

MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Tuesday

April 25, 2017

Maryland State Board of Education

200 W. Baltimore Street

Baltimore, Maryland 21201

The Maryland State Board of Education met in regular session on Tuesday, April 26, 2017 at 9:05 a.m. at the Nancy S. Grasmick State Education Building. The following members were in attendance: Mr. Andrew R. Smarick, President; Dr. Chester Finn, Jr., Vice President; Dr. Michele Jenkins Guyton; Ms. Stephanie R. Iszard; Dr. Rose Maria Li; Mr. Guffrie M. Smith; Dr. David Steiner; Ms. Ms. Laura Weeldreyer and Dr. Karen Salmon, State Superintendent of Schools. Mrs. Madhu Sidhu and student Board member Mr. David Edimo were absent.

Elizabeth Kameen, Esq., Assistant Attorney General, and the following staff members were also present: Dr. Carol Williamson, Deputy State Superintendent, Division of Teaching and Learning, Dr. Miya Simpson, Executive Director to the State Board, Kristy Michel, Chief Operating Officer and Dr. Sylvia Lawson, Deputy State Superintendent, Office of School Effectiveness.

President Smarick called the meeting to order and reported that Ms. Laurie Halverson and Ms. Barbara Shreeve were no longer on the Board and introduced Dr. David Steiner, who was recently appointed to the State Board. Dr. Steiner said that he looked forward to working with Board members and staff.

President Smarick introduced and welcomed guests attending the meeting.

CONSENT AGENDA

Superintendent Salmon recognized the Superintendents visiting from Carroll, Calvert, and Somerset Counties.

Dr. Salmon recommended approval of the Consent Agenda.

Dr. Guyton reported that she had amendments to the March 27, 2017 minutes. She offered to provide Dr. Simpson with her amendments. The Board minutes of the March 27 and 28, 2017 were tabled until the May Board meeting.

Dr. Salmon announced that the staff is working to arrange for Board meetings to be live streamed and produced as a verbatim transcript in the next few months.

Upon motion by Dr. Finn, seconded by Ms. Weeldreyer, and with unanimous agreement, the Board approved the Consent Agenda as follows: (In Favor – 7 Mr. Smith had not yet arrived)

- Personnel (copy attached to these minutes)
- Budget Adjustments for March, 2017

ORAL ARGUMENTS

Ms. Kameen explained the procedures by which the Board hears oral arguments and introduced the following persons:

Ira Cooke, Esq.
Representing Karen Harshman, Appellant

v.

Lew Stellman, Esq.
Washington County Board of Education

ESSA ACCOUNTABILITY PLAN

Superintendent Salmon introduced Mary Gable, Assistant State Superintendent, Division of Academic Policy and Student, Family and School Support, to provide an update on the work of the ESSA Internal Committee and its subcommittees, specifically related to the topics of Accountability, Support for Excellent Educators, and Support and Improvement for Schools. She complimented Ms. Gable and her colleagues for their work noting that Maryland is far in advance of what is occurring around the country. Dr. Salmon noted that each framework is reflects the 65% and 35% required by HB 978 – Accountability – Consolidated State Plan and Support and Improvement Plan (Protect Our Schools Act of 2017), enacted by the General Assembly. She also provided the Board with examples of U.S. Department of Education (USDE) School Climate Surveys. The Superintendent introduced Dr. Dara Shaw, MSDE’s newly appointed Director of Research, noting her incredible credentials and that, “She is providing a wealth of information and developing a plan for the Research Department.”

Dr. Shaw reported on a proposed student growth framework using a Student Growth Percentile (SGP) approach which provides how much growth a student makes, compared to students with similar prior test scores.

In response to a comment by Mr. Smarick about SGP as a relative measure, Dr. Shaw agreed and provided charts which depict how the SGP would be interpreted.

Ms. Weeldreyer said, “We want data to be usable and actionable for schools. From a principal or teacher’s point of view, what do I do with SGP? What does it lead me to change in my classroom or in my school on a daily, weekly, monthly basis?” She also shared that she has not seen great examples of states or districts figuring that out. Dr. Shaw explained that each student would receive a report showing their SGP as compared to all other students in their grade and acknowledged the departments’ awareness of their responsibility to effectively communicate what the report and scores mean, how it was calculated and what to do about it.

In response to a question from Dr. Guyton about SGP and “whether there are other ways to look at this data to show that a student has actually regressed in some form?” Dr. Shaw responded yes and noted that this would be discussed further and examples provided as they move through the presentation.

