

California Association of Student Councils



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Student Advisory Board on Education

2011 Proposals

Student Advisory Board on Education (SABE)
Proposals Developed November 5-9, 2011

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COMMENDATIONS

The Student Advisory Board on Education, a program of the California Association of Student Councils, is honored to extend the following commendations:

The Student Advisory Board on Education commends Caitlin Snell, student member of the California State Board of Education, for her commitment to speaking up thoughtfully on behalf of the students of California and for serving as a valuable resource for the duration of the Student Advisory Board on Education conference.

The Student Advisory Board on Education commends the Honorable Tom Torlakson, State Superintendent of Public Instruction, for supporting student voice and for addressing the Student Advisory Board delegation this year.

The Student Advisory Board on Education commends Dr. Ilene Straus and Dr. Yvonne Chan, members of the California State Board of Education, for her commitment to improving the lives of students and for addressing the Student Advisory Board delegation this year.

The Student Advisory Board on Education commends the California State Board of Education for its dedication to enhancing the quality of public education in California and for its encouragement of student input in decision-making processes, especially by considering the proposals of the Student Advisory Board on Education.

The Student Advisory Board on Education commends Sue Burr, Executive Director of the California State Board of Education, for her dedication to the education system and support of the student voice in education decision-making processes.

The Student Advisory Board on Education commends Patricia de Cos, Deputy Executive Director of the California State Board of Education, for her invaluable knowledge and continued support of the California Association of Student Councils and the Student Advisory Board program.

The Student Advisory Board on Education commends the staff of the California State Board of Education for sharing their extensive expertise and providing generous help in arranging for the Student Advisory Board to present proposals before the Board every year.

STAFF MEMBERS

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Research Team: Kendall McCarthy, UC Berkeley; Melanie Lim, Fairmont Preparatory Academy; Anton Saleh, Beverly Hills High School; Jonathan Jeffrey, Windsor High School

Presented to California State Board of Education
Wednesday, November 9, 2011, Item #1

Topic: Student Evaluation of Teachers
Speaker: Ronak Ahir

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the implementation of student evaluation of teachers as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

1) Issue a memorandum to all high school districts in California encouraging schools to adopt the student evaluation of teachers process proposed in Senate Bill 1422 through the *Classroom Compass* software.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

By recommending student evaluation of teachers, schools would be able to implement the process at the local level according to the needs of each school and district. Schools can model the system outlined in Senate Bill 1422, which authorizes a group of students and teachers to work together to develop a process in which students evaluate their teachers and provide constructive feedback.

Programs

Schools should utilize the software developed by the California Association of Student Councils, *Classroom Compass*, to maximize the impact of student evaluations on campuses and in classrooms.

Student Action

Student councils initiate the committee process at their respective schools in a collaborative process with administrators and teachers. Specifically, a group of respected teachers and highly dedicated students serve on the neutral committee that facilitates the survey across each school.

IV. KEY ISSUES

Student Evaluation of Teachers

- In most schools, there is no safe pathway for students to give any sort of feedback to their teachers in a systematic fashion.
- There is no system for the feedback to be compiled and displayed in a useful manner.

- There is a lack of a consistent method for evaluating teacher effectiveness so they can continually improve in their profession.

V. WHAT'S WORKING

- Student evaluation of teachers has been implemented in the Mountain View-Los Altos Union High School District with the support of teachers.
- In the Sequoia Union High School District, all non-tenured teachers are required to participate in student evaluation of teachers. Many tenured teachers volunteer to be a part of this process as well.
- A study of teachers in San Mateo High School revealed that the lowest five percent of teachers (according to the students' evaluations) either quit or improved within five years.
- The initial findings in the Measures of Effective Teaching Study conducted by the Bill & Melinda Gates Foundation concluded that gains in student achievement are correlated with student feedback on specific strengths and weaknesses in the teacher's practice at the elementary and secondary levels.
- *Classroom Compass* was built off of a fellowship from Yale University, as well as grants from Salesforce Foundation, Media Temple.
- The software's server infrastructure incorporates 256-bit AES encryption, a code utilized by the United States government, Merrill Lynch, and Dow Jones.

VI. FISCAL ANALYSIS

While minimal costs will be incurred for administering the paper survey, the California Association of Student Councils has developed software called *Classroom Compass* to read, quantify, and analyze the completed evaluations in a cost-effective, confidential format. Incorporating teachers into the software would cost just over fifty cents per every student in California. However, due to the voluntary nature of evaluation implementation, teachers can be gradually implemented into the student input process when funding allows it.

