centers, Family Child Care and School-Age Only Programs. He said that this program is generating much interest in the field.

Dr. Grafwallner acknowledged several staff members for their excellent work and reported that WestEd is the assessment consultant. He noted that this year is the first year roll out of the Kindergarten Readiness Assessment (KRA) which is replacing the Maryland Model for School Readiness (MMSR). He noted that teachers are involved at the beginning of the year and that more than 3500 teachers were trained over the summer. He reported that grants were issued to LEAs to do a computer assessment and LEA administrators and principals were included in the implementation process. He reported that a help desk was established and explained that the purpose of the assessment is to provide information to teachers about students as they enter kindergarten. He also noted that the data can be aggregated to inform all stakeholders on groups of children and should be available by March 2015.

Dr. Grafwallner introduced David Peloff, Director of Technology, Johns Hopkins University Center for Technology in Education (JHU-CTE) and Linda Carling, Director of Professional Development, JHU-CTE, to further discuss the assessment instrument.

Mr. Peloff reported that staff went over the assessment for teachers to use which can also be used to provide professional development (PD) for teachers. He reported that an interim assessment can be used to provide a summary of student progress and explained the scoring process. He noted that the data is stored securely to ensure privacy of student information.

Ms. Carling reported that a two day training session was conducted with a flexible format and that future training can be face-to-face or online to help teachers conduct the Kindergarten Readiness Assessment (KRA) through November, 2014 with results available by March, 2015.

Dr. Grafwallner said, "This was a very quick overview of a very complex system." He noted that there were two trouble spots -- uploading information and enrolling information at the beginning of the school year and the time it takes teachers to do the assessment. He noted that the first year implementation always takes more time and staff is looking at ways to streamline the process. He reported that staff is working more closely with data managers in LEAs to make sure data is secure.

In response to a question by Ms. Eberhart, Dr. Grafwallner said that the MMSR took the same amount of time for teachers to administer and was reported in November. He noted that the requirement is to only assess students at the beginning of the year and is to be used as an instructional tool for teachers. He explained that the assessment begins at the start of the school year and concludes November 1st.

In response to a question by Mr. Giammo, Dr. Grafwallner said that this could be made available to private schools as well.

In response to two questions by Dr. Gates, Dr. Grafwallner said that this data can be incorporated in tracking students throughout their K-12 experience and could be used for research in helping students achieve.

Dr. Finan said, "This was a great presentation."

STATE SUPERINTENDENT'S REPORT

Dr. Lowery asked Ms. Talley to answer any questions about the RTTT update.

Ms. Tally said that they are closing out the majority of projects and consolidating reporting into one report. She noted that the report outlines all no-cost projects.

BOARD MEMBER UPDATES

Mr. Priester invited Board members to the Maryland Association of Student Councils (MASC) Executive Board Meeting to be held at the MSDE on Thursday. He said the meeting offers student leaders an opportunity to discuss up-coming topics in education.

Dr. Finan reported that several Board members attended the National Association of State Boards of Education (NASBE) Conference and congratulated Ms. Sidhu on her election as the Southern Regional Director for NASBE.

Ms. Sidhu gave accolades to the Teacher of the Year Awards Celebration which she attended.

PUBLIC COMMENTS

Dr. Finan announced that no one had signed up to provide public comment.

OPINIONS

Ms. Kameen announced the following Opinions:

- 14-59 *Christine C. v. Montgomery County Board of Education* – student transfer (affirmed the local board's decision)
- 14-60 *Sabrina Dukes v. Baltimore City Board of School Commissioners* – bus driver suspension (affirmed the local board's decision)
- 14-61 *Annie Foster v. Anne Arundel County Board of Education* – transfer of principal to teaching position (affirmed the local board's decision)
- 14-62 *Raegan and Rick H. v. Montgomery County Board of Education* – student transfer (affirmed the local board's decision)
- 14-63 *National Education Partners, Inc. v. Baltimore City Board of School Commissioners* – charter school application (affirmed the local board's decision)

Ms. Kameen announced the following Order:

- OR 14-11 *Jennifer H. v. Charles County Board of Education* – student transfer (dismissed on the basis of timeliness)

ADJOURNMENT

With no further business before the Board, the meeting adjourned at 3:10 p.m.