President Smarick urged Board members to “keep in the back of our minds that we do have these hard targets on 65 and 35, but to the extent we have the ability to mess around with what’s on here so let’s keep talking about this because these points are well taken – do we need to increase growth vis-à-vis achievement? Or can we lower some of these percentages or jettison them entirely?”

Dr. Shaw reported on a second proposed student growth framework using a Level Gain method and provided charts showing how SGP and Level Gain would compare for various students. She also provided a chart showing how student SGPs and Level Gain scores would affect school ratings.

Board members weighed in on the two approaches. Dr. Salmon said that after the Board looks at the models, it would be helpful to see what the dashboard would look like.

Dr. Shaw then discussed the definitions of measures for each of the following indicators:

- Elementary – Academic Achievement, Academic Progress, English Language Proficiency and School Quality/Student Success
- Middle – Academic Achievement, Academic Progress, English Language Proficiency and School Quality/Student Success
- High – Academic Achievement, Graduation Rate, English Language Proficiency, College and Career Readiness and School Quality/Student Success

Dr. Steiner offered to provide the Board with some powerful models that weight proficiencies. There was some discussion about the use of the Kindergarten Readiness Assessment (KRA) and the grade three PARCC results for SGP calculations.

President Smarick noted that there is no universal use of the KRA in Maryland. Dr. Shaw said that staff is investigating this issue. Dr. Salmon said that she would investigate if we can get school level data based on schools that did the sampling of the KRA. She said, “I think growth for K-3 is very important.”

Dr. Shaw said that the indicator of 5% access to or credit for completion of a well-rounded curriculum that is indicative of on-track progress at key transition points within elementary and secondary education (Art, Music, Physical Education, Social Studies, Science) for elementary and middle school is being developed by an Advisory Group and will be proposed to the State Board.

In response to a question by Dr. Finn about schools that have small numbers of English Language Learners and how that would affect the schools rating, Dr. Steiner said that he believes that USDE might be more flexible on this issue.

Dr. Shaw said, “We have an alternative but we are not quite ready to present it.”

Regarding the high school College and Career Readiness indicator, Dr. Shaw said that staff can access post-secondary enrollment data. There was some discussion about students who enter the workforce immediately following graduation as well as programs that offer special education

student's internships following graduation and whether or not they are counted as college and career ready. Ms. Gable also noted that there are programs at community colleges that may not be credit bearing but are significant in preparing a student for a career. She said, "We should look into including those."

In response to a suggestion by Dr. Li to include student grade point averages (GPAs), Dr. Shaw said, "It is possible. We would have to take a look at the data and do a correlation with outcomes. We can look into this."

Chandra Haislip, Director of Accountability and Data Systems, noted that there is no statewide GPA rating system, which would make this difficult to introduce.

Dr. Shaw reported that staff is working on the School Quality/Student Success measures.

Ms. Weeldreyer expressed concern over these measures saying that these are not meaningful accountability measures.

Dr. Shaw said, "We are not entirely sure that teacher evaluation will create meaningful ways of differentiating between schools. We are looking for a more objective measure."

Dr. Salmon said, "We can go back and look at alternatives and come back with some options."

Dr. Shaw discussed the calculation of measures for elementary, middle and high schools and presented graphs depicting examples of measures, weights, student results and percentile of results for several schools.

In response to several questions raised about the language in the state law regarding academic indicators, achievement, access, and completion and the interpretation of "or", Ms. Kameen agreed to review the law and provide clarification.

Dr. Shaw explained that Maryland is required to report disaggregated data.

Dr. Salmon thanked the Board members for their direction and the team members for their presentation.

EXECUTIVE SESSION

Pursuant to §3-305(b)(1) of the General Provisions Article, *Annotated Code of Maryland*, and upon motion by Ms. Weeldreyer, and seconded by Ms. Iszard, and with unanimous agreement, the Maryland State Board of Education met in closed session on Tuesday, April 25, 2017, in Conference Room 1, 8th floor of the Nancy S. Grasmick State Education Building. All Board members were present except Mrs. Sidhu and Mr. Edimo. In attendance were Dr. Karen Salmon, State Superintendent of Schools; Dr. Sylvia Lawson, Deputy State Superintendent, Office of School Effectiveness; Dr. Carol Williamson, Deputy State Superintendent, Office of Teaching and Learning; Kristy Michel, Deputy State Superintendent, Office of Finance and Administration; Dr. Miya Simpson, Executive Director to the Office of the State Board; and Assistant Attorneys General Elizabeth M. Kameen, Jackie LaFiandra and Derek Simmons. The Executive Session commenced at 12:40 p.m. (In favor – 8)

At that time, the State Board approved two Opinions and two Orders for publication.

