

SABE 2006 PROPOSALS TABLE OF CONTENTS

Commendations	1
Support for English learners.....	2
Awareness of Student Rights.....	5
Accommodation of Different Learning Styles.....	9
Equal Access to Higher Education	12
Integrated Evaluation of Teacher Quality.....	16

For more information on this proposal and the
Student Advisory Board on Education,
contact the California Association of Student Councils at:
1212 Preservation Park Way
Oakland, CA 94612
Phone: 510-834-2272
FAX: 510-834-2275
www.casc.net
CASCmail@aol.com

COMMENDATIONS

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

The Student Advisory Board on Education commends the Honorable Jack O'Connell, California State Superintendent of Public Instruction, for his time and commitment to the welfare of the students of California.

The Student Advisory Board on Education commends the California State Board of Education, for annually setting aside a time for meaningful dialogue with students about critical issues facing decision-makers in education today.

The Student Advisory Board on Education commends Rebecca Parker, the Education Program Consultant of the State Board of Education, for her invaluable knowledge as well as her desire to promote students into influential positions.

The Student Advisory Board on Education commends Andrew Estep, the Student Board Member of the California State Board of Education, for his hard work and determination to give students an influential voice by representing the students of California, as well as dedicating his time to be an integral part of staff.

TOPIC OF CONCERN

The California Association of Student Councils recommends that the State Board of Education instates the Student Advisory Board on Education (SABE) and Student Advisory Board on Legislation in Education (SABLE) conferences as educational field trips, encouraging more districts and schools to send students to the program, thereby better representing the student constituency of California. Instituting the SABE/SABLE conferences as an educational field trips should prevent schools and their pupils from being penalized for the students' absences while attending the conference. Not only will schools be able to receive their funding as calculated by the average daily attendance (ADA) of students but also students will be able to complete make-up work incurred over the duration of the conferences. Furthermore, such make-up work is accessible since the conferences will be supported by the faculty.

California State Board of Education

Issue # 1

Wednesday, November 8, 2006 AGENDA

Topic: Support for English learners

Speaker: Andrea Vazquez, Wallis Annenberg High School

Writer: Kathleen Aston, Alhambra High School

Group Members: Isela Banuelos, Ann Sobrato High School; Kate Epstein, Los Gatos High School; Evan Finlay, Duarte High School; Alexandria Icenhower, Coronado High School; Sophie Johnson, West Ranch High School; Bryan Martinez, Serrano High School

I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education promote English learner programs, provide more support for English learners and their parents, as well as further investigate the extent of the quality and success rates of English learner (EL) programs at the secondary level.

II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Discussion and Action:

- 2002 SABE Proposal – Immersion Programs for ELL

B. Present Pertinent Regulations and Policy:

- California Education Code Section 305-306
- California Education Code Section 52160-52178
- California Education Code Section 400-410
- California Education Code Section 44250-44279
- California Education Code Section 05-306
- California Education Code Section 52055.600-52055.662
- California Education Code Section 313
- California Education Code Section 430-446
- California Education Code Section 33320-33328
- California Education Code Section 54020-54028
- California Education Code Section 30-30.5

III. SUMMARY OF KEY ISSUES

The flaws within any system of education can be defined as the deficiencies that prohibit any and all students from having the opportunity to obtain an excellent and equal education. Among those flaws that exist within the current EL education system, three primary deficiencies can be summarized as follows:

- Many EL students are unaware of the EL programs that are offered at their schools making the programs less accessible to students who need assistance.
- The lack of support that EL students find in their educational environment, in conjunction with minimal parental involvement in

their education due to a lack of awareness and understanding, leads to lowered self-confidence in these students.

- There is insufficient information available about the quality of EL courses which contributes to difficulties in properly assessing the effectiveness and remedying the faults of these programs.

