

MAINE STATE LEGISLATURE

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Maine State Board of Education

Education 2016-2021: A Strategic Vision for Education in Maine

INTRODUCTION

The State Board of Education represents the public's voice in Maine's public education structure. It consists of nine adult members, appointed by the Governor and confirmed by the State Senate, serving staggered five-year terms. The State Board of Education also has two non-voting student members representing the two Congressional Districts. Each student member is nominated and confirmed in the same way as an adult member, and serves a two-year term. Maine law specifies that the State Board of Education be "broadly representative of the public" and each new member is limited to no more than two terms. There must be at least four members from each Congressional District. As an independent body, the State Board of Education has the parents and students of the State as its constituency and is committed to seeing that the resources provided by Maine taxpayers produce the highest quality, most cost-effective education for Maine's students.

The responsibilities of the Maine State Board of Education, as specified in Maine's laws and rules, have an impact on every public school in Maine. Among its many charges, the Board is responsible to participate in the development of educational policy in Maine. It has a responsibility to advise the Commissioner of Education by providing recommendations for PreK-12 public education that aid the Commissioner in carrying out his/her role. The State Board of Education may receive requests from the Governor's Office and/or the Legislature's Joint Standing Committee on Education and Cultural Affairs to undertake a study and/or make recommendations on pending legislation. Members of the State Board of Education frequently appear before committees of the Legislature to

offer testimony on bills with implications for education and are appointed to serve on ad hoc and blue ribbon panels to provide a non-partisan, diverse perspective in the development of legislation and policy.

The Board has a number of functional areas as well. In major school construction funded by the State, the Board participates in the approval for the site of the construction and in various stages of the construction process. The Board carries major responsibilities in educator certification, the approval of teacher education programs in institutions of higher education, recommending degree-granting authority for higher education, and adopting and receiving federal funds for the State Plan for Career and Technical Education.

The Board is also responsible for appointment of three members to the Maine State Charter School Commission (“Commission”). It also interviews and approves the four members at large. As part of its on-going activities, the Board monitors the work of the Commission and reviews its annual monitoring reports of authorized charter schools.

Pursuant to its enabling statute, the Board is charged with maintaining a five-year strategic plan. When initially enacted, the statute directed the Board to match its strategic plan to the work of a long-disbanded Maine education task force and the federal Goals 2000: Educate America Act, which established national planning objectives, with specific milestones to be achieved by the year 2000. While these sources are no longer authoritative guiding principles in state or national education policy, the aspirations in their work are in many ways enduring and serve to guide the development of the Board’s direction as described in this strategic plan.

MISSION

The Mission of the State Board of Education is to provide policy leadership that promotes a Maine public school system whose graduates will meet current and future learning standards and to make recommendations to the Executive and Legislative Branches of Government that will further this mission.

VISION

The Vision of the State Board of Education is to ensure Maine public school students graduate with the skills, knowledge, and principles to be responsible American citizens; self-directed and dedicated to making contributions to society by pursuing further education and employment.

GUIDING PRINCIPLES

The Maine State Board of Education shall conduct its work in alignment with its mission and vision by:

- Ensuring the voices of the public are heard in the educational policy development and debates.
- Effectively communicating with educational stakeholders across the State of Maine to understand their agendas and perspectives.
- Conducting its public meetings and hearings across the state of Maine.
- Effectively organizing its efforts to discharge its assigned responsibilities.

GOALS AND IMPLEMENTATION PLAN

The Maine State Board of Education through open communication and collaboration with the Governor's office, the Commissioner of the Department of Education, the Legislature's Joint Standing Committee on Education and Cultural Affairs, and educational stakeholder groups will promote the following four goals to provide the best education possible for all Maine public school students.

GOAL #1: STRENGTHEN CAREER AND TECHNICAL EDUCATION

The Board sets as its goal to strengthen and enhance the delivery of Career and Technical Education programs in the State of Maine.

Rationale: The State Board of Education believes that Maine students should be afforded robust, high quality, and comprehensive educational offerings that lead to careers which may be enhanced by, but do not require, traditional 2 or 4-year advanced degree programs. In high school programs, college readiness receives a lot of attention; career-centered pathways deserve the same.