VII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Recommendations:

- *SABE 2003 – Teacher Quality and Student Voice, SABE 2005 – Student Input in Administration, SABE 2006 – Integrated Evaluation of Teacher Quality, SABE 2008 – Student Input, and Student Perspectives on Teaching and Curriculum, SABE 2010 – CASC 2020*

B. Previous Stakeholder Discussion

- California School Boards Association, Fall Edition of *California Schools Magazine*- "Designing A System for Student Feedback to Teachers"

C. Previous Legislative Action:

- SB 688 Teacher evaluation by students (SABLE 2009) – quashed in committee
- SB 1422 Student Evaluation of Teachers – signed by the governor

Presented to California State Board of Education
Wednesday, November 9, 2011, Item #2

Topic: Standardized Testing Accountability and Content
Speaker: Kunal Shah, Mira Loma High School, Sacramento
Writer: Patty Long, Mira Loma High School, Sacramento
Group Members: Minji Kim, California Academy of Mathematics and Science, Carson; Chloe Acebo, South Pasadena High School, South Pasadena; Jack Wagner, Beverly Hills High School, Beverly Hills; Gabriela Ceballos, Harmony Magnet Academy, Strathmore; Sarah Pearson, New San Juan High School, Citrus Heights; Megan Yee, Beverly Hills High School, Beverly Hills; Monica Vathanavarin, Granada Hills Charter High School, Granada Hills; Alejandra Zamora, Santiago High School, Corona; Michael Chang, South Pasadena High School, South Pasadena

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the reformatting of the California Standardized Test (CST) and increasing student motivation to perform well on the test as priorities.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

- 1) Restructure the format of the CST in order to enhance student focus.
- 2) Educate students on how the result of the CST ultimately impacts them and their schools.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

CST Format/Delivery Revisions

- Incorporate illustrations, diagrams, graphs, political cartoons, and more stimulating material into the format of the test.
- Include a passage on the importance and impact of the CST and how the API is calculated in the instructions read aloud by teachers administering the CST.

Studies

- Establish a commission to investigate the best method of reformatting the test to inhibit cognitive overload of students.

IV. KEY ISSUES

- The current structure of the CST lends itself to cognitive overload and under-stimulation, resulting in decreased levels of focus and concentration during the administration of the test.
- Students are generally unaware of the importance and the impact of the CST on their schools and are consequently less motivated to perform to the best of their ability.

V. WHAT'S WORKING

- New York has an average scale score that is 11 points higher than California's. Their Standardized Test better known as the NYSTP asks students to answer 25 multiple choice questions supplemented by an essay component. Their shorter and more innovative testing style has consistently yielded higher test scores than California's.
- Granada Hills Charter High School has a CST preparation week in which students watch videos produced by the ASB in collaboration with the testing coordinator, which inform students about what subjects they will be tested on, the importance of the test, and how API is calculated, resulting in increased levels of motivation.
- Some schools form action committees that raise awareness and emphasize the importance of standardized tests to the student body. (Beverly Hills High School, Santa Monica High School)

VI. FISCAL ANALYSIS

- The reformatting of California Standardized Testing will incur a substantial cost, due to hire experts to reformat the test. However, we believe that the benefits of implementing this recommendation far outweigh the cost. Furthermore, the CST has not been drastically revised in 10 years, making this a timely investment.
- Though the initial changes will cost money, the investment in the test will increase API scores and decrease the usage of Program Improvement, thus leaving the budget of the program open for allocation to other programs.
- The supplement of an informational paragraph demonstrating the significance of the CST may incur minimal additional printing costs.

VII. RATIONALE

While several factors contribute to low performance on the California Standardized Test, the Student Advisory Board on Education considers the need to reformat and update the CST and the lack of student motivation to perform well on the test as key issues.

The current design of the test requires that students maintain focus for a relatively long period of time using repetitive question/answer formats. Students often have a difficult time maintaining focus during the test and are subject to cognitive overload. By implementing methods that are most conducive to adolescent thinking processes, students will be more capable of maintaining focus resulting in test scores that more accurately reflect students' actual level of subject-matter proficiency. Our generation has been heavily influenced by multi-media and responds well to graphics. Incorporating illustrations and diagrams will further aid students in maintaining focus.

Finally, by including a passage describing the relationship between API scoring and the CST to the instruction prompts, students will be made aware of how API scores

impact their schools and in turn, their ability to potentially get into top tier universities. We believe that this will motivate students to put forth greater effort.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Recommendations:

- SABE 2000 Proposal – Improvement of standardized testing systems
- SABE 2001 – Better emphasize the importance of California standardized testing
- SABE 2009 – Student Motivation on Standardized Testing

B. Present Pertinent Regulations and Policy:

- Education Code Section 99150-99164- Importance of STAR Testing
- Education Code Section 60640-60649- Acknowledgment of STAR Test
- Education Code Section 51452 - Concerning standardized testing

