



## MAINE STATE BOARD OF EDUCATION

23 State House Station  
AUGUSTA, MAINE 04333

STATE OF MAINE

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The State Board of Education held a regular monthly meeting on May 11, 2005, at the Augusta Armory, Augusta, with the following members present: Chair James Carignan, Vice Chair Philip Dionne, Joyce McPhetres, Wes Bonney, Jack Norris, Ellie Multer, Janet Tockman, and Jean Gulliver. Excused: Jack Norris

*Note: This is a nine member Board with one vacancy.*

Also present were: Commissioner Susan Gendron; Scott Brown, AIA School Construction; Judith Malcolm, Team Leader, Supports Systems Team; Ann Weisleder, newly confirmed State Board member (paperwork not completed); and Rhonda Casey, Clerk.

Note: Janet Tockman left the Board meeting to attend an Education Committee Work Session.

### **CALLED TO ORDER:**

The meeting was called to order at 1:00 p.m.

Motion made by Jean Gulliver, seconded and adopted, to add to the agenda the Consideration of Amendments to the State Board of Education's By Laws.

### **REGULAR BUSINESS:**

**CONSIDERATION OF THE REQUEST FROM ANTIOCH NEW ENGLAND GRADUATE SCHOOL, LOCATED IN KEENE, NEW HAMPSHIRE, TO RENEW ITS PRIOR APPROVAL TO OFFER ACADEMIC CREDIT PROGRAMS IN MAINE**

**Background:** 20-A M.R.S.A., Chapter 409 provides that the State Board of Education may approve an application from a postsecondary educational institution located outside the State of Maine to offer within the state courses or programs for academic credit. Officials from Antioch New England Graduate School, located in Keene, New Hampshire, have made application for renewal of prior approval to offer programs leading to completion of requirements for the degree of Master of Education in Foundations of Education (Professional Development and Critical Skills/Education by Design Concentrations) and Critical Skills/Education by Design Institutes.

The Antioch New England Graduate School application has been reviewed in accordance with the rules established by the Board and evaluated through the use of standards adopted by the Board. The report of the Review Committee and a copy of the application were distributed to Board members during the March 9, 2005, meeting.

Recommendation: That the State Board of Education accept the report of the Review Team's recommendation and reauthorize the Antioch New England Graduate School to offer in Maine programs leading to the completion of requirements for the degree of Master of Education in Foundations of Education (Professional Development and Critical Skills/Education By Design Concentrations) and Critical Skills/Education By Design Institutes. The period for approval would be from winter 2005 through winter 2009.

MOVED by Jean Gulliver, seconded by Wes Bonney, and unanimously voted by those present to accept the report of the Review Team's recommendation and reauthorize the Antioch New England Graduate School to offer in Maine programs leading to the completion of requirements for the degree of Master of Education in Foundations of Education (Professional Development and Critical Skills/Education By Design Concentrations) and Critical Skills/Education By Design Institutes. The period for approval would be from winter 2005 through winter 2009.

#### EXTENDING THE APPROVAL CYCLE FROM 5-YEARS TO 7-YEARS FOR MAINE EDUCATOR PREPARATION PROGRAMS THAT ARE STATE APPROVED AND NATIONALLY ACCREDITED

Background: In 1992 the State Board of Education unanimously approved entering into a partnership relationship with the National Council for the Accreditation of Teacher Education (NCATE) for the joint conduct of national accreditation and state program approval. NCATE accreditation is voluntary, while state program approval is required. The partnership is designed to satisfy the desire of institutions that wish to seek national accreditation concurrent with state program approval, as the two processes are nearly identical. The exception being that NCATE accredits the unit, or infrastructure that supports the delivery of the program, and the state approves the program for certification purposes. Joint visits, conducted under the partnership benefit institutions in many ways, including the reducing of potentially two team visits to a campus, to one joint visit, reduction of redundancy in other ways including the preparation of materials, scheduling of institutions interviews, and costs. Currently, the partnership visits are scheduled on a five-year cycle, as outlined in Chapter 114, and in the partnership protocol.

Accreditation visits by NCATE are currently scheduled on a five-year cycle, a pattern that has been followed since the reform of NCATE in the mid-1980s. The five-year cycle fits the visitation pattern for almost all states with which partnerships were being developed at that time; the only exception was California, which had a six-year cycle. For the decade prior to 1985, NCATE had an interim review by a small team at the five-year point that recommended a full visit in another two or five years by a team whose

size was often double or triple the current team size. In the 1970s and earlier, the review cycle was every ten years.