Strategic Priorities:

1. Direct a greater portion of CTE funds towards instruction & instructionally related services.
2. Double enrollment in CTE programs by 2020
3. Introduce CTE instruction into Maine's middle schools
4. Better align secondary and post-secondary CTE offerings and programs

Milestones: The Maine Board of Education shall pursue this goal through the following milestones:

1. By August 2017, with the Maine Department of Education and other stakeholders to develop a position and recommendations, if any, regarding changes to the state funding of career and technical education programs, including
 - examination of past work on an “EPS for CTE” model,
 - better targeting of Board administered endowment funds,
 - and redevelopment of the State’s Perkins grant program.
 - By the end of 2017, submit any legislation and policy recommendations to the Department of Education and Maine Legislature for consideration during the legislative session.
2. By September 2017 the Board will receive from its CTE committee its vision for the Strategic Plan, its Strategic Priorities for its implementation, and its recommendations for action on CTE Funding
3. By January 2018 the Board will receive recommendations from a review by its CTE committee regarding the better targeting of Board-administered

endowment funds (a.k.a. Briggs Endowment) on:

- How a competitive, open-award process in future years can best achieve the donor's intent and the Board's CTE strategic priorities.
- How these funds can be leveraged, consistent with the Board's CTE strategic priorities and consistent with the donor's intent.
- How the award process can demonstrate the Board's advocacy role for CTE.
- What a reasonable award schedule might look like over a five-year period to achieve an appropriate balance between funds disbursed & funds retained.

This review should be completed by the end of the February 2018 with recommendations before the Board no later than the March 2018 meeting.

4. By January 2018 the Board will receive recommendations from a review by its CTE committee on the redeployment of Perkins funds FY 2019 extension to determine how to better achieve the Strategic Priorities and,
5. By March 2018 the Board will receive recommendations from a review by its CTE committee to determine if under the FY 2019 extension of the Perkins grant program the distribution of Perkins funds between secondary and post-secondary (currently 50:50) is consistent with national trends, can be leveraged to achieve better alignment between secondary and post-secondary CTE programs, or can better achieve any of the strategic priorities.
6. By April 2018 the Board will receive the FY 2019 Perkins Grant application.
7. In 2018, monitor implementation of any reforms, legislation, and emerging issues affecting the effectiveness of Maine's career and technical education programs, including (but not being limited to):
 - doubling enrollment in CTE secondary programs by 2020
 - introducing CTE instruction into Maine's middle schools
8. In 2019, monitor implementation of ongoing reforms and emerging issues affecting the effectiveness of Maine's career and technical education programs.
 - a) Continue Emphasis on CTE Strategic Priorities
 - b) Develop Transition Plan for Strengthening Career & Technical Education for the 21st Century Act (Perkins V)
 - c) Study Workforce Needs Data
9. In 2019, with a new administration in the Blaine House convene a career and

technical education summit(s), with a diverse group of stakeholders to include higher education to evaluate improvements to the delivery of programs in light of the emerging economic and educational environment of 2020.

a) Develop a Statewide CTE Plan

10. In 2020, work with the Maine Department of Education and other stakeholders to develop further policy and legislative recommendations to enhance the delivery of career and technical education programs in Maine.

11. By the end of 2020, submit legislative and policy recommendations to the Department of Education and Maine Legislature for consideration during the legislative session.

GOAL #2: STREAMLINE AND ENHANCE TEACHER CERTIFICATION AND PREPARATION IN MAINE

The State Board of Education sets as its goal to streamline and enhance teacher certification and post-secondary educator preparation programs.

Rationale: Our students need the very best teachers in their classrooms. Right now, Maine is facing a severe shortage of high quality teacher candidates at a time when the number of teacher retirements is ramping up steeply. Certification processes that facilitate the smooth & timely credentialing of qualified candidates is crucial to filling those vacancies. Further the very best quality teacher preparation programs possible at the post-secondary level are equally critical to filling the pipeline with highly effective teachers.

