MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Monday
May 23, 2016

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

The Maryland State Board of Education met in special session on Monday, May 23, 2016 at 1 p.m. at the Nancy S. Grasmick State Education Building. The following members were in attendance: Mr. Guffrie M. Smith, President; Dr. S. James Gates, Jr., Vice-President; Ms. Linda Eberhart; Dr. Chester E. Finn, Jr.; Dr. Michele Jenkins Guyton; Ms. Laurie Halverson; Mrs. Madhu Sidhu; and Ms. Laura Weeldreyer; and Dr. Jack Smith, Interim State Superintendent of Schools.

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. Karen Salmon, Deputy State Superintendent for School Effectiveness and Dr. Miya Simpson, Executive Director to the State Board (latter portion).

TEACHER PREPARATION AND CERTIFICATION

Interim State Superintendent Smith explained that as the world changes, students and society change and noted that many states are working on teacher preparation and certification. He said, "We will have a huge number of open positions."

Dr. Salmon introduced Sarah Spross, Assistant State Superintendent, Division of Educator Effectiveness, MSDE to introduce the presenters.

Ms. Spross introduced the following presenters:

- Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, University of Maryland
- Kathy Angeletti, Assistant Dean and Executive Director of Teacher Education, University of Maryland
- Dr. Laurie Mullen, Dean, College of Education, Towson University
- Karen Robertson, Associate Dean, College of Education, Towson University
- Dr. Donna Wiseman, Dean, College of Education, University of Maryland

Dr. Shapiro explained that work on teacher preparation and certification has been ongoing for more than twenty years and that a major focus was taken in 2013 when a Teacher Education Summit was held to review pertinent research on global best practices in teacher education. She said that recommendations were provided to the Governor's P-20 Leadership Council for key changes in the following areas: 1) Pre-Service Preparation; 2) Pre-Tenure Induction; 3) Professional Development for Current Teachers; and 4) Accountability.

Dr. Shapiro discussed transformational recommendations to professionalize teaching in the 21st Century, raising the status of teaching and teachers and accountability for continuous improvement. She reported that the P-20 Council established a task force on teacher education to

develop recommendations and an action plan to ensure Maryland programs produce high quality teachers. A report was prepared in 2015 with the following key recommendations:

- Pre-Service Teachers
- Professional development for current teachers
- Continuous improvement through shared accountability

Dr. Shapiro provided a chart depicting the current teacher preparation reform efforts.

In response to a concern expressed by Ms. Eberhart about the high percentage of teachers that do not continue teaching by their third year, Dr. Shapiro said, "The better the induction program, the better a teacher is successful. We have a one hundred-day internship; it is not enough. That is what this Task Force is addressing."

In response to a question by Dr. Finn, Ms. Spross explained that the program approval process is a joint effort by the State and national accreditation and explained how the process works.

Ms. Eberhart asked how changes can be made to the national standards.

Ms. Spross agreed that the standards need to be revised and noted that legislation enacted by the 2016 Maryland General Assembly on teacher induction, retention and advancement has not been signed and talked about some of the initiatives included in the law.

President Guffrie Smith said, "We need to see action. We need to show that we are making progress."

Dr. Wiseman discussed the many changes that have been made in teacher education over the last several years.

Dr. Mullen discussed high level practices for teaching new teachers.

Ms. Robertson talked about edTPA, a multi-model educative pre-service teacher performance assessment. He explained that this assessment is very rigorous and illustrates what is effective teaching.

Ms. Eberhart suggested that this assessment could be required of the many teachers being imported into Maryland since Maryland imports more than two-thirds of its teachers.

Ms. Weeldreyer suggested that the Maryland Longitudinal Data System (MLDS) be used to provide data on test results.

Dr. Salmon thanked the presenters.

GIFTED AND TALENTED (GT) EDUCATION

Susan Spinnato, Director of Instructional Programs, MSDE, introduced Dr. Bruce Riegel, Lead GTE Specialist, and Denise Stringer, GTE Specialist. She explained that there are "excellence gaps" before pre-K and continue throughout high school and even college. She reported that Maryland received a "C" when compared internationally in educating high-ability students. She noted that there are decentralized identifiers and limited accountability across the state and provided a chart to show 2014-2015 Gifted and Talented Student Enrollment Data, disaggregated by grade. She also provided Maryland's report card on Policy Input and Student Output. Ms.