Unlike NCATE, most other national accrediting organizations operate on a seven-, eight-, or ten-year cycle. Earlier visits may be scheduled if some standards are not being met or serious problems have been identified by the visiting team. Some agencies accredit new institutions for five years after the first visit and then move to a seven-, eight-, or ten-year cycle for future visits.

NCATE's Executive Board met in Washington, D.C. on May 9, 2003. During this meeting the Board adopted the seven year accreditation cycle. The move from a five-to a seven-year cycle provides institutions with additional time to collect and analyze data related to their candidates and the quality of their programs in a continuous assessment system. A seven-year cycle will not mean that the State and NCATE do not pay attention to the unit and its programs for seven years. Rather, annual updates are required under Chapter 114 and by NCATE policies. Changes in the size of the candidate pool, size of faculty, or resources would trigger an in-depth review by NCATE. The State's identification of a "low performing institution" or low test scores would automatically trigger the collection of additional data, review by the Annual Report and Preconditions Audit Committee, and possibly a visit.

In addition, programs within a unit that have been conditionally recognized by NCATE are required to submit additional information to remove the condition within two years of the specialized professional association review. If a program does not meet state standards, states monitor the program and revoke state approval if problems are not satisfactorily addressed within the specified period of time. Finally, NCATE has a complaint review process that could trigger a full review of the unit between regularly scheduled visits.

Institutions that are deemed to not be meeting one or more standards at the time of an on-site visit may be approved/accredited with conditional/probationary status. In such case; additional information will be required within six months to remove a condition or provision or a focused visit will be scheduled within two years. Any institution with pervasive problems is required to host an on-site visit within two years to maintain State approval and NCATE accreditation.

Recommendation: 1) That the Board endorse moving from a 5-year to a 7-year approval cycle for Maine educator preparation programs that are both State approved and nationally accredited; and 2) that the Board endorse making this change in the State/NCATE partnership protocol as well as in Chapter 114 – *Purpose, Standards and Procedures for the Review and Approval of Educational Personnel Preparation Programs*.

MOVED by Jean Gulliver, seconded by Phil Dionne, and unanimously voted by those present to endorse moving from a 5-year to a 7-year approval cycle for Maine educator preparation programs that are both State approved and nationally accredited, and the

Board endorses making this change in the State/NCATE partnership protocol as well as in Chapter 114 – *Purpose, Standards and Procedures for the Review and Approval of Educational Personnel Preparation Programs*.

## ADOPTION OF PRAXIS II CONTENT ASSESSMENT PASSING SCORES FOR TEACHER CERTIFICATION

Background: On April 14, 2004, the State Board of Education adopted amended Chapter 115, Rules for Certification, Authorization, and Approval of Education Personnel, as approved by the Maine State Legislature. Among the many amendments, which resulted in major revisions to Maine’s teacher and educational specialist certification requirements that created a performance-based system was the inclusion of a required content assessment for teacher certification. This requirement as adopted into regulation becomes effective August 1, 2005.

In late 2001, as a result of the Results-Based Initial Certification Stakeholders recommendation to the Board for inclusion of a content assessment in the requirements for teacher certification, the Department initiated the process of test selection. Numerous meetings with educators were held to review the content tests that were available and that were appropriately aligned with Maine’s curriculum standards for K-12 students, Maine’s Learning Results. Spanning many months, this work was concluded early in 2003.

Beginning in 2003 the Department then undertook the test validation, standard setting or passing score determination process for each content test selected. Thirty-five individual panels of educators were convened to establish the standard for each test. This work was concluded in December 2004. In mid January 2005, three new committees of stakeholders were convened to review the recommended passing scores issued by the standard setting panels for each content test. These stakeholders took into consideration additional information provided by Educational Testing Service (ETS) including but not limited to other states’ passing scores for the same tests and passing score trend data, which provides a degree of predictability as to what percentage of test takers, nationally, would pass at the recommended score for a given test. Based upon this review and through comprehensive deliberations, the stakeholders either endorsed the standard setting panel(s) recommended passing score or changed the recommended score based upon compelling rationale for each change. The final recommended passing scores for each content test are provided for State Board consideration for adoption.