Goal 2.1 Higher Education - Purpose, Standards and Procedures for the Review and Approval of Preparation Programs for Educational Personnel. Chapter 114

Hold higher education programs to high standards in program reviews

Rationale: "Our students need the very best teachers in their classrooms"

- a) Update the "observation" role of State Board members (*Winter 2018*)
- b) Make well informed decisions in program reviews
- c) Update handbook by creating an appendix with rubrics for each subsection under each standard (*Spring 2018*)
- d) Create training for State Board members in their "observer" role (*Spring 2018*)

- e) Start initial training for teams (*Spring 2018*)
- f) Pilot revised handbook with rubrics in appendix on reviews (*July 2018*)

Goal #2.2 – – Certification, Authorization and Approval of Education Personnel. Chapter 115

Review the certification process

Rationale: “Certification processes facilitate the smooth and timely credentialing of qualified candidates”

- a) Monitor and learn more about recent changes to Chapter 115: LD 404 – Resolve Regarding Legislative Review of Portions of Chapter 115 Certification and Approval of Education Personnel (*Winter 2018*)
- b) Monitor statutory revisions related to Chapter 115 rule updates as (LD 1569 – An Act to Revise Certification Statutes for Educational Personnel) moves through the process this session (*Spring 2018*)
 - 1. Revise Rule 115, Pt. II (Fall 2018)
 - i. Maintain Alternative Certification Pathways
- c) Monitor the on-line teacher certification/re-certification process (*Summer 2018*)
 - 1) Monitor Online Teacher Certification Implementation
- d) Review other certificates (*Fall 2018*)
 - 1) Review Teacher Certification Qualifications (2019)
 - 2. Review Individual Certification Areas for Teachers (2019)

Goal #2.3 – – Qualifying Examinations for Teachers, Educational Specialists and Administrators. Chapter 13

Review the use of PRAXIS I and PRAXIS II and the cut scores

Rational: “Our students need the very best teachers in their classrooms”

- a) Look at/edit the draft administrative letter (*Fall 2017*)
- b) Approve the final form – administrative letter (*Fall 2017*)

- c) Board workshop on the use of PRAXIS in all higher education programs in Maine (*Summer 2018*)
- d) Research the data on teacher effectiveness/test scores (*Fall 2018*)
- e) Review Praxis Scores & Standards (2019)
- f) Study the Relationship between Praxis II Scores & Teacher Effectiveness (2019)

GOAL #3: OVERSIGHT OF CONSTRUCTION PROJECTS

The Board sets as its goal to continue to promote responsive and responsible state school construction policies and processes that address varied academic needs of Maine students including student safety and health.

Rationale: All state-supported major school construction projects require approval by the State Board of Education at several stages. A continuing need for improved school facilities lies ahead. One of the on-going challenges for the State Board is to foster the wise use of state resources during a time of shifting and declining student populations and resources.

Milestones: The Maine Board of Education shall pursue this goal through the following milestones:

1. By early 2017, develop rule changes and new project rating systems necessary and appropriate to initiate a new candidate list for future year state-supported construction.
2. By the end of 2017, initiate the process for a new round of state supported new school construction projects.
3. In 2019, announce a new, prioritized slate of state-supported new school construction projects.
4. During 2017 reevaluate Chapters 60 & Chapter 61 rules pertaining to school construction projects. Explore school size, travel times and investigate ways to create incentives between districts.
5. Introduce a new rating system process with work starting in 2017 and new list completed by 2019. Work would be done in conjunction with the DOE and Commissioner of Education.

6. Once a new list has been established (2019) announce “priority projects”.

7. Advocate for Revolving School Construction Funds. (2019)

8. Advocate for additional Funding for Innovative and Consolidated Construction Program (2019)

9. Advocate for and administer any federal constructions funds as they become available (ongoing)

GOAL #4 UPDATE CHARTER SCHOOL STATUTES

The Board sets as its goal to strengthen and enhance the equity of treatment of charter schools and their students in Maine.

Through its involvement in appointing all members of the Maine Charter School Commission and regularly attending to its work, the Board has determined that Maine’s experience in the establishment of operation of such schools has yielded opportunities to enhance regulation of such schools and provide greater equity in treatment of charter schools and their students. Effective and robust charter schools are in the best interest of the state and the education of its students, demanding the attention of the Board in its role as a policy advocate.