Presented to California State Board of Education
Wednesday, November 9, Item #3

Topic: Cultural Awareness and Civic Engagement
Speaker: Hiro Bower, Granada Hills Charter High School, Northridge
Writer: Michael Abbott, Terra Linda High School, San Rafael
Group Members: Michael Abbott, Terra Linda High School, San Rafael; Hiro Bower, Granada Hills Charter High School, Northridge; Paulina Chowlenski, Golden Sierra, North El Dorado; Eden Concoff, Malibu High School, Pacific Palisades; Rebecca Corrales, Kit Carson Middle School, Sacramento; Hector Delgado, Wasco High School, Wasco; Dakota Keeton, El Dorado High School, Placerville; Tiffany Lee, Diamond Bar High School Rowland Heights; Lorenzo Montoya, South High School, Bakersfield; Kathryn Nassar, Half Moon Bay High School, Half Moon Bay; Zachary Somers, El Dorado High School, Kelsey; Sarah Weimer, El Dorado High School, Placerville

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes implementing the World Language Content Standards in middle school and further developing curriculum pertaining to civic engagement as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education recommends that the State Board of Education:

- 1) Continue implementing current curriculum framework addressing cultural awareness
- 2) Introduce World Language Content Standards in middle school
- 3) Expand curriculum in history-social science that addresses civic engagement

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- Set standards mandating that Phase I of World Languages begin in middle school. Allow districts to apply to waive out of these standards only if they do not have the funding to support these programs.

Revised Curriculum Framework

- Create curriculum in twelfth grade government classes that teaches students about the significance of voting and how to register to vote.
- Create specific language in curriculum that includes student rights and how students exercise all rights when teaching about human/citizen rights.

IV. KEY ISSUES

Mandating World Languages in Middle School

- World languages should be introduced to students as early as possible, as learning non-native languages becomes increasingly difficult as students age

- Mandating world languages in middle school will potentially increase the level of proficiency students attain in a foreign language

Expansion of Civic Engagement Curriculum

- Article 4 of Point 12.2 under Principles of American Democracy of the History-Social Science Framework for California Public Schools 2005 edition already emphasizes voting as an obligation but should be expanded to include the importance of voting and how to vote.
- Goal 12 of the History-Social Science Framework for California Public Schools 2005 edition establishes the awareness of people's rights as essential but should be expanded to include students' rights specifically and how those rights can be exercised.

V. WHAT'S WORKING

- The California State Board of Education is currently emphasizing global awareness in the History-Social Science Framework for California Public Schools 2005 Edition, Common Core State Standards for English, and World Language Content Standards for California Public Schools:
 - Emphasizing the connection of historical events to contemporary global issues.
 - Presenting not just American but global perspectives of world issues.
 - Teaching state structure, the role of the government in people's lives, and the responsibilities that come with people's rights, especially in younger grades.
- Miller Creek Middle School (San Rafael, CA) and Markham Junior High School (Placerville, CA) offer World Languages in Grades 7 and 8, allowing students to place into higher levels of world language classes in high school.
- The Herricks, Long Island School District offers 3 years of Chinese, Spanish, French, and Italian in middle school.
- The Delaware K-12 World Languages Clarification Document and the New Jersey World Languages Curriculum Framework present benchmarks for how these curriculum standards can be effectively implemented in K-12.

VI. FISCAL ANALYSIS

- Hiring teachers to teach middle school World Language will cost money; however, if districts do not have the funding to support this cost, they may apply for a waiver to not be subjected to these standards.
- The incorporation of the proposed changes to curriculum framework will be of minimal cost.

VII. RATIONALE

It is imperative that California students are culturally competent so that they are able to effectively contribute to an increasingly globalized society. The existing standards of English and curriculum framework of History-Social Science classes and the standards of world language classes already emphasize the importance of a global education, and our proposal builds upon these foundations.

Beginning Stage I of a World Language in middle school allows students to take higher levels of World Language courses in high school because two years of World Language are mandated by the A-G Requirements. Taking more world language courses gives students a more comprehensive understanding of not only the language they are studying, but the related culture and world views as well. Furthermore, in middle school, a passion for language can be fostered without the pressures of college admissions and the seeming imposition of the A-G Requirements.

Once introduced, languages must be continued each year so that students retain the knowledge. It is therefore more economically feasible to introduce World Languages in middle school than in elementary school because districts will only need to hire world language teachers from middle-high school. While we maintain that students should be exposed to world cultures through earlier language courses, our proposal also allows for schools that cannot afford to fund new classes to waive out of this new standard.

In addition to teaching cultural awareness through the earlier instruction of World Languages, this proposal also promotes a cultivating a deeper understanding of civic engagement through more specific guidelines in the current curriculum framework. In order for schools to develop engaged members of society, it is necessary for students to learn the steps of voter registration and the significance of voting. The current curriculum states that voting is a civic duty, and these changes expand upon that to include its importance and process.