In order for the Department to administer the new test requirement for initial teacher certification, Chapter 13, Qualifying Examinations for Teachers and Administrators must be amended to include the test titles and their respective passing scores. Chapter 13 has been prepared accordingly for review by the Board and for the Board’s consideration to initiate the Maine Administrative Procedure Act (APA) for this rule change.

\*Note: Four content tests remain to be validated due to an insufficient number of educators who were able to commit to the standard setting panels. These panels have now been established and will convene in May 2005.

## Recommended Qualifying Scores Praxis II Content Area Test

Endorsement Code	Title	Grade Level	Test Code	Title	Standard Panel Score Recommended	Rationale	Stakeholders Recommended Score
020	General Elementary	K-8	0014	Elementary School: CK	149	CHANGE: @149 = 77% pass rate, 145 = -1 SEM, pass rate 84%. Recognized multiple subject area competencies.	145
029	Early Childhood (Regular Ed)	K-3	0021	Education of Young Children	166	No Change – 90% pass rate	166
071	Library Media Specialist	K-12	0310	Library Media Specialist	590	No Change – 95% pass rate	590
075	Guidance Counselor	K-12	0420	School Guidance and Counseling	570	No Change – 90% pass rate	570
092	Literacy Specialist	K-12	0300	Reading Specialist	580	CHANGE: @580 = 46% pass rate, 530 = -2 SEM, pass rate 70%. Critical shortage area	530
100	Secondary English	7-12	0041	English Language Literature/Composition	160	No Change – 86% pass rate	160
100	Middle Level English	5-8	0049	Middle Level Language Arts	166	CHANGE: @166 = 68% pass rate, 155 = -2 SEM, pass rate 86%. Recognizes Middle Level need competency in multiple subjects – must take multiple tests	155
200	Secondary Social Studies	7-12	0081	Social Studies: CK	157	No Change – 76% pass rate	157
200	Middle Level Social Studies	5-8	0089	Middle Level Social Studies	153	No Change – 79% pass rate	153
282	Teacher – Disabled Students	Birth – 5	0353	Exceptional Students: CK	157	No Change – pass rate = 87%. Critical shortage area	157
282	Teacher – Disabled Students	K-8	0353	Exceptional Students: CK	159	CHANGE: For consistency each test has passing score of 157 = 87% pass rate	157
282	Teacher – Disabled Students	7-12	0353	Exceptional Students: CK	146	CHANGE: For consistency each test has a passing score of 157 = 87% pass rate. Critical shortage area	157
286	Students w/Severe Disabilities	K-12	0321	Spec. Ed. Teaching Students w/Mental Retardation	149	CHANGE: @ 149 = 72% pass rate, 140 = -1 SEM, pass rate 87%. Critical shortage area	140

Endorsement Code	Title	Grade Level	Test Code	Title	Standard Panel Score Recommended	Rationale	Stakeholders Recommended Score
293	Speech & Hearing Clinician	K-12	0880	Teaching Speech to Students w/Language Impairments	540	No Change – 96% pass rate. Critical shortage area	540
300	Secondary Mathematics	7-12	0061	Mathematics: CK	134	CHANGE: @134 = 68% pass rate, 126 = -1 SEM, pass rate 76%. Critical shortage	126
300	Middle Level Mathematics	5-8	0069	Middle School Mathematics	154	CHANGE: 154 = 69% pass rate, 148 = -1 SEM, pass rate = 79%. Recognizes middle level need competency in multiple subjects. Must take multiple tests. Critical shortage area	148
340	Middle Level Science	5-8	0439	Middle School Science	149	CHANGE: @ 149 = 67% pass rate, 142 = -1 SEM, pass rate 80%. Critical shortage area – multiple subject area competency	142
350	Secondary Physical Science	7-12	0481	Physical Science: CK	157	CHANGE: @ 157 = 64% pass rate, 147 = -1 SEM, pass rate 84%. Critical shortage area.	147
395	Secondary Life Science	7-12	0235	Biology: CK	159	CHANGE: @ 159 = 53% pass rate, 150 = -2 SEM, pass rate 74%. Critical shortage area.	150
410	Latin	K-12	0600	Latin: CK	610	No Change – 89% pass rate	610
420	French	K-12	0173	French: CK	157	No Change – 88% pass rate	157
430	German	K-12	0181	German: CK	156	No Change – 87% pass rate	156
440	Spanish	K-12	0191	Spanish: CK	167	CHANGE: @ 167 = 69% pass rate, 158 = - 2 SEM, pass rate 82%. Critical shortage area (also second highest rec. score in the nation)	158
510	Physical Education	K-12	0091	Physical Education: CK	153	CHANGE: @ 153 = 67% pass rate, 149 = -1 SEM, pass rate 78%. A change could create a shortage area	149
614	Music	K-12	0113	Music: CK	151	No change – 86% pass rate	151
620	Visual Arts	K-12	0133	Art: CK	151	No Change – 93% pass rate	151
640	Business Education	K-12	0100	Business Education	530	CHANGE: @ 530 = 97% pass rate, 560 = +1 SEM, pass rate 93%. Increase rigor and purpose for test	560