IV. FISCAL ANALYSIS

The bulk of the costs required by the implementation of this proposal would be incurred by hiring trained counselors, as well as by administering surveys and distributing literature regarding assistance for English learners. Some costs would also be sustained in providing certificates to students who successfully achieve FEP (Fluent English Proficient) status. Further, funding will be available through Title III of No Child Left Behind, especially with improved student academic performance. The greater awareness and consequent use of EL programs that would accompany the distribution of informative literature would result in a higher percentage of English speakers in California. Support generated by a network of encouraging counselors, peers, and involved parents would cultivate self-worth and self-confidence in EL that would ultimately culminate in a far more motivated and educated work force. Critical feedback obtained through surveying current EL would provide avenues to reform EL programs, maximizing the efficient use of state funds.

V. BACKGROUND INFORMATION

A. CRITERIA FOR IMPLEMENTATION

To remedy the aforementioned faults of the curriculum and programs that the California education system has for EL, the following steps should be taken:

- Survey current EL students for feedback concerning EL programs.
- Request for English Learner Advisory Committee (ELAC) to reevaluate the EL programs that are currently being used at the secondary level of education and meet with State Board more frequently.
- Distribute bilingual literature to all students and parents promoting the EL programs that are provided by the schools.
- Hire trained counselors to assist EL students with the emotional issues and frustration that accompany the EL high school experience.
- Encourage peer-to-peer counseling programs in high schools to facilitate the needs of students who feel more comfortable receiving advice from their peers rather than adults.
- Recognize EL students who transition to FEP status through a certificate documenting their success.

B. FIELD INVOLVEMENT

In order to realize this proposal to the fullest extent district governing boards will:

- Make available support systems for all secondary level EL students through:

- Peer mediation programs
- Bilingual counselors (emotional help)
- Offer extra programs to promote academic excellence such as after school tutoring sessions.

C. ALTERNATIVES

The State Board of Education may wish to support the following alternatives:

- Implement mandatory after school tutoring and mentoring programs for EL students.
- Provide summer programs throughout the state in which EL students continue practicing and developing English in order to ensure that they retain the skills they acquired during the school year.
- Request the participation of volunteers who have successfully completed the EL program in a support system for EL students.

D. RATIONALE

There are 1.6 million students in California whose native tongue is a language other than English. To put that in perspective, this state has one third of the nation's entire EL population enrolled in its schools. This can only enforce the sentiment that any issue involving California's EL students is of staggering importance. Effective programs have been initiated in the elementary and middle schools of this state, but the secondary level EL curriculum standards needs to be amended in a manner that enables high school EL students to succeed. Moreover, students must be encouraged; a support system of understanding counselors and peers would alleviate this need. Furthermore, when parents are provided with resources and advice for motivating their child's in the home, the child will possess a dedication to participate in school even in the face of difficulty. Assessing and thoroughly evaluating the quality of EL programs through student surveys and ELAC involvement will allow for a better understanding as to the exact nature of the problems and ways for addressing it.

California State Board of Education

Issue # 2

Wednesday, November 8, 2006 AGENDA

Topic: Awareness of Student Rights

Speaker: Anthony Mercurio, San Mateo High School

Writer: Joshua Salazar, Lower Lake High School

Group Members: Amanda Bettencourt, Lower Lake High School; Joshua Buhl-Hamm, Compton High School; Samantha Johnson, Sacramento High School; Gianna Gonzalez, Dana Middle School; Elizabeth Ruiz, Dana Middle School; Brian Wanyoike, Orange County High School; Alpha Tamir Anders, Liberty High School

I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education integrate student rights curriculum into the Administrator Training Program (AB 430) that includes basic knowledge of student rights and how to incorporate them into schools.