- *Keith Goines v. Prince George’s County Board of Education* – employee termination – Opin. No. 17-16
- *In the Matter of Request for Removal of Local Board Member Karen Harshman* – Opin. No. 17-17
- *Bash Pharoan v. Baltimore County Board of Education* – 2017-2018 school calendar – Order No. OR17-05
- *Board of Education of Howard County v. Renee Foose* – motion for reconsideration – Order No. OR17-06

Ms. Kameen provided legal advice to the Board on the CREDO charter school issue, quorum issues, and the use of Native American names for sports teams and mascots.

Dr. Salmon provided an update on the status of certain PARCC procurements. Ms. Michel shared the Department’s response to a letter from the Maryland Alliance of Public Charter Schools. Dr. Simpson discussed a future RFP for recording and note-taking services.

The session ended at 2:00 p.m.

RECONVENE

The meeting reconvened at 2:10 p.m.

ESSA PLAN UPDATE CONTINUED: SUPPORT FOR EXCELLENT EDUCATORS

Dr. Salmon asked Mary Gable, Sarah Spross, Assistant State Superintendent, Division of Educator Effectiveness, and Tiara Booker-Dwyer, Director of School, Teacher and Principal Improvement, to brief the Board on the state’s plan to support excellent educators.

Ms. Gable explained that this section is under Title II, Professional Development.

Ms. Spross provided a summary of the ESSA Listening Tour feedback which includes:

1. preparation programs should provide all prospective teachers with field and internship experiences that assure they are prepared for the cultural diversity of the classrooms to which they will most likely be assigned.
2. develop systems that promote the sharing of high-quality professional learning among LEAs; and
3. consider building systems for regional professional learning to enhance broader participation by teachers.

Ms. Spross provided preliminary recommendations for teacher preparation and certification noting that the Institutional Performance Criteria and Professional Development School Standards are currently under revision to reflect current best-practice partnerships between LEAs and educator preparation programs. She explained that all prospective teachers should have direct experiences in diverse settings, intern assignments should be prioritized to relate to the quality of the placement, the skills of the mentor and the diversity of the experiences and that educator preparation and induction/mentoring programs should intersect seamlessly.

She explained that recommendations include expanding the routes to certification, increasing the types of certificates, revising the Conditional Certificate and reviewing the basic requirements for initial certification and renewals.

Ms. Weeldreyer stressed that all prospective teachers should have direct experiences in multiple diverse settings. Ms. Spross said, “We can bring this back to the workgroup.” Ms. Weeldreyer also stressed the need to drive and incentivize partnerships between LEAs and teacher preparation programs and that residencies be included in teacher preparation programs. Ms. Spross said that the Work Group is focused on these two areas. She explained that the Professional Development Committee and the Induction Committee are looking at ways to bridge the gap between higher education programs and LEAs so that there is a more collaborative approach.

Dr. Steiner requested that he would like to be brought up to speed on this area and that he agrees with the idea of residencies. Ms. Spross suggested that there is more information on the MSDE website about these issues.

ESSA PLAN UPDATE CONTINUED: SUPPORT AND IMPROVEMENT FOR SCHOOLS

Ms. Booker-Dwyer explained the identification and exit criteria for Comprehensive Support and Improvement Schools (CSI schools) and Targeted Support and improvement Schools (TSI schools). Ms. Booker-Dwyer discussed the requirements, feedback, school improvement resources and technical assistance regarding evidence-based interventions pertaining to state support and improvement for low-performing schools.

Ms. Booker-Dwyer shared feedback from stakeholders to focus on school growth and improvement, identify and address resource inequities and reduce burden of exit by supporting sustainability of activities for schools that exit identification.

Ms. Booker-Dwyer noted that MSDE will work collaboratively with schools identified as low performing and provide evidence-based strategies and guidance for improvement. She discussed the four domains of rapid school improvement: turnaround leadership, talent development, instructional transformation and cultural shift. She also discussed the types of support, timelines and resources and said schools will be required to develop an improvement and sustainability plan that will have to be approved by the MSDE.