Respectfully submitted,



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

Date: 12/16/14

MARYLAND STATE BOARD OF EDUCATION

CLOSED SESSION

On this 28th day of October 28, 2014, at the hour of 12:30 am/pm, the Members of the State Board of Education voted as follows to meet in closed session:

Motion made by: Mv. DeGraff Feuricht

Seconded by: Professor Gates

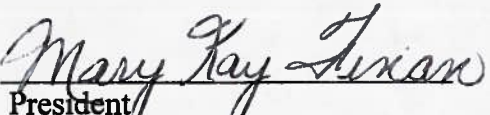
In Favor: 9 Opposed: 0 Member(s) Opposed: _____

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 or proposal process.

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

1. Discuss 5 Legal Appeals.
2. Review 1 Draft Order.
3. Receive Update on previously issued Opinion.
4. Discuss three internal Board management matters.


President

**MARYLAND STATE DEPARTMENT OF EDUCATION
PERSONNEL APPROVALS FOR THE October 28, 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> |
|--------------------|--|---------------------|---|----------------------------|
| Guerra, Janette L. | Education Program Specialist I, Special Education Monitoring and Accountability Specialist | 21 | Special Education/Early Intervention Services | 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> |
|----------------------|---|---------------------|---|----------------------------|
| Cooper, Skyler A. | Teacher, Academic – Resources | IEPP | Career and College Readiness, Juvenile Services Education | 10/15/2014 |
| Donovan, Daniel | Teacher | IEPP | Rehabilitation Services, Workforce and Technology Center | 10/01/2014 |
| Gay, Vanetta Y. | Teacher, Academic – English | IEPP | Career and College Readiness, Juvenile Services Education | 10/01/2014 |
| Gladden, Leeandra M. | Teacher, Academic - Mathematics | IEPP | Career and College Readiness, Juvenile Services Education | 10/15/2014 |
| Hoyt, William | Vocational Rehabilitation Specialist II | 13 | Rehabilitation Services, Owings Mills | 10/01/2014 |
| Landers, Rochelle | Vocational Rehabilitation Specialist I | 12 | Rehabilitation Services, Waldorf | 10/01/2014 |
| Martins, Olubunmi | Teacher, Special Education | IEPP | Career and College Readiness, Juvenile Services Education | 10/15/2014 |
| McCormick, Martha E. | Teacher, Academic – English | IEPP | Career and College Readiness, Juvenile Services Education | 10/15/2014 |

| <u>NAME</u> | <u>POSITION</u> | <u>SALARY GRADE</u> | <u>DIVISION/OFFICE</u> | <u>DATE OF APPOINTMENT</u> |
|----------------------|--|---------------------|---|----------------------------|
| Miller, Edward S. | Vocational Rehabilitation Specialist I | 13 | Rehabilitation Services, Westminster | 12/10/2014 |
| Pridden, Valerie | Therapeutic Recreator II | 13 | Rehabilitation Services, Workforce and Technology Center | 10/01/2014 |
| Proctor, Crystal R. | Teacher, Academic – Resource | IEPP | Career and College Readiness, Juvenile Services Education | 10/15/2014 |
| Ratiburg, Dorothy | Administrator III - Procurement | 18 | Rehabilitation Services, Business Support Services | 12/10/2014 |
| Ricketts, Valerie L. | Teacher, Academic – Office Systems Management | IEPP | Career and College Readiness, Juvenile Services Education | 10/15/2014 |
| Thomas, Winona S. | Teacher, Academic – Life Skills/Career Development | IEPP | Career and College Readiness, Juvenile Services Education | 10/15/2014 |
| Yin, Jun | Information Technology Programmer Analyst Lead | 18 | Curriculum, Assessment and Accountability | 10/15/2014 |

III. Other Actions:

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



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State Superintendent of Schools

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October 28, 2014

BOARD LIST

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

Name: Janette L. Guerra
Position: Education Program Specialist I, Special Education
Monitoring and Accountability Specialist
Division: Special Education/Early Intervention Services
Salary Grade: State Salary Grade 21
Annual Salary Range: \$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, Special Education, or a related field.