Endorsement Code	Title	Grade Level	Test Code	Title	Standard Panel Score Recommended	Rationale	Stakeholders Recommended Score
650	Bilingual	K-12	0360	ESL	540	No Change – 87% pass rate	540
660	ESL	K-12	0360	ESL	540	No Change – 87% pass rate	540
670	Home Economics	K-12	0120	Family & Consumer Science	570	No Change – 91% pass rate	570
700	Industrial Arts	K-12	0050	Technology Education	570	No Change – 93% pass rate	570
	All Career & Technical Education	9-12	0890	Vocational: GK	540	No Change – 96% pass rate	540
	(Pedagogy Test for Alternative Routes)	K-3	0521	Principles of Learning and Teaching	166	CHANGE: @ 166 = 86% pass rate, 172 = +1 SEM, pass rate 75%. Make consistent with each level of same test that validated. Recognize that test standard must be high for alternative route to certification candidates lacking pedagogy training.	172
	(Pedagogy Test for Alternative Routes)	K-8	0522	Principles of Learning and Teaching	166	No Change – 78% pass rate	166
	(Pedagogy Test for Alternative Routes)	5-8	0523	Principles of Learning and Teaching	163	No Change – 78% pass rate	163
	(Pedagogy Test for Alternative Routes)	7-12	0524	Principles of Learning and Teaching	No Score	Did not validate	

## Endorsements for Which There Are No Tests at This Time

Endorsement Code	Title	Grade Level
530	Driver's Education	9-12
450	Russian	K-12
460	Italian	K-12
470	Chinese	K-12
480	Japanese	K-12
680	Computer/Technology	K-12
690	Gifted/Talented	K-12

## Remaining Tests That Require Validation

Endorsement Code	Title	Grade Level	Test Code	Title
291	Blind/Visually Impaired	K-12	0280	Blind/Visually Impaired
292	Deaf/Hearing Impaired	K-12	0271	Deaf/Hearing Impaired
520	Health	K-12	0550	Health
925	Theatre	K-12	0640	Theatre

Recommendation: It is recommended that the State Board of Education adopt the PRAXIS II Content Area Assessments that have been validated for Maine administration and the recommended passing scores for each of the assessments as listed.

MOVED by Jim Carignan, seconded by Phil Dionne, and unanimously voted by those present to adopt the Praxis II Content Area Assessments that have been validated for Maine administration and the Stakeholders recommended passing scores for each of the assessments as listed. Test score data for all Praxis II Content Assessments will be reviewed after a two-year administration; no later than September 1, 2007.

#### INITIATION OF THE MAINE ADMINISTRATIVE PROCEDURE ACT (APA) FOR CHAPTER 13: QUALIFYING EXAMINATIONS FOR TEACHERS AND ADMINISTRATORS

Background: On April 14, 2004, the State Board of Education adopted amended Chapter 115, Rules for Certification, Authorization, and Approval of Education Personnel, as approved by the Maine State Legislature. Among the many amendments, which resulted in major revisions to Maine's teacher and educational specialist certification requirements, was the inclusion of required content area assessments for certification. This requirement, as adopted into regulation, becomes effective August 1, 2005.

On May 11, 2005, the State Board accepted the recommended passing scores for each of these content area assessments. In order for the Department to administer the new assessment (test) requirement for initial teacher certification, Chapter 13, Qualifying Examinations for Teachers and Administrators must now be amended to include the test titles and the respective passing scores for each. Finalization of the amended rule must take place on or prior to August 1, 2005, when the content area assessment requirement for initial certification becomes effective. An additional amendment is the transition of the Praxis I (PPST) passing scores to a composite score.