Furthermore, being more aware of their rights and responsibilities as citizens and students will encourage students to become more civically engaged. Presently, the curriculum requires students to “be aware of the presence or absence of” all rights. Our proposed changes include student rights in these rights and emphasize how students can exercise all of their human rights. While the proposed changes may seem minor, these additions help explicitly convey the curriculum the State Board of Education is in the process of implementing.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous State Board of Education Action:

- **The State Board of Education adopted the Common Core State Standards on August 2, 2010.**
- In 2005, the History-social Science Framework was adopted.
- 2010 review of the History-social science Framework has been initiated, but further work on this initiative has been halted.

B. Previous Legislative Action:

- Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year.
- Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended the suspension mandated by Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) until the 2015-16 school year.

Presented to California State Board of Education
Wednesday, November 9, 2011, Item #4

Topic: Teacher Recruitment and Credentialing
Speaker: Trinidad Alcalá, West Campus High School, Sacramento
Writers: Abraham Galván, Valley View High School, Moreno Valley; Alexandra “Sasha” Worth, California High School, San Ramon
Group Members: Trinidad Alcalá, West Campus High School, Sacramento; Itzel Bardales, Valley View High School, Moreno Valley; Kevin Chon, Whitney High School, Cerritos; Steven Estrada, Granada Hills Charter School, Los Angeles; Abraham Galván, Valley View High School, Moreno Valley; Shane Kim, Pioneer High School, San Jose; Kenneth Perry, Hemet High School, Hemet; Jung In “Peter” Seo, South Pasadena High School, South Pasadena; Grace Song, John A. Rowland High School, Rowland Heights; Alexandra “Sasha” Worth, California High School, San Ramon; Isabel Yglecias, Kit Carson Middle School, Sacramento

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes improving the methods of teacher recruitment and credentialing as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education recommends that the State Board of Education:

- 1) Increase the minimum California Basic Educational Skills Test score necessary to become a credentialed teacher in California.
- 2) Encourage the creation of a program to offer incentives for top performing University of California/California State University students to become teachers in the California public education system.
- 3) Initiate a study that identifies why more top performing students are not currently pursuing a career in teaching.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- The State Board of Education should require that teachers pass the California Basic Educational Skills Test with a cumulative score of at least seventy percent (168 points).

Programs

- The State Board of Education should encourage the UC/CSU system to offer a partial tuition reimbursement for students at the top thirty percent of their graduating class who commit to a five-year obligation as a public school teacher in that state of California.

Study

- Conduct a study to investigate why more top-performing students are not pursuing careers in teaching.

Student Action

- Student councils should create committees within their schools to administer a survey with the purpose of evaluating teacher effectiveness by utilizing the methods and rights set forth by the California Association of Student Councils and Senate Bill 1422.

IV. KEY ISSUES

The California public teaching profession suffers from a lack of interest from top-tier college students, due to a lack of incentives and the poor perception of the profession. Unfortunately, there is an insufficient amount of data in regards to the use and effectiveness of current incentives for becoming a public school teacher. Moreover, the credentialing process leaves much to be desired in terms of an accurate indication of future performance, as teachers can pass the California Basic Educational Skills Test with a score of only fifty-one percent.

V. WHAT'S WORKING

- In Florida, the Critical Teacher Shortage Student Loan Forgiveness Program (CTSFLF) is a program that assists certified first-year teachers with loan repayment if they are certified and teaching in areas with teacher shortages.
- As part of the Stafford Loan Forgiveness Program for Teachers, individuals who teach full-time for five academic years in certain schools that serve low-income families may be eligible for forgiveness of up to a combined total of \$17,500 on their loans.
- The 2011 National Career Development Association Survey is a survey that focuses on career interest in high school students and provides proof that teaching is seen as less desirable than a number of professions; however, unlike the proposed research, it does not provide data for college students nor does it help in ascertaining specifically why interest levels differ.

VI. FISCAL ANALYSIS

- Changing the accepted score of the California Basic Educational Skills Test would not result in any cost because the administration of the test is not affected in any way.
- The UC/CSU tuition reimbursement program will not affect the State Board of Education; however, it will result in a substantial cost for the UC/CSU systems. Cost would depend on how the UC/CSU systems choose to implement such programs. However, we assert that the benefits of this program are worth the costs.
- Conducting a study exploring why more top performing students are not currently pursuing a career in teaching will incur minimum to moderate costs.

VII. RATIONALE

In the midst of an economic downturn, the body of California public school teachers has been drastically reduced by an unprecedented incidence of layoffs and budget cuts. In addition, public education has been unable to wrest elite and promising college students from competing career paths. These factors, in tandem with the lenient credentialing policies of the California education system – for example, the fifty-one percent score necessary to pass the California Basic Educational Skills Test – have contributed greatly to our state’s shortage of quality, effective teachers.