Mr. Smith stressed the need to make local school superintendents accountable by including this in the Plan. He said, “MSDE needs to take a stronger leadership role to make sure this happens” and suggested organizing regional monitoring.

Ms. Booker-Dwyer discussed current practices and how they are being revised to provide targeted and differentiated support to schools. Schools will engage in Root Cause Analysis completed by an external stakeholder group (to include parents, students, community partners, etc.). She also explained that the department is looking at the strategic allocation of funds and formula funding models to incentivize schools.

In response to a question by Dr. Li about the three-year exit criteria provision, Ms. Booker-Dwyer explained that three years is defined in the law, but that rigorous benchmarks are set and support is provided consistently to help these schools improve.

Ms. Gable noted that the term three-years refers to “at least” three years and that there is a lot of support provided in years one and two. She said, “It is going to be fluid.”

STATE SUPERINTENDENT’S UPDATE

District Spotlight: Project Lead the Way LAUNCH

Dr. Salmon introduced Dr. John Gaddis, Superintendent, Somerset County Public Schools, to give a brief presentation on Project Lead The Way (PLTW) Biomedical and PLTW LAUNCH designed to provide students Science, Technology, Engineering and Mathematics (STEM) training in Somerset County schools.

Dr. Gaddis reported that PLTW Biomedical was launched at two high schools during the 2013-2014 year noting that leader teachers must be trained and that the program aligns with the Next Generation Science Standards. He also reported that PLTW LAUNCH, designed to provide primary school students with the foundations of STEM that will encourage collaboration, analysis, problem solving, and computational thinking, was rolled out at four elementary schools over the 2015-2016 and 2016-2017 school years. Dr. Gaddis reported on the benefits of PLTW and introduced Traci Snyder, Supervisor in Somerset County Public Schools, and Taylor Estes, PLTW Lead Teacher.

Ms. Estes explained that the LAUNCH program provides a high level of engagement and addresses Common Core mathematics and reading.

Dr. Finn asked how the LAUNCH program fits into the science program for K-5th grade students. Ms. Schneider reported that there are teacher created science lessons for kindergarten through fifth grade students and that the LAUNCH greatly enhances the science program.

Ms. Estes said, “It has brought engagement off the charts. Students are forced to work as a team. They have to figure out a solution to a problem.”

Dr. Li asked, “What does it displace?” Ms. Schneider said that there was no curriculum that fit the Next Generation Science Standards.

In response to a question by Dr. Steiner, Ms. Schneider said that the program comes with built in assessments.

Dr. Gaddis said, “This is changing the culture of our community. It’s been very powerful.”

Board members congratulated the presenters for this excellent program.

Interim Report on Innovative School Calendar

The Superintendent invited Tiara Booker-Dwyer to share recommendations developed by the Innovative School Schedule Workgroup on innovative school schedules that enhance student achievement.

Ms. Booker-Dwyer reported on the membership of the Innovative School Schedule Workgroup, its timeline and school calendar requirements for Maryland schools. She outlined various innovative schedules currently being conducted in some Maryland schools and provided the following recommendations for all schools and all students:

1. Extend the school year instead of extending the school day or week.
2. Provide funding for school systems to plan, pilot, implement, and sustain innovative schedules.
3. Provide leadership, guidance, and technical assistance to local school system leaders on the implementation of innovative school schedules.
4. Define metrics and an accountability structure to assess effectiveness for strategies implemented as part of innovative schedules.
5. Include a significant amount of high-quality, structured time beyond the traditional school schedule.
6. Focus innovative schedules on advancing academic studies in core content areas, enrichment opportunities, and health services for students.
7. Provide time for educators to enhance their professional practice.
8. Utilize certificated educators to facilitate academic instruction when implementing additional time in core content areas.
9. Include opportunities for community partners and institutions of higher education to engage students in enrichment opportunities and health services.

Ms. Booker-Dwyer discussed the challenges and state actions required to implement the recommendations. She noted that a final report will be provided to the Board at its June meeting.

Dr. Guyton said that it was a pleasure to serve on the Workgroup describing it as very informative and productive. She stated that she strongly supports recommendations 8 and 9 noting that there are some subjects that could be taught by specialists in a particular field. She said, "Being in the school building is not enough. It is what you are doing there."

Ms. Weeldreyer asked, "Is this what you expected to see?"

Ms. Iszard said, "This is what I had in mind."