Chapter 13 has been prepared for review by the Board and for the Board's consideration to initiate the Maine Administrative Procedure Act (APA) for this rule change.

Recommendation: It is recommended that the State Board of Education approve proceeding with rulemaking regarding the proposed amendments to Chapter 13 in accordance with the Maine Administrative Procedure Act.

MOVED by Phil Dionne, seconded by Jean Gulliver, and unanimously voted by those present to approve proceeding with rulemaking regarding the proposed amendments to Chapter 13 in accordance with the Maine Administrative Procedures Act.

#### MAJOR CAPITAL IMPROVEMENT PROGRAM, DESIGN & FUNDING APPROVAL CONSIDERATION, AUBURN SCHOOL DEPARTMENT, NEW ELEMENTARY SCHOOL (PRE-K-6 PROJECT)

Statement of Fact: The Auburn School Department's Elementary School (Pre-K – 6) project received Concept Approval at the July 14, 2004, State Board of Education Meeting. The project was approved at local referendum on September 14, 2004. Design and Funding Approval consideration on Phase I, Site Work, was approved by the State Board of Education at its February 9, 2005, meeting. This Design and Funding Approval is being requested pursuant to M.R.S.A. Title 20-A.

The completion of the new Auburn Elementary School being built to house 326 Pre-K – 6 students, will allow the closing of the old Lake Street School, continue to provide a neighborhood with a quality building, and a site that is in step with the Auburn School Department's long-range organizational plan. As of this date, the future use of the Lake Street School has not been determined.

The Auburn School Department has requested Design and Funding Approval for the new Auburn Elementary School project qualifying under State statutes and State Board of Education Rules for Major Capital School Construction Projects, and:

1. The Auburn School Department proposed project is eligible for school construction under M.R.S.A. Title 20-A, Chapter 609;
2. The proposed project and the authorized method of financing are in the best interest of the State of Maine and the City of Auburn;
3. The Auburn School Department estimated capital outlay expenditures are reasonable; and
4. The Auburn School Department's proposed project is in compliance with M.R.S.A. Title 20-A, Chapter 301, as it relates to the provisions of special education facilities.

Project Information:

Project: Auburn Elementary School  
Superintendent: Barbara Eretzian  
Principal: Vickie Gaylord  
Architect: Stephen Blatt Architects

Project Budget Information:

Concept Approval Date and Total Project Cost: July 14, 2004; \$10,401,000  
Approved for Inclusion in State/Local Debt Service: \$9,591,000  
Local Only: \$690,000  
Maine High Performance School Grant: \$120,000  
Estimated Project Cost: \$10,401,000

Department Recommendation: The Department of Education recommends that State Board of Education grant Design and Funding Approval to the Auburn School Department for the new Auburn Elementary School Major Capital Improvement construction project.

This approval constitutes Design Approval. Final Funding Approval may be subject to adjustment under Section 15 of the State Board of Education Rules for School Construction Projects, which states:

*“When it is determined by the Commissioner, following the opening of school construction bids, that there are surplus funds contained in a project budget, the State Board directs the Department of Education (DOE), with the advice of the Bureau of General Services, to initiate a process to lower the approved budget to the appropriate funding level, thus, providing additional funds for other projects awaiting concept approval.”*

MOVED by Jean Gulliver, seconded by Wes Bonney, and unanimously voted by those present to grant Design and Funding Approval to the Auburn School Department for the new Auburn Elementary School Major Capital Improvement construction project.

#### CONSIDERATION OF AMENDMENTS TO STATE BOARD OF EDUCATION BY-LAWS

MOVED by Joyce McPhetres, seconded by Jean Gulliver, and unanimously voted to consider adopting the proposed amendments to the State Board of Education’s By-Laws at this meeting.

MOVED by Jean Gulliver, seconded by Joyce McPhetres, and unanimously voted to adopt the changes to the State Board of Education’s By-Laws.

#### **NOMINATION AND ELECTION COMMITTEE**

The Nomination and Election Committee recommends that Jim Carignan continue to serve as chair and Phil Dionne continue to serve as vice chair.