This proposal addresses the aforementioned problems. Through the recommended study, the state may gain an understanding of what factors impact top performing students’ decision to pursue teaching careers, or not. The proposed changes in the credentialing process will increase the standards it takes to become a teacher in the state of California, therefore ensuring that more qualified candidates make it through the credentialing process.

We recommend that the State Board of Education compel the UC Board of Regents and the CSU Board of Trustees to offer a partial tuition reimbursement for students at the top thirty percent of their graduating class who commit to a five-year obligation as a public school teacher in that state of California. This program will benefit the students of California and ultimately benefit the UC/CSU system by better preparing the next generation of in-state UC/CSU students for college through quality instruction during the course of their primary education.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Recommendations:

- a. 2001 SABE Proposal – Teacher Recruitment and Retention; Creation of a committee to campaign for teacher recruitment
- b. 2002 SABE Proposal – Teacher Quality; Prevent the usage of emergency teacher credentialing
- c. 2005 SABE Proposal – Quality Teaching in Underperforming Schools; Training for teachers at underperforming schools
- d. 2006 SABE Proposal – Integrated Evaluation of Teacher Quality; Student participation in the evaluation of teachers
- e. 2010 SABE Proposal – Teacher Effectiveness; Teacher evaluation by students implemented in all California schools

B. Present Pertinent Regulations and Policy:

- a. EDUCATION CODE 44525 and 4258, regarding basic skills proficiency and teacher credentialing

C. Previous State Board of Education Action:

- a. SBE Policy #01 and #02: Plans for student achievement, safety and health. Parts of the plans for a “positive learning environment” include comprehensive components that include professional development and instructional strategies and learning programs.

D. Previous Legislative Action:

- a. H.R. 2211 and H.R. 4409 to amend and reauthorize Title II of the HEA which funds improvement of the K-12 teacher preparation programs in higher education institutions and includes accountability provisions affecting those programs
 - b. H.R. 438 expanding student loan forgiveness for individuals entering certain K-12 teaching fields.
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Presented to California State Board of Education
Wednesday, November 9, 2011, Item #3

Topic: Career Awareness
Speaker: Daniel Kang, Village Christian High, Sun Valley
Writer: Ajay Shanmugham, Brea Olinda High School, Brea; Walter Yu, Troy High School, Fullerton
Group Members: Samuel Braun, Westminster; Brandon Covey, Kit Carson Middle School, Sacramento; Allison Hillsbery, Pioneer High School, San Jose; Diana Im, California Academy of Math and Science, Carson; Daniel Kang, Village Christian High, Sun Valley; Sergio Lopez, Leland High School, San Jose; Isha Patel, Simi Valley High School, Simi Valley; Yvette Ramirez, Kit Carson Middle School, Sacramento; Ajay Shanmugham, Brea Olinda High School, Brea; Walter Yu, Troy High School, Fullerton

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes incorporating career related concepts into the core curriculum as a priority.

II. RECOMMENDED STATE BOARD OF EDUCATION ACTION

The Student Advisory Board on Education recommends that the State Board of Education:

- 1) Establish guidelines for teachers to relate subject matter in core classes to relevant careers
 - 2) Endorse existing legislation and existing programs geared towards increasing career awareness in high school.
-

III. SUPPLEMENTS

The State Board of Education may consider implementing the following suggestions as a supplement to the aforementioned recommendation:

- Endorse existing legislation and existing programs geared towards increasing career awareness in high school.

IV. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Revised Curriculum Framework:

- Statewide curriculum should be revised, instructing teachers to provide examples of careers that pertain to the subject matter they are teaching. For example, an algebra I teacher can explain that algebra I is used by accountants and pharmacists.

Programs:

- The State Board of Education should encourage school districts to implement programs, such as Career Technical Education and the programs that fall under its regulation, in order to increase career awareness.

Student Action:

- Students should encourage their respective districts to implement the Career Technical Education curriculum endorsed by the California State Board of Education
- Students should suggest to write their required high school research paper about a career interest.

V. KEY ISSUES

Student Exposure to Career Awareness

- Some students' exposure to career education is limited, as career awareness programs are voluntary for schools/districts.

VI. WHAT'S WORKING

- California Partnership Academy (CPA) is a statewide program that is focused on integrating academic and career technical education. Studies show that 95% of students enrolled in California Partnership Academies (CPA) graduate high school. This suggests that an increase in career awareness can help students to succeed because they are better able to make the connection between what they are learning in school and how it impacts their future.

VII. FISCAL ANALYSIS

- A minimal cost will be incurred to convene the members of a committee to develop a curriculum, as well as to endorse career awareness programs at the district level.
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VIII. RATIONALE

Currently, there are several career awareness programs designed to help expose students to a variety of careers, such as Regional Occupational Program (ROP) and Linked Learning. However, because these programs are voluntary, not all students have access to career awareness curriculum. This generation of students will likely change careers and even industries multiple times in their lifetime. Students need to be informed about the increasing variety of occupations and understand that knowledge learned in high school is applicable to their future worklife.