Spinnato provided the Maryland Statutes and Regulations governing GTE programs in Maryland as well as the Master Plan Goal requirements.

Dr. Riegel discussed state activities provided to local education agencies (LEAs) including the Maryland Summer Centers for GTE Students which is in its 49th year.

Dr. Guyton expressed concern that students are not identified as GTE but rather placed in GTE courses. Dr. Riegel said, "We are moving this way, starting in pre-K through 12, by providing advanced opportunities."

Dr. Finn said that Maryland is moving from a child-centered focus to a course-centered focus.

Ms. Spinnato said that COMAR required identification of GTE students and explained that some of the Master Plans from LEAs provide a narrative of the services being provided for these students.

In response to a question by Ms. Sidhu, Dr. Riegel said that a tool has been developed for administrators to identify GTE students and that online GTE courses have been provided to teachers for identification of GTE students.

Ms. Stringer provided information on the 2016 Maryland Summer Centers for Gifted and Talented Students.

Ms. Spinnato explained that the line in the Maryland State Budget for GTE was eliminated.

Dr. Gates said, "We need data that shows that these programs are producing success."

Ms. Spinnato said, "We need to get 24 LEAs to agree on identifiers of GTE students.

Dr. Keri Guilbault, Co-Chair of the Maryland State Advisory Council for GTE, which advises the superintendent on issues and best practices relevant to the education of GT students in Maryland. She discussed the EGATE Schools Program which included 39 schools in 10 LEAs which serve as models for other districts. She urged the expansion of this program.

Dr. Riegel said that his staff is working on dual enrollment to offer GTE students more opportunities.

Yvonne Golczewski, President of the Maryland Coalition for Gifted and Talented Education (MCGATE) discussed the mission and belief of this group consisting of parents, educators, students and GTE professionals.

Dr. Riegel discussed the next steps:

- Study impact of ESSA
- Address equal access
- Update and expand Primary Talent Development (PTD) Program
- Expansion of EGATE
- Expansion of the Maryland Summer Centers
- Update online courses

In response to a question by Ms. Weeldreyer as to how the Board can help in changing policy, Dr. Guilbault said, "We want teachers to have a certification to work with GTE students. They need special training." Ms. Stringer said that State Master Plans should require information on how teachers will be trained to identify and teach GTE students.

Interim State Superintendent Smith thanked the presenters.

Dr. Finn expressed concern about one-way presentations noting that the Board needs more time to share ideas with presenters.

President Guffrie Smith said, "We need to develop more guidelines."

Interim State Superintendent Jack Smith suggested the Board provide a template which outlines its guidelines for these discussions.

REDUCING AND ELIMINATING DISPROPORTIONATE/DISCREPANT IMPACT (COMAR 13A.08.01.21)

Ms. Kameen provided a historical overview of the process to improve school discipline and academic success during years 2008-2014. She also provided an update of the strategies to meet the requirements of COMAR 13A.08.01.21 *Reducing and Eliminating Disproportionate/Discrepant Impact.*

Dr. Salmon explained that the data from LEAs needs to be run through two models – Risk Ratio Model and Gap Threshold Model to determine the schools with a disproportionate/discrepant impact. She said that staff are working on this now and will provide a preliminary report to the Board at its June or July meeting. She noted that ongoing stakeholder feedback is being collected.

Ms. Kameen said that the statute requires that Disproportionate/Discrepant Impact be eliminated within three years and that the Board will have to discuss the appropriate penalties if LEAs do not meet this requirement.

In response to a question by Dr. Gates, Dr. Salmon said that LEAs are reporting that *disrespect* is not being used for student suspension. She also provided the next steps in this process.

ADJOURNMENT

With no further business before the Board, the meeting adjourned at 4:25 p.m.

Respectfully submitted,

Karen B. Salmon, Ph.D.

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Acting Secretary/Treasurer

Date: 6/28/16