Dr. Finn said that he was looking for schools to generate their own ideas. He said, "The door is open to increase learning time. Virtual learning is a possibility. Learning doesn't have to take place in the school."

Ms. Weeldreyer suggested an innovation competition – getting the best ideas coming from the field.

President Smarick said, "It would be good to relinquish power and ask for innovation from LEAS."

Ms. Booker-Dwyer said that there needs to be a foundation from the state and that it helps to learn from other states.

Dr. Salmon explained that the LYNX Program presented at the last Board meeting was presented to local superintendents as well and noted that Washington County Public Schools have requested that virtual learning be added to their program.

Ms. Booker-Dwyer thanked the Board for their feedback and Mr. Smarick said, “We want to know what we can do to help schools be more innovative.”

BUDGET UPDATE

Kristy Michel provided a summary of the budget actions taken by the Maryland General Assembly during the 2017 legislative session that affect Maryland public education and the public library system.

Ms. Michel discussed the General Assembly’s approval of a number of enhancements included in the Governor’s budget for MSDE including: additional resources for the autism waiver program for additional staff; additional resources for the Department of Rehabilitative Services (DORS) to assist in reducing their waitlist; funding for the childcare subsidy program; and additional resources for P-TECH planning grants so new P-TECH schools can be opened.

Ms. Michel also noted a few reductions that were made to the budget for non-public placements program (cost reductions and but no services will be reduced, money for the LYNX program, and BOOST scholarships.

LEGISLATIVE UPDATE

Ms. Tiffany Clark, Esq., Deputy Director, Education Policy and Government Relations, provided a brief update on the final actions taken on the following bills enacted by the Maryland General Assembly:

- SB 452/HB 461 Education – Accountability Program – Assessments (Less Testing, More Learning Act of 2017)
 - This bill takes effect June 1, 2017
 - Dr. Li inquired about the current amount of assessment occurring within the State. Ms. Clark and Dr. Salmon explained that it is different in each district. Dr. Salmon said the department would prepare a report for the Board on the findings of the District-Level Assessments Survey.

- HB 978 Education – Accountability – Consolidated State Plan and Support and Improvement Plans (Protect Our Schools Act of 2017)
 - The bill passed and was vetoed by the Governor
 - The bill takes effect July 1, 2017

- SB 319 Pathways in Technology Early College High (P-TECH) School Act of 2017
 - This bill takes effect July 1, 2017

- SB 908 Maryland Education Development Collaborative – Establishment
 - This bill takes effect October 1, 2017
 - Several board members asked for clarification on the purpose and authority of this Board. Ms. Clark noted that this would be an independent Board with a focus on gathering research and making recommendations/advising the State Board and General Assembly regarding policies necessary to promote 21st century learning, among other things.

- SB 866/HB 1281 Adult High School Program
 - These bills take effect July 1, 2017

- SB 317 More Jobs for Marylanders Act of 2017
 - This bill takes effect June 1, 2017
 - Requires the State Board of Education, in consultation with the DLLR and the Governor’s Workforce Development Board, to develop statewide goals each year and annually report to the Governor and General Assembly on the progress toward attaining specified goals starting on December 1, 2017.

- SB 581/HB 516 Workgroup to Study the Implementation of Universal Access to Prekindergarten for 4-year-olds
 - These bills take effect immediately upon the Governor’s signature

- HB 1240 Individualized Education Programs – Studies
 - This bill takes effect June 1, 2017
- SB 1060/HB 1082 – Heroin and Opioid Education and Community Action Act of 2017 (Start Talking Maryland Act)
 - This bill takes effect July 1, 2017
 - Requires the State Board to expand an existing program in the public schools to encompass drug addiction and prevention education (specifically heroin and opioids)

- HB 715 Institutions of Higher Education – Teacher Preparation Programs – Accreditation and Approval
 - This bill takes effect June 1, 2017

- SB 587/HB 1094 – Education – Libraries – Reorganization of Governance Structure
 - This bill takes effect July 1, 2017

Referring to SB 317, Dr. Li noted the large amount of work and reports required by the Department and asked how the work gets done and if there is funding attached. Dr. Salmon said that there is no funding attached and agreed to provide the Board with a list of reports that are required by the Department each year. She noted the large number of audits imposed on LEAs as well.

Ms. Weeldreyer requested that she be included in the work required by SB 866/HB 1281 Adult High School Program. She also suggested that the Board take a more pro-active stance prior to the next legislative session.