IX. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Recommendations:

- SABE 2003 – Career and Technical Education Programs
- SABE 2004 – Credibility of Regional Occupational Programs and Fine Arts
- SABE 2009 – Student Involvement in Decision-Making
- SABE 2010 – Life Preparation

B. Present Pertinent Regulations and Policy:

- Education Code # 52350-52355 Precareer Technical Education

C. Previous State Board of Education Action:

- Endorsement of Common Core State Standards Initiative on State Board of Education website

D. Previous Legislative Action:

- Establishment of the Common Core State Standards Initiative focusing on preparing students for college and career.

Presented to California State Board of Education
Wednesday, November 9, 2011, Item #6

Topic: Elementary and Secondary Education Act (ESEA) Flexibility Waiver
Speaker: Julianna Joss, Orange County High School of the Arts, Santa Ana
Writer: Josephine Kao, Mira Loma High School, Sacramento
Group Members: Ariana Abayari, Cabrillo High School, Lompoc, Crystal Carpenter, Foothill High School, Foothill, Annie Hadley, Moorpark High School, Moorpark, Frederick Horowitz, North Hollywood High School, North Hollywood, Julianna Joss, Orange County High School of the Arts, Santa Ana, Josephine Kao; Belinda Li, Mira Loma High School, Matthew Sanchez; Jessica Legaspi, Valley View High School, Moreno Valley, Jay Nam, Troy High School, Fullerton, Bernice Sanchez, Canyon Springs High School, Moreno Valley, Damond Smith, Lancaster High School, Lancaster

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the submission of a request for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education recommends that the State Board of Education:

- 1) If the ESEA Reauthorization Act of 2011, commonly known as the Harkin-Enzi Bill, is not passed by the United States Senate before the State Board of Education's January meeting, then the State Board of Education should submit a request for the US Department of Education's ESEA Flexibility Plan Waiver (NCLB waiver) before the February deadline.
 - 2) In the event that the State Board of Education applies for the ESEA Flexibility Plan, the State Board of Education should implement a multi-faceted teacher evaluation system that includes, but is not limited to:
 - a. An administrator/principal evaluation component
 - b. A value-added component
 - c. A student evaluation component that remains confidential for teachers (as outlined by Senate Bill 1422), while allowing results to be incorporated into administrator/principal evaluations upon given consent of the teacher
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III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- The State Board of Education (SBE) should apply for the ESEA Flexibility Plan and develop the policies necessary to implement the U.S. Department of

Education's required changes, including the development of a balanced teacher evaluation system.

Programs

- Local education authorities (LEA) and individual schools would implement the teacher evaluation programs, based on the respective policies set forth by the SBE.

Student Action

- Students can be a part of the student evaluation process, in the event that the SBE applies for the ESEA Flexibility Plan and develops an evaluation system which includes a student evaluation component.

IV. KEY ISSUES

Proficiency Standards

The schools of California are heavily impacted by the 100% proficiency goal set by the No Child Left Behind (NCLB) Act and, by 2014, most California schools, including schools that are making improvements, are predicted to face restructuring as a consequence of failing to meet the 100% proficiency provision.

V. FISCAL ANALYSIS

- There could be substantial costs incurred at the state and district levels as a result of the ESEA Flexibility Plan. However, these costs may be dwarfed by the potentially higher costs of enforcing consequences of the NCLB provision (100% proficiency by 2014)
- In the case of the acceptance of the ESEA Flexibility Plan or the passage of the Harkin-Enzi Bill, the state retains its federal funding from the NCLB Act.

VI. RATIONALE

In its current form, the proficiency rate provision of NCLB creates a definitive goal that many of California's schools will not be able to meet. Schools are now faced with the requirement of reaching 100% standardized testing proficiency in reading and math by 2014. Most schools will not be able to meet the 100% proficiency provision by the deadline, even though many of these schools have been actively improving their scores. Therefore, schools suffer from the threat of losing their autonomy in determining how to meet students' academic needs. Furthermore, as a result of this specific NCLB provision, improving schools may be prematurely put into program improvement. The effect of such placement into program improvement is unsettling for students in schools because it causes a disruption in the consistency

of their learning environment. The impending Harkin-Enzi Bill voids the specific proficiency provision of NCLB, thereby eliminating the necessity for schools to meet unattainable expectations on a national level. However, in the event of the Harkin-Enzi Bill not passing, submitting a request for the ESEA Flexibility Plan is the only option for eliminating the proficiency goal deadline that diverges attention from the process by which such long-term growth would be achieved in the first place. If the Harkin-Enzi Bill does not pass through the US Senate, the most immediate action that can be taken would be the submission of a request for the ESEA Flexibility Plan.