EXPERIENCE:

Four (4) years of professional administrative experience in or affiliated with special education or early intervention, experience coordinating or administering programs related to services for individuals with disabilities and their families is preferred.

DESCRIPTION:

This is a professional position responsible for monitoring and accountability of local lead agencies and local school systems to ensure compliance and improve results for infants, toddlers, young children, and youth with disabilities and their families, birth – 21.

Janette L. Guerra
Page Two

QUALIFICATIONS:

Education:

University of Alaska Anchorage (Anchorage, Alaska) 2005 – Master’s Degree in Early Childhood Special Education.

Arizona State University (Tempe, Arizona) 1987 – Bachelor’s Degree in Psychology and Child Development.

Experience:

United States Army, MEDCOM, Educational and Developmental Intervention Services (Landstuhl, Germany)

2012 – Present: Early Childhood Special Educator

Easter Seals Blake Foundation (Sierra Vista, Arizona)

1996 – 2012: Associate Director

1995 – 2012: Developmental Specialist

University of Alaska Anchorage (Anchorage, Alaska)

2005: Graduate Course Instructor

Self Employed through Child Development Services (Orlando, Florida)

1994 – 1995: Certified Home Child Care Provider

Private Industry Council (Orlando, Florida)

1993: Summer Youth Training Monitor

United States Army, MEDCOM, Educational and Developmental Intervention Services (Ft. Davis, Alabama)

1991 – 1992: Child Development Center Director

Sunrise Preschools (Tempe, Arizona)

1988 – 1989: Director

1988: Assistant Director

1986 – 1988: Preschool Teacher

EMPLOYMENT STATUS:

New Hire

**MARYLAND STATE DEPARTMENT OF EDUCATION
PERSONNEL APPROVALS FOR THE October 28, 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> |
|------------------------|--|---------------------|---|----------------------------|
| Aman, Angelique E. | Principal, Green Ridge Youth Center | IEPP | Career and College Readiness, Juvenile Services Education | TBD |
| Booker-Dwyer, Tiara D. | Education Program Specialist I, Career and Technology Education | 21 | Career and College Readiness | TBD |
| Brown, Carmen A. | Education Program Manager, Interagency Collaboration Branch Chief | 24 | Special Education/Early Intervention Services | TBD |
| DeHart, Thomas E. | Education Program Specialist II, Teacher and Principal Evaluation | 22 | Office of the State Superintendent | TBD |
| Green, Monique J. | Education Program Specialist I, Birth through Five Professional Development Specialist | 21 | Special Education/Early Intervention Services | TBD |
| Neal, Elizabeth A. | Education Program Specialist II, Teacher and Principal Evaluation | 22 | Office of the State Superintendent | TBD |
| Schmitt, Nancy | Education Program Specialist I, Assessment Specialist | 21 | Special Education/Early Intervention Services | TBD |
| Skrzesz, Kenneth W. | Education Program Supervisor, Coordinator of Fine Arts | 22 | Curriculum, Assessment, and Accountability | 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> |
|-------------|-----------------|---------------------|------------------------|----------------------------|
|-------------|-----------------|---------------------|------------------------|----------------------------|

III. Other Actions:

DATE OF
APPOINTMENT

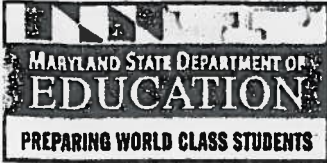
SALARY
GRADE

DIVISION/OFFICE

POSITION

NAME

None



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October 28, 2014

BOARD LIST

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

Name: Angelique E. Aman
Position: Principal, Green Ridge Youth Center
Division: Career and College Readiness,
Juvenile Services Education
Salary Grade: IEPP (\$87,773 - \$103,730)
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

Master's Degree in School Administration and Supervision or Master's Degree with 18 graduate credits in School Administration and Supervision and eligible for a Maryland Administrator II or Principal Certificate.