Milestones: The Maine State Board of Education shall pursue this goal through the following milestones:

1. By the summer of 2018, work with the Maine Charter School Commission and other stakeholders to develop a slate of potential reforms or improvements of the charter school statute to enhance the effectiveness of such schools and provide for equity in their treatment. Such improvements for consideration shall include:
 - a. Access to public school construction funding;

 - b. Increasing student opportunity for extra-curricular activities, especially sports, potentially by such means as treating charter school students in the same fashion as home- school students;

 - c. Removing barriers to district-chartered schools;

- d. Encouraging the development of charter schools in rural districts characterized by lower socio-economic conditions;
2. By the fall of 2018, draft legislation to implement reforms approved by the Board and develop sponsors, including potentially the Department, for introduction of the legislation in the 129th Legislature.
3. By the end of the 1st regular session of the 129th Legislature, press for enactment of proposed reforms.
4. In 2019 and 2020, monitor implementation of reforms and report status semi-annually to the Board.

Approved
Vote: 6-0-0
Date: 3/13/2013

Approved
Vote: 6-0-0
Date: 2/10/2016

Approved
Vote: 7-0-1
Date: 11/15/2017

Approved
Vote: 7-0-0
Date: 12/12/2018

APPENDIX A

2019 Action Agenda Categories

- I. Continue Efforts to Improve Teacher Certification to Assure Quality Instruction
- II. Continue Efforts to Build a Robust, High Quality, and Comprehensive Educational Offerings that Lead Towards Careers
- III. Pursue Changes to Improve Construction Funding
- IV. Recommendations to Legislature/Potential Legislative Initiatives
- V. Internal SBE Initiatives

APPENDIX B

2019 Action Agenda

I. Continue Efforts to Improve Teacher Certification to Assure Quality Instruction

- Upgrade Observation Role of SBE on Educational Preparation Program (EPP) review teams
 - Expand Role of Observers
 - Add an additional SBE observer on each EPP team
- Train EPP Visiting Teams
- Revise Certification Handbook for State Programs
- Revise Certification Handbook for Review Team Members
- Revise Certification Rule 115, Pt. II
 - Maintain Alternative Certification Pathways
- Monitor Online Teacher Certification Implementation
- Review Teacher Certification Qualifications
 - Individual Certification Areas for Teachers
- Review Praxis Scores & Standards
- Study the Relationship between Praxis II Scores & Teacher Effectiveness

II. Continue Efforts to Build a Robust, High Quality, and Comprehensive Educational Offerings that Lead Towards Careers

- Continue emphasis on CTE Strategic Priorities
 - Greater percentage of funds to instruction
 - Doubling Secondary CTE Enrollment (to 16,000)
 - Streamline CTE Program Approval Process
 - Implement Middle School CTE programming
 - Align secondary/Post-Secondary CTE credit awards
 - Continue Perkins redeployment to support Strategic Priorities
 - Continue to re-deploy Briggs funds to Support Strategic Priorities
 - Continue support for Middle School implementation and funding
- Develop Transition Plan for Strengthening Career & Technical Education for the 21st Century Act (Perkins V)
 - Expand Perkins and Briggs Fund support for Middle School CTE
 - Include focus on High Need Workforce
 - Include focus on High Skills Careers
 - Align secondary/Post-Secondary CTE credit awards
- Study Workforce Needs Data
- Develop a Statewide CTE Plan

III. Pursue Changes to Improve Construction Funding

- Pursue additional funding for integrated and consolidated construction program
- Advocate for school construction revolving fund
- Change the parameters for school construction

IV. Recommendations to Legislature/Potential Legislative Initiatives

- Work more closely with Education and Cultural Affairs Committee
- Increase the number of school days/summer programming availability
- Eliminate Merchant Marine Day from Title 20(A)
- Create Executive Staff (e.g. Exec. Dir.)
- Advocate for Early Childhood Education
- Develop policy position on proficiency-based/standards-based learning
- Expand role of student members of SBE (Voting Status)

V. Internal SBE Initiatives

- Update and revise SBE Rules & Procedures
- Explore “How We Can Be Most Effective?”
- Eliminate Professional Standards Board
- Study claims of standards-based effectiveness in transitioning education from a manufacturing-based economy to a knowledge-based economy
- Develop a process for transfer appeals

APPENDIX C

Commissioner's Priority Agenda for FY 2019

- A. Address Teacher Shortage
- B. Advance Career and Technical Education
- C. Enhance School Safety
- D. Promote Regionalization
- E. Clarify Diploma Law [LD 1666] Implementation
- F. Establish Education [Ethics] Review Board