To allow ample time to contemplate the status of the Harkin-Enzi Bill in the United States Senate, two months should be allowed before submitting a request for the ESEA Flexibility Plan before the US Department of Education's mid-February deadline. By following such a timeline, the effects of the waiver will take place in the 2011-2012 school year, far before the 2014 NCLB provision deadline that holds consequences for schools and students across California. Given that the ESEA Flexibility Plan requires the development of a teacher evaluation system, the student advisory board believes that the most beneficial evaluation system will be multi-faceted. By accepting the waiver and creating a balanced teacher evaluation system comprised of multiple components, schools and students in California will be better able to focus on the process by which proficiency is achieved.

VII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Present Pertinent Regulations and Policy:

- No Child Left Behind Act of 2001--Passed by the U.S. Congress, signed by President Bush
- Elementary and Secondary Education Reauthorization Act of 2011--Introduced by Senator Tom Harkin.

B. Previous Legislative Action:

- SB 1422--Student Evaluation of Teachers

C. Action by Other States

- 39 States, the District of Columbia, and Puerto Rico have reported their intentions to apply for an ESEA Flexibility Waiver from the USDOE by either the November 14 deadline or the mid-February deadline.

Appendix

My Classes: Overall

Part I: Teacher Evaluation

Question	Count	Mean (higher=better) Teacher
1. Assigns work which helps you learn and understand the subject.	150	4.3
2. Shows how the course content can be useful, practical, and relevant to you.	149	2.2
3. Encourages class discussions that are challenging and demand sound thinking.	149	3.1
4. Maintains adequate class control while keeping the classroom a pleasant place in which to work.	150	2.8
5. Stimulates your interest and involvement in the course.	150	4.0
6. Has a fair grading policy and applies it consistently.	150	3.1
7. Encourages creativity and originality in you.	147	3.3
8. Is respected by you.	150	2.2
9. Provides constructive use of class time.	149	3.5
10. Is prepared for class.	150	3.1
11. Gives clear explanation and instructions.	149	3.3
12. Encourages students to express varied opinions.	149	3.4
13. Gives tests which cover only material assigned or discussed.	150	3.0
14. Is knowledgeable about the subject matter.	150	3.9
15. Is available to meet with students outside of classroom time.	150	3.8
16. Makes you feel that your contributions are important and meaningful	148	2.9
17. Effectively uses methods and materials other than textbooks to present the course (i.e., visual aids, field trips, outside readings, etc.).	150	4.1

My Mathematics Classes: Compared to the Mathematics Department and the School

Part I: Teacher Evaluation

Question	Count	Mean (higher=better)		
		Teacher	Dept.	School
1. Assigns work which helps you learn and understand the subject.	149	2.8	3.0	3.4
2. Shows how the course content can be useful, practical, and relevant to you.	149	3.3	2.7	3.2
3. Encourages class discussions that are challenging and demand sound thinking.	150	3.6	3.4	3.4
4. Maintains adequate class control while keeping the classroom a pleasant place in which to work.	149	3.9	3.5	3.3
5. Stimulates your interest and involvement in the course.	149	3.2	3.0	3.4
6. Has a fair grading policy and applies it consistently.	149	3.5	2.9	3.2
7. Encourages creativity and originality in you.	149	3.5	3.1	3.2
8. Is respected by you.	149	2.7	2.7	3.2
9. Provides constructive use of class time.	148	2.8	3.6	3.4
10. Is prepared for class.	149	3.7	3.6	3.4
11. Gives clear explanation and instructions.	148	3.4	3.4	3.5
12. Encourages students to express varied opinions.	147	3.8	3.4	3.3
13. Gives tests which cover only material assigned or discussed.	149	2.7	3.4	3.3
14. Is knowledgeable about the subject matter.	148	3.8	3.4	3.4
15. Is available to meet with students outside of classroom time.	150	3.0	2.8	3.3
16. Makes you feel that your contributions are important and meaningful	150	3.0	3.8	3.4