EXPERIENCE:

Five years of satisfactory teaching experience. Principal experience is preferred; previous juvenile services/alternative education experience desired.

DESCRIPTION:

This is a professional position serving as Principal, responsible for providing supervision, management, and leadership of the education program in two juvenile services education facilities. This is a position specific recruitment limited to applicants who are willing to work at these Western Maryland facilities.

QUALIFICATIONS:

Education:

University of Scranton (Scranton, Pennsylvania) 2009 – Master’s Degree in Educational Administration and Supervision.

Frostburg State University (Frostburg, Maryland) 1994 – Bachelor’s Degree in Mass Communication.

Certification: 2014 – Advanced Professional Teaching Certificate (Maryland State Department of Education).

Experience:

Maryland State Department of Education (Baltimore, Maryland)

2013 – Present: Teacher Supervisor/English Teacher

2007 – 2013: English Teacher, Career and College Readiness – Juvenile Services Education, Green Ridge School

Hagerstown Community College (Hagerstown, Maryland)

2011 – 2012: General Education Diploma Instructor

Allegany College of Maryland (Cumberland, Maryland)

2009 – 2010: Developmental English Teacher

Archdiocese of Baltimore (Baltimore, Maryland)

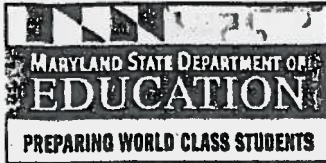
1999 – 2007: English/Business Teacher, Bishop Walsh School

Allegany County Public Schools (Cumberland, Maryland)

1999: Teacher

EMPLOYMENT STATUS:

Promotion



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October 28, 2014

BOARD LIST

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

Name: Tiara D. Booker-Dwyer
Position: Education Program Specialist I,
Career and Technology Education
Division: Career and College Readiness
Salary Grade: State Salary Grade 21
Annual Salary Range: \$59,355 - \$95,297
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or equivalent 36 credit hours of post baccalaureate course work in Technology Education, Career and Technology Education, Educational Administration/Supervision or in a technology related field such as engineering.

EXPERIENCE:

Four (+) years of professional administrative or teaching experience in or affiliated with an education program. Technology Education or CTE preferred. Administrative experience in an area related to CTE desired.

DESCRIPTION:

This is a professional position responsible for providing leadership, coordination, and expertise to local school systems, postsecondary institutions, and other agencies to plan, develop, and implement Technology Education (TE); serves on cluster teams that coordinate the development and implementation of high quality Career and Technology Education (CTE) programs; assists in the implementation of Family and Consumer Science (FACS) Education, as well as Departmental initiatives related to CTE and comprehensive school reform, including STEM (Science, Technology, Engineering, and Mathematics) and Financial Literacy Education.

QUALIFICATIONS:

Education:

The Johns Hopkins University (Baltimore, Maryland) 2008 – Master’s Degree in Biology.

Lincoln University (Oxford, Pennsylvania) 2003 – Bachelor’s Degree in Biology.

Certifications: 2010 – Advanced Professional Teaching Certification in Secondary Biology (Maryland State Department of Education).