II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Discussion and Action:

- 1970 – A Student’s Bill of Rights, Culver City High School
- 1973 – Student Bill of Rights and Responsibilities, Luther Burbank High School
- 1974 – Student’s Rights and Responsibilities, Hiram Johnson High School
- 1977 – Student Bill of Rights for California, Grand Hotel
- 1978 – Student’s Rights and Responsibilities, Hanford High School
- 2004 – SABE Proposal, Student Bill of Rights

B. Present Pertinent Regulations and Policy:

- 2006 State Budget Numbers 6110-44-001 and 6110-195-0890
- Federal funding comes from No Child Left Behind Act (NCLB): title II, part A, and Principal Training.
- California Education Code, Sections 44510 - 44517
- California Education Code, Section 220
- California Education Code, Section 221.1
- California Education Code, Section 221.5
- California Education Code, Section 233
- California Education Code, Section 233.5

III. SUMMARY OF KEY ISSUES

Students lack awareness of their rights because there is no program available to educate administrators on how to provide students with coherent and understandable information on their rights as endowed by the California education code, U.S. Constitution, and other existing laws. Teachers and administrators are

not fully aware of student's rights. All student rights are not consistently incorporated into school rules across the state, making it possible for student rights violation to take place without any consequences. Although some students might be aware of their rights, they do not have resources or channels to address any violations.

IV. FISCAL ANALYSIS

All expenses will be fully funded with pre-approved state and federal grants. The total amount of funding allocated is \$6,554,000, of which \$5,000,000 is state funded and \$1,554,000 is federal funding. Additional minimal costs may include of materials distributed at workshops, the cost of trainers (if not volunteers), cost of marketing for the AB 430 program, and paying special student rights organizations to speak and supplement the training of principals and administrators. The economically beneficial results of having such program would be fewer lawsuits against schools for abuse against student rights, and a better educated work force entering the economy.

V. BACKGROUND INFORMATION

A. CRITERIA FOR IMPLEMENTATION

The AB 430 program will provide administrators with the skill and training to successfully educate students on their rights in a clear and understandable manner. It will utilize a wide variety of resources to successfully provide simulations in order for principals and other participants to attain a clear understanding of student rights – as well as learn how to apply such principals into their own schools. This program also outlines how attendance will be raised, principal experience will improve, and how workshops will provide an accurate depiction of a real-life situation. The steps to accomplish these goals are outlined below.

Student Rights will be compiled in a clear and coherent text:

- The outlining of student rights will be written so that they may accommodate the special needs of students such as English language learners.
- The student rights will be written and taught so that students from all learning levels may understand them.
- Design a workshop for administrators to be taught how to implement student-rights into their schools. This workshop will include:
- Curriculum taught by trainers with knowledge and expertise about students rights.
- Breaking into small groups to further the curriculum and so the administrators can discuss how student's rights fit into their schools.
- Student rights organizations invited to speak and participate in AB 430 program to further the education of student's rights in a different perspective.
- Educating administrators how to distribute student's rights to students.
- Educating administration to interact and directly work with students to avoid conflicts.

- A simulation where administrators are taught how students really feel in a structured experience.
- The program will establish how schools can effectively deal with different types of student rights violations by sharing ideas with other administrators.
- Samples of materials for administrators attending the program that can be posted around school and distributed to students at the school level.

Advertise incentives of program to boost attendance of Administration at the AB 430 program:

- Invite student rights organization to participate in the AB 430 program.
- Contact and invite all principals and administrators regardless of their qualifications.
- Invite teachers and provide reimbursement for the expenses.
- Invite a panel of students to talk about personal experience dealing with infringements of students rights to the AB 430 program.

B. FIELD INVOLVEMENT

In collaboration with the State Board, local level stakeholders would participate in the following ways:

- The local district, school boards and the Student Board members incorporate the Student Advisory Board on Education proposal into local policy.
- Districts and schools can distribute student rights literature.
- Local districts are encouraged administrators to attend the AB 430 program.
- Community groups that support student rights shall advocate on behalf of students
- School administrations work to establish complaint procedures for violations of student rights.
- Teachers and other students push for their districts to adopt policies that include student rights.