BALTIMORE CITY PUBLIC SCHOOLS POST-LABOR DAY WAIVER REQUEST

Dr. Salmon requested approval of the application to waive the post Labor Day school start date and June 15 school end date for six schools in Baltimore City for the 2017-2018 school year and asked Tiara Booker-Dwyer to answer any questions of the Board.

Upon motion by Dr. Finn, seconded by Mr. Smith, and with unanimous agreement, the Board approved the application from Baltimore City Public Schools. (In Favor – 8)

CARROLL COUNTY PUBLIC SCHOOLS 180-DAY WAIVER REQUEST

The Superintendent requested approval of the request to waive one day of student attendance for Carroll County Public Schools for the 2016-2017 school year and asked Ms. Booker-Dwyer to answer any questions of the Board.

Upon motion by Mr. Smith, seconded by Ms. Iszard, the Board approved the request from Carroll County Public Schools. (In Favor – 7; Dr. Finn abstained)

PUBLIC COMMENTS

President Smarick explained procedures by which the Board hears public comments. The following individual provided public comments:

- Lisa VanBuskirk, Chapter Leader, Start School Later Maryland and Anne Arundel County provided remarks regarding changing start times for middle and high schools and asked for the Board's support.

STATE BOARD MEMBER DISCUSSION AND UPDATE

Tentative Agenda Items for May 23, 2017

- ESSA (Summative ratings and accountability)
- Social Studies Update
- Teacher of the Year Recognition
- Superintendent's Update
- Regulatory Actions
- Committee and Board Member Updates

Ms. Weeldreyer requested that the following item be included on the May Board agenda: Report on Improvement Status of the DJS Schools. Dr. Salmon suggested that this item be placed on the June or July Board agenda.

Strategic Planning Discussion/Updates

Board members agreed to put this item on the agenda earlier next month in order to provide more time for discussion.

In response to a request by Dr. Li about posting the actions of LEAs regarding teacher discipline, Ms. Kameen said that disciplinary action is considered a personnel action. Ms. Li also requested that the name of the Ombudsman for the Department be posted on the website.

Mental Health Committee

Ms. Iszard reported that the University of Maryland and MSDE did outreach in Prince George's County and she thanked Dr. Lawson and her staff for their assistance.

Board Member Updates/Comments

Dr. Guyton reported that she is participating on a Special Education and Disproportionality Committee and urged Board members to look at the numbers across the State. She also noted that she attended a Pre-K Education Forum and recommended it highly.

Mr. Smarick reported that he attended an Eastern Shore Superintendents' Association Meeting and said, "It is great to sit down and hear what is on their minds."

OPINIONS

Ms. Kameen announced the following Opinions:

17-16 Keith Goines v. Prince George's County Board of Education – employee termination (affirmed the local board's decision)

17-17 In the Matter of Request for Removal of Local Board Member Karen Harshman (The State Board voted to remove Ms. Harshman from office)

Ms. Kameen announced the following Order:

OR 17-05 Bask Pharoah v. Baltimore County Board of Education (dismissed for untimeliness)

OR 17-16 Board of Education of Howard County v. Renee Foose (Order to govern the local board's contract with Saul Ewing. LLP)

ADJOURNMENT

With no further business before the Board, the meeting adjourned at 5 p.m.

Respectfully submitted,

Karen B. Salmon, Ph.D.
Secretary/Treasurer

Date: May 23, 2017

**MARYLAND STATE DEPARTMENT OF EDUCATION
PERSONNEL APPROVALS FOR THE April 25, 2017 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>
Kyles, Kristina A.	Career Technology Education (CTE) Coordinator	IEPP/ Admin	Office of the Deputy For School Effectiveness	04/03/17
Muempfer, Michael J.	Education Program Specialist II – Lead Specialist for Student Behavior and School Climate	22	Student, Family, and School Support	TBD
Speaks, Likivu	Fiscal Services Administrator III – Deputy Budget Chief	20	Business Services	TBD
Turner, Jonathan	Education Program Specialist II – Lead Specialist for School Counseling	22	Student, Family, and School Support	TBD