Experience:

Maryland Business Roundtable for Education (Baltimore, Maryland)

2013 – Present: Program Director

Maryland State Department of Education (Baltimore, Maryland)

2011 – 2013: STEM Specialist

Indian Creek Upper School (Crownsville, Maryland)

2007 – 2011: STEM Program Director

College Board (New York, New York)

2010 – 2010: Advanced Placement Biology Exam Reader

University of Phoenix (Phoenix, Arizona)

2009 – 2010: Biology Instructor (part-time)

Journeys in Film (Placitas, New Mexico)

2009 – 2011: Educational Consultant

The Johns Hopkins University (Baltimore, Maryland)

2004 – 2005: Biology and Developmental Biology Teaching Assistant

University of Maryland Baltimore County, Upward Bound Program (Baltimore, Maryland)

2003 – 2009: Science Instructor

EMPLOYMENT STATUS:

New Hire



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October 28, 2014

BOARD LIST

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

Name: Carmen A. Brown
Position: Education Program Manager,
Interagency Collaboration Branch Chief
Division: Special Education/Early Intervention Services
Salary Grade: State Salary Grade 24
Annual Salary Range: \$72,168 - \$115,879
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or equivalent 36 credit hours of post-baccalaureate coursework in Special Education, Education or a related field.

EXPERIENCE:

Six (6) years of professional experience in coordinating or administering education based programs or services, including four years of experience supervising professional education or similar program staff. Experience in early intervention, preschool special education, inclusive early childhood education, autism, out of home care or related field is preferred.

DESCRIPTION:

This is a professional position serving as the Chief of the Interagency Collaboration Branch which coordinates multiple, statewide service projects for children and students, ages birth through 21 in collaboration with numerous state agencies.

QUALIFICATIONS:

Education:

Rutgers, the State University of New Jersey (New Brunswick, New Jersey) 1995 – Master’s Degree in Social Work.

University of Vermont (Burlington, Vermont) 1988 – Bachelor’s Degree in Social Work.

Experience:

Maryland State Department of Education (Baltimore, Maryland)

2014 – Present: Section Chief, Interagency Initiatives

Arrow Child and Family Ministries (Baltimore, Maryland)

2011 – 2013: Senior Vice-President

Maryland State Department of Human Resources (Baltimore, Maryland)

2006 – 2011: Executive Director, Office of Licensing and Monitoring

Board of Child Care (Randallstown, Maryland)

2004 – 2006: Director of Community Service

2001 – 2004: Chief Operating Officer of Clinical Services

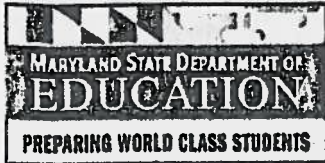
2000 – 2001: Clinical Coordinator

Kennedy Krieger Family Center (Baltimore, Maryland)

1995 – 2000: Senior Clinical Social Worker, Therapeutic Foster Care Program

EMPLOYMENT STATUS:

Promotion



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October 28, 2014

BOARD LIST

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

Name: Thomas E. DeHart
Position: Education Program Specialist II,
Teacher and Principal Evaluation
Division: Office of the State Superintendent
Salary Grade: State Salary Grade 22
Annual Salary Range: \$63,341 - \$106,708
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or equivalent 36 post-baccalaureate credit hours of coursework in Education, Special Education or a related field.

EXPERIENCE:

Five (5) years of administrative or teaching experience in or affiliated with an education program including two years of experience in coordinating or administering an education program or service directly related to the position option.

DESCRIPTION:

This is a professional position responsible for personnel supervision and program oversight associated with principal development and with Aspiring/Promising Principals.

QUALIFICATIONS:

Education:

Towson State University (Towson, Maryland) 1986 – Master's Degree in Administration and Supervision; 1973 – Bachelor's Degree in Elementary Education.