C. ALTERNATIVES

The California State Board of Education may wish to consider the following alternatives in addition to the previously stated recommendations:

- Student rights curriculum included in teacher preparation programs
- State Board of Education adopts a resolution that outlines student rights and encourages all districts to inform students of such rights.
- Student rights curriculum could be included in staff and professional development trainings.
- Distribute student rights to every student (in planner) in a complimentary fashion that fosters mutual respect and responsibility (i.e. student rights along with teacher rights).

- State Board of Education suggests that all schools have a certain process in which students can appeal for their rights should they be violated in any way.

D. RATIONALE

By integrating student rights information into the AB 430 program, students will be provided with the basic knowledge of their rights as endowed by the California education code, U.S. Constitution, and other existing laws. This will ensure that student rights will be upheld, that their rights will not be abused, and that every school will provide a safe learning environment. It is essential that principals and administrators be educated in understanding student rights so as they may see the problems that occur in our schools every day that can go unseen or overlooked. If students and administrators know the rights students are entitled to, a mutual respect for the two will arise and create an ideal learning environment. The result of this program would create an improved education system because student rights are not being violated, which encourages students to take an active role in their education. If students know their rights then they will have a better education because they know that they are entitled to a good education. Schools will be a safer and more enjoyable place because students' rights are being preserved and students are able to take responsibility in their education.

California State Board of Education

Issue # 3

Wednesday, November 8, 2006 AGENDA

Topic: Accommodation of Different Learning Styles

Speaker: CJ Abercrombie, Delta Charter High School

Writer: Miguel Fittoria, Palo Alto High School

Group Members: CJ Abercrombie, Delta Charter High School; Shaunt Attarton, Glendale High School; Miguel Fittoria, Palo Alto High School; Lange Luntao, Lincoln High School; Katherine Nguyen, Murrieta High School; Jasmine Silva, Serrano High School; Erika Solanki, Castro Valley High School; Morgan Taylor, San Benito High School

I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education accommodate students with different learning styles throughout the education system by raising awareness and creating new material to be taught in teacher preparation programs.

II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Discussion and Action:

- 2003 SABE Proposal - High School Starting Time

B. Present Pertinent Regulations and Policy:

- California Education Code Section 52890
- California Education Code Section 60660-60663
- California Education Code Section 58520-58524
- California Education Code Section 58900-58901
- California Education Code Section 51865 : 6070
- California Education Code Section 52485-52490
- California Education Code Section 52850-52863
- California Education Code Section 49580-49582
- California Education Code Section 56333-56338
- California Education Code Section 49422-49427

III. SUMMARY OF KEY ISSUES

The California education system has not addressed the need for instructors to vary teaching methods. This general lack of awareness by teachers and students regarding different learning styles has inhibited students from learning to their fullest potential. As a result:

- There is a lack of resources to accommodate the specific needs of students with different learning styles.
- Students are often not aware of their own learning styles, preventing them from learning to the best of their ability.

- When students are not taught in ways that accommodate their learning preferences, this causes them to feel both disengaged from the curriculum and apathetic towards their education.

IV. FISCAL ANALYSIS

Creating a panel for determining the material to be taught in teacher preparation programs will incur cost. However, spending money on preparing teachers to accommodate students with different learning styles will allow all students to become engaged. A classroom where students are more engaged creates a more rewarding environment for teachers and boost the teacher retention rate. Additionally, students who become more engaged will improve academically, and raise their schools' overall achievement. This allows the state to spend less money on trying to improve those schools and preserve money for other educational purposes. Teaching to different learning styles will allow students to both perform better on state tests and pursue a higher education. In turn, the students will become productive members of society, contributing more to the overall state economy.