#### **COMMISSIONER’S REPORT:**

Commissioner Gendron Reported on the following:

- That the Education Committee acted on LD 1424, An Act to Simplify Implementation of the Maine Learning Results. For highlights of the Committee’s action, please refer to Attachment 1 (Summary of LD 1424) at the end of these minutes.
- That the Education Committee voted to carry forward the Charter School bill. The Maine Charter School Association has been in contact with her office to schedule time with her and the State Board to discuss in further detail the proposed legislation in an effort to prepare for the 2<sup>nd</sup> session of the 122<sup>nd</sup> Legislature.

- That a bill was passed by the legislature to proceed with the possibility of taking legal action against the federal government's involvement with No Child Left Behind. Maine has begun to work with the Attorney General's office in an effort to review the information. After reviewing the evidence, the attorney general will weigh in as to whether or not Maine should proceed with a case.

### **CHAIR'S REPORT:**

Chair Carignan reported on the following:

- That he met with the chairs of the Education Committee, Senator Libby Mitchell and Representative Jackie Norton, over lunch in an effort to help them understand the role and authority of the State Board. It seemed that the Education Committee had the perception that the State Board was challenging the authority of the Education Committee. This misperception seemingly stemmed from the establishment of the Select Panel on revisioning. After the meeting, the air was cleared and both chairs put misunderstanding behind them.
- That the Construction Committee held a meeting. Jim Rier made a presentation regarding the situation in Washington County, which was triggered by the Governor's promise to give them one million dollars for a vocational education center. This situation raises some very important questions about processes, problems, and solutions.
- That the Select Panel continues to meet. The panel hopes to complete a draft report by August. Bob Woodbury drafted an introduction, which will be followed by a fairly short piece that is data driven and points out how Maine kids in an international sphere are not at the top of the ladder. This is a matter of significant concern to the panel members and statewide. The issue is no longer about Maine verses other states, but rather Maine children competing globally. The third part of the report will be a series of significant "levers", which were identified in an earlier meeting: These levers are: time, quality of instruction, technology, societal attitudes, structure and governance. The next meeting is scheduled for June 8.
- That he and Phil attended the Career and Technical Education (CTE) Awards Dinner at the Lewiston Regional Technical Center. The dinner was prepared by the Lewiston culinary arts students and was exceptional.
- In the past, the Board has participated in an annual fall conference sponsored by the Maine School Management Association. Does the Board still want to continue this practice of attending the conference?

The Board unanimously agreed to continue participating in the conference, and Joyce McPhetres and Jean Gulliver agreed to take over the responsibility of organizing the Board's booth.

- During the Board's 2004 September retreat members identified and agreed to areas which needed attention. One such area of focus was the quality of instruction (teacher, administrator, etc.). The Certification Committee has discussed hosting a conference in August or October of this year, whereby the Board would bring in a keynote speaker in particular Linda Darling Hamlin to talk about the quality of teacher preparation to an audience consisting of members from the higher education institutions. Representing the institution would be a team of five including the dean. Initial preparation for this conference has begun although no specific dates have been scheduled.

### **BOARD MEMBER'S REPORT:**

#### Ellie Multer:

- That she received a letter from Douglass Cummings, Executive Director, Independent Schools Association of Northern New England, in response to her reply as Chair of the Construction Committee. Mr. Cummings agrees that it is the responsibility of the public school unit to investigate its options regarding how to provide the best possible education for its students.
- That during the Maine School Management Annual Fall Conference held in October 2005, the Board asked participants to fill out a short survey by checking off which characteristics they thought made a fine teacher. She has finished tallying up the results and the two most important characteristics recognized by the majority of the participants are:
  - #1 - was the "love for children";
  - #2 - was the "ability or skill to teach the same material in more than one way"; and
  - When it came to the third choice, participants were split. Board members voted for "subject matter expertise", and superintendents were divided between "subject expertise" and the "understanding of how young people function." Still others chose "the ability to keep a classroom under control."

At Joyce's request, Ann Weisleder briefly shared with the Board her background. She indicated that she started her career as a teacher in Pennsylvania in a condemned high school in the small town of Reedsville. Since then, she has continued to be involved in education in a variety of perspectives. Her longest tenure as teacher was in MSAD #64, and before teaching in MSAD #64 she was a member of their school board. She has three grown children, is married, and resides in Bangor.