II. Appointments Grade 18 and below:

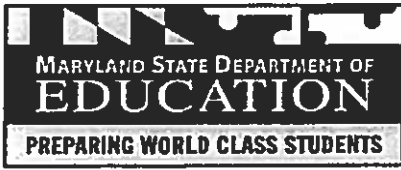
<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Coleman-Jeffries, Melanie	Teacher, Academic – English	IEPP	Office of School Effectiveness Juvenile Services Education System	04/12/17
Jones, Kim E.	School Guidance Counselor	IEPP	Office of School Effectiveness Juvenile Services Education System	03/29/17
MisKelly, Robin	Academic Teacher – Part Time	APC/13	Rehabilitation Services – Workforce and Technology Center	04/26/17
Palmore, Tykeia S.	Fiscal Services Officer I	16	Office of School Effectiveness Juvenile Services Education System	04/26/17
Poff, Cathy	Physical Therapist III – Part Time	17/15	Rehabilitation Services –Workforce and Technology Center	0412/17

II. Appointments Grade 18 and below con't:

Raley, Heather	Vocational Rehabilitation Specialist II	13/3	Rehabilitation Services - Cumberland	04/26/17
Smith, Brittany	Vocational Rehabilitation Specialist II	13/3	Rehabilitation Services – Baltimore City	04/26/17

III. Other Actions: Promotional

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
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Karen B. Salmon, Ph.D.
State Superintendent of Schools

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April 25, 2017

BOARD LIST

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

Name: Kristina Anne Kyles, MS. ED.
Position: Career Technology Education (CTE) Coordinator
Division: Office of the Deputy For School Effectiveness
Salary Grade: Institution Education Pay Play – Administrative Schedule
Salary Range: \$89,529 – 105,806
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or equivalent 36 credit hours of post-baccalaureate course work in Education or Education Administration/Supervision or possess or be eligible for a Maryland Advanced Professional teaching Certificate in Secondary Education or Education Administration/Supervision.

EXPERIENCE:

Three years of administrative/supervisory experience directly related to Career Technology Education in a public school, alternative education setting, and/or juvenile services/adult correctional setting.

DESCRIPTION:

This is a professional position responsible for providing leadership and support to activities within the Juvenile Services Education (JSE) System facilitating the successful preparation, training, and planning of career technology education for youth returning to school and or the community from detention/commitment facilities.

QUALIFICATIONS:

Education:

Simmons College (Boston, Massachusetts) 2006 Master's Degree in Educational Leadership

Hope College (Holland, Michigan) 2004 Bachelors of Liberal Arts

Cambridge College (Cambridge, Massachusetts) Doctoral candidate

Experience:

Maryland State Department of Education (Baltimore, Maryland)

2014 – Present: Assistant State Superintendent of Student, Family School Support

Baltimore City Public Schools (Baltimore, Maryland)

2011 - 2014: Principal

Marblehead Public Schools (Marblehead, Massachusetts)

2009 – 2011: Director of Curriculum (Grades 7 – 12)

2009 – 2010: Acting Principal

2009 – 2011: Assistant Principal of Curriculum & Instruction

2007 – 2009: Metropolitan Council for Educational Opportunity (METCO) Director

Johns Hopkins School of Education (Baltimore, Maryland)

2014 - Present: Course Instructor (Educational Leadership Program)

Empowering Multicultural Initiatives (Boston, Massachusetts)

2008 – 2011: Course Instructor

Framingham High School (Framingham, Massachusetts)

2004 – 2007: History and Social Science Teacher

Clear Path ECF (Boston, Massachusetts)

2006 – Present: President and Chief Executive Officer

EMPLOYMENT STATUS:

Promotional



April 25, 2017

BOARD LIST

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

Name: Michael J. Muempfer
Position: Education Program Specialist II – Lead Specialist for Student Behavior and School Climate
Division: Student, Family, and School Support
Salary Grade: 22
Salary Range: \$64,608 - \$103,743
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or equivalent 36 post-baccalaureate credit hour of course work in Education Administration/Supervision or education-related field from an accredited college or university.

EXPERIENCE:

Five (5) years of professional experience in coordinating or administering elementary education, secondary education, or student services programs designed for students. Experience in interpreting and implementing education policies is required.

DESCRIPTION:

This a professional position with primary responsibility for providing leadership, consultation, direction, and technical assistance in the development and implementation of behavioral interventions at the school, school system, and State level as required by Code of Maryland Regulations (COMAR) 13A.08.04.03 and 13A05.05.