V. BACKGROUND INFORMATION

A. CRITERIA FOR IMPLEMENTATION

To solve the problem of the lack of accommodations for students with different learning styles, the State needs to raise awareness of different learning styles and revise the material taught at teacher preparation programs. For implementation the State Board of Education (SBE) will:

- Reform the material taught in teacher preparation programs to include training on how to accommodate the needs of students who learn differently.
- Create a panel of students and teachers to determine the material that will be used in teacher preparation programs for accommodating different learning styles.
- Encourage current teachers to participate in professional development workshops on how to accommodate different learning styles. This is not a mandate but a recommendation for teachers who feel that not all their students are as engaged as they could be.
- Notify all district superintendents and principals to raise awareness of the variety of methods to accommodate and engage students with different learning preferences.
- Create new requirements for student teachers to have more one-on-one time with students so that they are exposed to the different styles of learning first hand.

B. FIELD INVOLVEMENT

Changes at the local level must also be carried out in order to fully accommodate students with different learning styles. To do this:

- Districts should implement a test that allows students to determine their own learning styles. This will allow students to learn how they can become fully engaged and help themselves.
- Schools should allow students to take classes during the time of the school day that they learn best.
- Teachers and administrators should meet together to share successful teaching methods that engage the most amount of students. The teachers should help one another to create co-curricular teaching methods.

C. ALTERNATIVES

The State Board of Education may wish to consider the following as alternatives or supplements to the main recommendation:

- The State Board of Education creates an assessment test to determine the learning styles of students. This allows students to become aware of how they learn which will enable students to help themselves.
- Administrators offer co-curricular programs and classes aimed at strengthening students' weaker learning styles.
- Seminars are held to raise parental awareness of the different learning styles. This awareness will help parents help their children succeed.
- Statewide tests should be written so that students of all different learning styles can perform equally well.

D. RATIONALE

As an individual, each student has his or her own way of learning and becoming engaged. Additionally, every student has the right to learn to the fullest of his or her potential. However, the current system of teaching does not accommodate for the different ways in which students interpret and understand curriculum. Because a person spends so much time in school, and because the degree of education they receive determines the quality of their future, we believe that a student should be engaged to their fullest potential by having teachers accommodate their specific learning style. If we create programs to educate teachers on how to accommodate to different learning styles, we can change how the next generation lives. Those future students will be able to learn in the way they learn best, allowing them to become successful, changing the world and creating a better place for all to live. We understand the dispute regarding the existence of learning styles, but extensive research by Howard Gardner (*Frames of Mind: The Theory of Multiple Intelligences*) and Project SUMIT have examined the performance of a number of schools. This research concluded that there have been significant gains in SAT scores, parental participation, and discipline when learning styles are accommodated. Overall, the lack of awareness of different learning styles is a root problem that the State Board of Education has yet to fully address. The goal is not to educate the individual as a group; the goal is to educate the group as an individual.

California State Board of Education

Issue # 4

Wednesday, November 8, 2006 AGENDA

Topic: Equal Access to Higher Education

Speaker: Andrea Collins, Desert High

Co-Writers: William Bronitsky, San Mateo High School; Morgan Michaels, Serrano High School

Group Members: Jordan Archer, San Benito High School; Hannah Daos, Dana Middle School; Emmalena Ellia, Lower Lake High School; Ingrid Harris, John Glenn High School; Janai Zamora, Dana Middle School

I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education support legislation that implements a standard procedure for high school academic counselors in California to educate students on post-secondary education opportunities, expanding upon the existing “Tenth Grade Counseling Program.”

II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Discussion and Action:

- 2003 SABE Proposal – Career and Technical Education Programs

B. Present Pertinent Regulations and Policy:

- California Education Code sections 48431.6 and 48431.7.

III. SUMMARY OF KEY ISSUES

The excessive levels of attention from school staff on higher achieving students early on creates a systematic separation of “college bound” students from those who perform to average or below average standards. The following problems also contribute to the lack of higher education opportunities for students:

- College opportunities, in terms of access to counselors and information, are geared towards students with higher grade point averages (GPA) as well as to students who are thought to be “higher achieving,” while students with average or below average grades who are thought to be “lower achieving” but still have the ability to raise their grade point average are not given the same information and opportunities.
- Not all students are given the same access to classes which fulfill the University of California’s A-G requirements, since many schools do not provide adequate access to these classes for students.
- Counselors do not spend an equal amount of one-on-one time with each student, and some students are afforded none of this time at all, which is caused by the high student to counselor ratio.
- Some counselors and other school faculty are not sufficiently trained in college counseling.