Experience:

Goucher College (Towson, Maryland)

2008 – Present: Adjunct Professor, Graduate Program in Education

Maryland State Department of Education (Baltimore, Maryland)

2008 – Present: Educational Program Specialist I, Policy and Innovation Specialist

2006 – 2008: Staff Specialist III, Division for Policy and Innovation

1990 – 1991: Administrative Internship

Baltimore County Public Schools (Towson, Maryland)

2002 – 2006: Principal, Lansdowne High School

1998 – 2002: Principal, Lansdowne Middle School

1996 – 1998: Principal, Meadowood Education Center

1995 – 1996: Assistant Principal, Arbutus Middle School

1991 – 1995: Assistant Principal, Deep Creek Middle School

1990 – 1991: Administrative Internship

1985 – 1990: Coordinator Positive Approaches to Student Success (PASS), Deep Creek Middle School

1973 – 1985: Teacher (Teacher-in-Charge), Deep Creek Middle School

EMPLOYMENT STATUS:

Promotion



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October 28, 2014

BOARD LIST

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

Name: Monique J. Green
Position: Education Program Specialist I,
Birth through Five Professional Development Specialist
Division: Special Education/Early Intervention Services
Salary Grade: State Salary Grade 21
Annual Salary Range: \$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, Special Education or a related field.

EXPERIENCE:

Four (4) years of professional experience in or affiliated with Special Education or Early Intervention, programs related to services for children with disabilities and their families is preferred.

DESCRIPTION:

This position serves as the Birth through Five Professional Learning Specialist and is responsible for providing programmatic support and technical assistance to Local Infants and Toddlers Programs (LITPs), local school systems (LSSs), and community school-based public and private early childhood programs to improve outcomes and narrow the school readiness performance gap for children with disabilities, ages birth through five.

Monique J. Green
Page Two

QUALIFICATIONS:

Education:

The Johns Hopkins University (Baltimore, Maryland) 2014 – Doctorate Degree in Special Education.

George Washington University (Washington, District of Columbia) 2003 – Master’s Degree in Education and Human Development.

American University (Washington, District of Columbia) 1997 – Bachelor’s Degree in Communications and Psychology.

Certification: Advanced Professional Certificate (Maryland State Department of Education).

Experience:

District of Columbia Public Schools (Washington, District of Columbia)

2009 – 2012: Teacher Mentor

2001 – 2003: Special Education Teacher

Prince George’s County Public Schools (Upper Marlboro, Maryland)

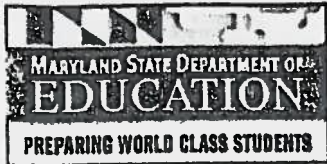
2003 – 2009: Special Education Chairperson/Special Education Teacher

DC Teaching Fellows (Washington, District of Columbia)

2004: Fellow Advisor – Curriculum Specialist

EMPLOYMENT STATUS:

New Hire



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October 28, 2014

BOARD LIST

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

Name: Elizabeth A. Neal
Position: Education Program Specialist II,
Teacher and Principal Evaluation
Division: Office of the State Superintendent
Salary Grade: State Salary Grade 22
Annual Salary Range: \$63,341 - \$101,708
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or equivalent 36 post-baccalaureate credit hours of coursework in Education, Education Administrative/Supervision or a related field.

EXPERIENCE:

Five (5) years of administrative/supervisory or teaching experience in or affiliated with an education program including two years of experience in coordinating or administering an education program or service directly related to the position option.

DESCRIPTION:

This is a professional position responsible for personnel supervision and program oversight associated with principal development and with Institutes of Higher Education.

Elizabeth A. Neal
Page Two

QUALIFICATIONS:

Education:

The Johns Hopkins University (Baltimore, Maryland) 1999 – Master’s Degree in Education.

Towson State University (Towson, Maryland) 1974 – Bachelor’s Degree in Elementary Education.