QUALIFICATIONS:

Education:

Notre Dame of Maryland University (Baltimore, Maryland) 2014 - Master's Degree in Teaching Leadership

The Pennsylvania State University (University Park, Pennsylvania) 1996 - Bachelor's Degree in History

Experience:

Montgomery County Public Schools (Rockville, Maryland)

2014 – Present: Positive Behavioral Interventions & Support(PBIS) Specialist

The Johns Hopkins University & Sheppard Pratt Health Systems (Baltimore, Maryland)

2011 – 2014: School Climate Specialist

2008 – 2011: Senior Research Project Coordinator PATHS to PAX Program Facilitator

PAXIS Institute PAX Implementation Training

2011 – Present: National Trainer

William Paca Elementary School (Baltimore, Maryland)

2002 – 2008: Fourth Grade Teacher

2000 – 2002: Third Grade Teacher

Carr Lowery (Baltimore, Maryland)

1999 – 2000: Account Coordinator

Airline Hydraulics Corporation (Baltimore, Maryland)

1997 – 1999: Pneumatic Project Engineer

EMPLOYMENT STATUS:

New Hire



Karen B. Salmon, Ph.D.
State Superintendent of Schools

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April 25, 2017

BOARD LIST

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

Name: Likivu K. Speaks
Position: Fiscal Services Administrator III – Deputy Budget Chief
Division: Business Services
Salary Grade: 20
Salary Range: \$56,743 - \$91,107
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

Bachelor's Degree in Accounting, Finance, Economics or related area. Possession of a CPA Certificate is preferred.

EXPERIENCE:

Four years of professional experience in the preparation and execution of budgets. Two years of the required experience must have been in direct supervision of other professional employees. Experience with State statute desired.

DESCRIPTION:

This is a professional position serving as Deputy Budget Chief, responsible for the supervising the preparation, presentation, and administration of the Maryland State Department of Education's (MSDE) operating budget.

QUALIFICATIONS:

Education:

University of Baltimore (Baltimore, Maryland) 2006 - Bachelor's Degree in Business/Training
Catonsville Community College (Baltimore, Maryland) 1996 - Associates Degree in Science

Experience:

Department of Labor, Licensing and Regulation Office of Administration (Baltimore, Maryland)

2016 – Present: Budget Supervisor
2015 – Present: Grants Manager
2011 – Present: Systems Administrator
2011 – 2015: Grants Administrator

University of Maryland Baltimore (UMB) (Baltimore, Maryland)

2007 – 2011: Senior Accountant
2005 – 2007: Budget Analyst
2001 – 2005: Accounting Associate

Baines Management Company (Baltimore, Maryland)

1997 – 2001: Accounts Payable Manager
1994 – 1997: Receiving Manager, Computer Scan Coordinator

Speaks Enterprise Realty (Baltimore, Maryland)

1996 – 2013: Project Management

Timbrel Church International (Largo, Maryland)

2007 – 2012: Assistant Presider of the Board of Business and Finance (volunteer)

EMPLOYMENT STATUS:

New Hire



Karen B. Salmon, Ph.D.
State Superintendent of Schools

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April 25, 2017

BOARD LIST

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

Name: Jonathan E. Turner
Position: Education Program Specialist II – Lead Specialist for School Counseling
Division: Student, Family, and School Support
Salary Grade: 22
Salary Range: \$64,608 - \$103,743
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or equivalent 36 post-baccalaureate credit hours of course work in Education Administration/Supervision or education-related field from an accredited college or university.

EXPERIENCE:

Five (5) years of professional experience in coordinating or administering school counseling and/or career development programs designed for students. Experience in interpreting and implementing education policies is required.

DESCRIPTION:

This a professional position that serves as the lead technical specialist for critical student programs such as Home Schooling, Home and Hospital services, military compact, College and Career Readiness programs, school completion and post-secondary program initiatives.

QUALIFICATIONS:

Education:

University of Rochester (Rochester, New York) 2007 - Master's Degree in School Counseling
Allegheny College (Meadville, Pennsylvania) 2004 - Bachelor's Degree in Psychology Minor in Communications

Experience:

Baltimore City Public Schools (Baltimore, Maryland)

- 2014 – Present: Educational Specialist-School Counselor
- 2013 – 2014: Associate Athletic Director –Digital Harbor High School
- 2012 – 2014: School Counseling Intern Supervisor School Counseling Mentor – Digital Harbor High School
- 2010 – 2014: High School Counselor – Digital Harbor High School
- 2007 – 2009: Transition Monitor and Elementary & Middle School Counselor –North Bend Elementary & Middle School

Pineallas County Public Schools (St. Petersburg, Florida)

- 2009 – 2010: High School Counselor

EMPLOYMENT STATUS:

New Hire