School: By Department

Part I: Teacher Evaluation

Question	Mean (higher=better)					
	Overall	Social Studies	Foreign Language	Mathematics	English	Science
1. Assigns work which helps you learn and understand the subject.	3.7	2.0	3.2	4.5	4.9	3.8
2. Shows how the course content can be useful, practical, and relevant to you.	3.0	1.7	4.9	2.5	2.7	3.0
3. Encourages class discussions that are challenging and demand sound thinking.	3.2	2.8	1.6	4.9	2.0	4.9
4. Maintains adequate class control while keeping the classroom a pleasant place in which to work.	3.0	3.0	3.2	3.8	2.8	1.9
5. Stimulates your interest and involvement in the course.	2.8	1.8	3.8	1.8	1.8	4.9
6. Has a fair grading policy and applies it consistently.	3.4	4.2	3.1	2.9	2.2	4.6
7. Encourages creativity and originality in you.	3.3	4.5	1.6	4.6	1.6	4.2
8. Is respected by you.	3.4	3.0	4.5	3.4	4.5	1.6
9. Provides constructive use of class time.	4.3	4.8	2.8	4.7	4.8	4.6
10. Is prepared for class.	2.8	1.8	1.9	3.0	4.4	2.9
11. Gives clear explanation and instructions.	2.8	3.3	1.8	2.9	1.5	4.2
12. Encourages students to express varied opinions.	3.7	2.9	4.7	2.0	4.7	4.3
13. Gives tests which cover only material assigned or discussed.	3.2	1.7	3.0	3.1	4.8	3.2
14. Is knowledgeable about the subject matter.	2.8	1.9	4.8	1.9	1.9	3.3
15. Is available to meet with students outside of classroom time.	3.1	3.9	2.9	1.7	2.2	4.5
16. Makes you feel that your contributions are important and meaningful	3.1	2.7	4.8	2.9	2.0	3.0
17. Effectively uses methods and materials other than textbooks to present the course (i.e., visual	3.3	3.2	4.5	2.0	2.9	3.7

My Classes: Last Five Years

Part I: Teacher Evaluation

Question	Mean (higher=better)				
	2011	2010	2009	2008	2007
1. Assigns work which helps you learn and understand the subject.	3.3	2.2	2.2	4.7	2.2
2. Shows how the course content can be useful, practical, and relevant to you.	4.2	4.0	4.9	4.8	4.5
3. Encourages class discussions that are challenging and demand sound thinking.	3.0	1.8	4.8	3.9	3.3
4. Maintains adequate class control while keeping the classroom a pleasant place in which to work.	2.8	4.9	1.8	4.7	2.9
5. Stimulates your interest and involvement in the course.	4.5	2.8	4.5	2.9	4.7
6. Has a fair grading policy and applies it consistently.	3.2	4.8	2.9	4.7	1.7
7. Encourages creativity and originality in you.	5.0	1.9	4.3	4.6	4.4
8. Is respected by you.	4.4	1.8	1.9	3.1	2.3
9. Provides constructive use of class time.	1.8	1.8	2.1	2.4	4.2
10. Is prepared for class.	4.4	1.9	2.7	2.8	2.0
11. Gives clear explanation and instructions.	2.3	4.6	4.6	4.5	4.8
12. Encourages students to express varied opinions.	4.6	1.7	1.6	2.3	4.3
13. Gives tests which cover only material assigned or discussed.	4.9	4.3	4.1	2.1	1.7
14. Is knowledgeable about the subject matter.	3.1	3.4	3.3	2.6	4.8
15. Is available to meet with students outside of classroom time.	3.0	2.9	4.3	1.6	4.4
16. Makes you feel that your contributions are important and meaningful	4.5	2.7	4.8	4.8	2.1
17. Effectively uses methods and materials other than textbooks to present the course (i.e., visual aids, field trips, outside readings, etc.).	2.4	2.7	3.0	2.9	3.7

My Classes: Compared to the School

Part I: Teacher Evaluation

Question	Count	Mean (higher=better)		
		Teacher	School	Difference
1. Assigns work which helps you learn and understand the subject.	149	2.8	3.4	- 0.6 ★★
2. Shows how the course content can be useful, practical, and relevant to you.	149	3.3	3.2	+ 0.1
3. Encourages class discussions that are challenging and demand sound thinking.	150	3.6	3.4	+ 0.2
4. Maintains adequate class control while keeping the classroom a pleasant place in which to work.	149	3.9	3.3	+ 0.6 ★★
5. Stimulates your interest and involvement in the course.	149	3.2	3.4	- 0.2
6. Has a fair grading policy and applies it consistently.	149	3.5	3.2	+ 0.3 ★
7. Encourages creativity and originality in you.	149	3.5	3.2	+ 0.3 ★★
8. Is respected by you.	149	2.7	3.2	- 0.5 ★★
9. Provides constructive use of class time.	148	2.8	3.4	- 0.7 ★★
10. Is prepared for class.	149	3.7	3.4	+ 0.3 ★★
11. Gives clear explanation and instructions.	148	3.4	3.5	0.0
12. Encourages students to express varied opinions.	147	3.8	3.3	+ 0.5 ★★
13. Gives tests which cover only material assigned or discussed.	149	2.7	3.3	- 0.7 ★★
14. Is knowledgeable about the subject matter.	148	3.8	3.4	+ 0.4 ★★
15. Is available to meet with students outside of classroom time.	150	3.0	3.3	- 0.2 ★
16. Makes you feel that your contributions are important and meaningful	150	3.0	3.4	- 0.3 ★★
17. Effectively uses methods and materials other than textbooks to present the course (i.e., visual aids, field trips, outside readings, etc.)	149	3.7	3.3	+ 0.4 ★★