Experience:

Maryland State Department of Education (Baltimore, Maryland)

2005 – Present: Education Program Specialist II, Program Approval Specialist

The Johns Hopkins University (Baltimore, Maryland)

1999 – 2002: Graduate Adjunct Instructor

Baltimore County Public Schools (Towson, Maryland)

1990 – 2006: Assistant Principal, Technology Coordinator, Library Media Specialist

Trinity Day School (Ilchester, Maryland)

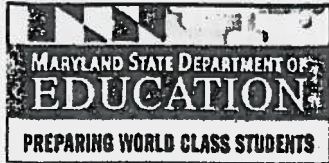
1987 – 1990: Kindergarten Teacher

Manhattan Unified Public Schools (Manhattan, Kansas)

1974 – 1978: Classroom Teacher, Grades 4 and 5

EMPLOYMENT STATUS:

Transfer



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October 28, 2014

BOARD LIST

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

Name: Nancy J. Schmitt
Position: Education Program Specialist I
Assessment Specialist
Division: Special Education/Early Intervention Services
Salary Grade: State Salary Grade 21
Annual Salary Range: \$59,355 - \$95,297
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or equivalent 36 credit hours of post baccalaureate course work in Education, Special Education or a related field.

EXPERIENCE:

Four (4) years of professional experience in or affiliated with Special Education or Early Intervention, programs related to service for children with disabilities and their families.

DESCRIPTION:

This is a professional position responsible for providing technical assistance and support to Local School Systems, public agencies, and non-public schools regarding statewide assessments, including Partnerships for Assessment of Readiness for College and Careers (PARCC) and National Center and State Collaborative (NCSC) as they related to children and youth with disabilities.

Nancy J. Schmitt
Page Two

QUALIFICATIONS:

Education:

The Johns Hopkins University (Baltimore, Maryland) 1997 – Master’s Degree in Special Education.

Trenton State College/College of New Jersey (Ewing, New Jersey) 1994 – Bachelor’s Degree in Fine Arts.

Certification: 2010 – Advanced Professional Teaching Certificate (Maryland State Department of Education).

Experience:

Carroll County Public Schools (Westminster, Maryland)

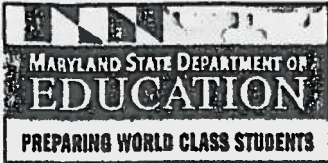
2013 – Present: Teacher, New Windsor Middle School

Hannah More School (Reisterstown, Maryland)

1999 – 2013: Curriculum Coordinator

EMPLOYMENT STATUS:

New Hire



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October 28, 2014

BOARD LIST

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

Name: Kenneth W. Skrzysz
Position: Education Program Supervisor
Coordinator of Fine Arts
Division: Curriculum, Assessment, and Accountability
Salary Grade: State Salary Grade 22
Annual Salary Range: \$63,341 - \$101,708
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or equivalent 36 credit hours of post baccalaureate course work in Fine Arts or Fine Arts Education.

EXPERIENCE:

Five (5) years of professional administrative, accountability 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 Fine Arts. Experience with K-12 Fine Arts program preferred.

DESCRIPTION:

This is a professional position responsible for the coordination of all activities of the Office of Fine Arts for kindergarten through high school.

Kenneth W. Skrzysz
Page Two

QUALIFICATIONS:

Education:

University of North Carolina (Greensboro, North Carolina) 1988 – Master’s Degree in Fine Arts.

Towson State University (Towson, Maryland) 1986 – Bachelor’s Degree in Fine Arts.

McDaniel College (Westminster, Maryland) 2014 – Education Administrator I Certificate.

Certification: 2014 – Advanced Professional Teaching Certificate for Theatre and Dance, Grades 6-12; Administrator I Certification (Maryland State Department of Education).

Experience:

Anne Arundel County Public Schools (Annapolis, Maryland)

2012 – Present: Performing and Visual Arts Teacher Specialist

Clear Space Theatre Company (Rehoboth Beach, Delaware)

2004 – 2012: Executive Director

George Washington Carver Center for Arts and Technology (Baltimore, Maryland)

1996 – 2003: Dance and Theatre Faculty

Kinetics Dance Theatre (Ellicott City, Maryland)

1993 – 1996: Artistic Director

School of American Ballet (New York, New York)

1989 – 1991: Director of Student Life

EMPLOYMENT STATUS:

New Hire