#### Joyce McPhetres:

- That the Gender Equity Task Force is holding a meeting on Thursday, May 12. The group should be added to the Board's next regular meeting during its workshop session to present its report with finding and recommendations.

Phil Dionne:

- That he had an opportunity to participate in the process of reviewing the candidates for the Teacher of the Year award. He spent an entire day in Lewiston at the Montello School observing one candidate in action.
- That the CTE Implementation Committee will be meeting on May 12.
- That he attended an Apprentice Council meeting on May 10. Apprenticeship in Maine is doing well and expanding rapidly. Maine Jobs Council is currently in the process of finalizing the State Plan for the Workforce Investment Act.

**ADJOURNMENT:**

State Board of Education unanimously agreed to adjourn the May 11, 2005, meeting at 2:30 p.m.

## Summary of LD 1424

### Joint Standing Committee on Education and Cultural Affairs

#### The Actions of the Education Committee Were Built Upon the Following Goals:

- I. **Sustaining the original purpose of the Maine *Learning Results***
  - a. All students should aspire to high levels of learning
  - b. Achievement should be assessed in a variety of ways
  - c. Completion of public school should have common meaning throughout the State
- II. **Maintaining current timelines** for implementation of all curriculum and instruction, which must be implemented in 2007-2008 school year (including Visual & Performing Arts, Modern and Classical Languages, and Career Preparation)
- III. Insuring access to a **diploma** for all students
- IV. Modification of the **Local Assessment System (LAS)**
- V. Addressing all components of the system to insure attainment of the **original purpose** in I. above

#### Key Changes in Statute Proposed:

1. Commissioner will conduct a review of all School Administrative Units (SAUs) and report back to the Education Committee in January of 2006 on the status of implementation of the system of *Learning Results*
2. Commissioner will develop technical assistance plan for SAUs
3. Current practice of graduation decisions and the awarding of diplomas based upon credits will continue (and a change made to current law to reflect that)
4. A *Learning Results* Endorsement can be added to the diploma and high school transcript for students who demonstrate attainment of the *Learning Results* standards
5. Language has been added for Special Education students to clarify that a diploma will be awarded to those who successfully complete the goals and objectives of their Individual Educational Programs (IEPs) in attainment of the *Learning Results*
6. The Maine Educational Assessment (MEA) will be redesigned for grades 4 and 8 to provide clearer and more useful student achievement data to teachers, students, local school boards, and parents. It will also align with the requirements of federal law for testing in grades 3 through 8
7. The language permits the Commissioner, after reporting to the Education Committee in September, 2005 to provide for an alternative measure of student achievement at grade 11
8. Graduation decision requirements will be modified as follows:
  - ✓ 2008-09 School Administrative Units **may issue** diplomas based upon attainment of the *Learning Results* and **must report** on the number of credit diplomas and *Learning Results* Endorsements issued to students
  - ✓ Beginning in 2009-10, the Commissioner will establish **annual targets** for the percentage of students to whom units should be awarding *Learning Results* Endorsements, increasing each year from 2010 on
    - SAUs will be required to include local percentages in their annual basic school approval reports to the Department
  - ✓ 2009-10 a percentage of *Learning Results* Endorsement must be awarded in English Language Arts and Mathematics

- ✓ 2010-11 a percentage of *Learning Results* Endorsement must be awarded in English Language Arts, Mathematics, Science and Technology, Social Studies, and Health and Physical Education
  - ✓ 2011-12 a percentage of *Learning Results* Endorsement must be awarded in English Language Arts, Mathematics, Science and Technology, Social Studies, Health and Physical Education, Modern and Classical Languages, Visual and Performing Arts, and Career Preparation
9. For private academies enrolling 60% or more of publicly funded students, all items listed above in number 8 would apply
10. Accountability for implementation of the system will be measured through the SAUs' comprehensive education plans

**Further Action Required by the Department as a Result of the Enactment of LD 1424:**

- Authorizes the Commissioner to provide technical assistance to SAUs that are not moving towards the targets
- Requires the Department to revise the regulations for the Implementation of the System of *Learning Results* (Chapters 125 & 127) – these are major substantive rules and will be ready for legislative review in January of 2006
  - ✓ The regulations will be rewritten to simplify the Local Assessment System (LAS)
  - ✓ The regulations will require the School Administrative Units to use the MEA in the Local Assessment System (LAS), thus reducing the number of assessments to be used