IV. FISCAL ANALYSIS

The costs for additional counselor training may incur; however, districts may already have training funding allocated. The state can profit from our proposed standards for counseling because the number of high school drop-outs will decrease as a result of the increased encouragement and preparation from their counselors and the school environment as a whole. The state would also benefit fiscally as more students will be able to enter the University of California and California State University systems, developing more educated members of society, who will have the knowledge and ability to actively work in the competitive labor market, thereby developing California into a more prosperous state in the global marketplace.

V. BACKGROUND INFORMATION

A. CRITERIA FOR IMPLEMENTATION

- Enforce The Academic Progress and Counseling Review Program, “Tenth Grade Counseling” Authorized by *Education Code (EC)* sections 48431.6 and 48431.7 and extend it to all grades 9-12.
- The State Board of Education should recommend and encourage the districts to follow our specific guidelines for expansion of *Education Code* 48431.6 and 48431.7.
 - i. Encourage high schools to establish a system of pairing all students in the same graduating class with the same counselor who follows them throughout their high school career, putting them on the college bound track.
 - ii. All students must be seen by a counselor at least once a year to discuss college information, opportunities and future goals for college.
 - iii. College and other post-high school plans must be discussed at each student/counselor meeting.
 - iv. Information opportunities will not be excluded from students based upon Grade Point Average or academic performance.
 - v. Counselors must receive formal training on college counseling.
- The State Board of Education should support any legislation fostering higher standards for high school counselors in California.
- The Student Advisory Board on Legislation in Education will be held in February, and we request that the State Board of Education support our legislation proposals on this topic.

B. FIELD INVOLVEMENT

In addition to our recommendation and to implement our ideas on a local level the individual high schools and districts in California should:

- Foster a college going culture that will encourage post-high school goals.
- Implement programs, such as college fairs that encourage and give sufficient information about career and/or college oriented courses, such as the A-G University of California required courses, and make them available to all students during school hours, regardless of academic standing.

- Implement incentive programs to encourage students to excel academically, and work towards post-secondary goals.
- List information about post-secondary education in school newsletters and bulletins.

C. ALTERNATIVES

The State Board of Education could also support the following alternatives:

- Encourage putting policy in place prohibiting schools from limiting information and resources regarding college to students based upon grade point average and/or perceived academic ability (i.e. college fair attendance based upon grade point average)
- Require high school English curriculum to incorporate the application process and college essays.

D. RATIONALE

Above average students who are labeled as “college bound” are given disproportionate access to resources for college preparation and are pushed more towards post-secondary education. At or below average students are given exceptionally less access and encouragement for college because they are viewed as students who are incapable of a challenging higher education, despite the importance. This tracking of students into distinct levels early in their educational careers causes apathy about post-secondary education and furthers the idea that it is not a necessity to provide these “lower achieving” students with information about opportunities after high school because it is assumed that these students do not have the potential to acquire this education and/or are uninterested in this education.

A study done by the University of California/All Campus Consortium for Research Diversity (UC/ACCORD) and UCLA Institute for Democracy, Education and Access (UCLA/IDEA) indicates the fact that $\frac{3}{4}$ of high school students in a graduating class are not college ready, meaning they have not completed their A-G requirements. In another statistic, African American and Latino students reportedly have a 46% increased odd of having low levels of experiencing the “college-going school culture” relative to other racial/ethnic group. If time, energy, and resources are directed towards all students equally, students would be more likely to take advantage of the sufficient information about opportunities given to them on higher education. With equal knowledge given to any and all students regarding college opportunity, student peers of higher level and lower level classes will have purposes for communication and encouragement based on higher education, which will provide a more comfortable school setting influencing and motivating students to continue their education. Moreover, this would cause the drop-out rate to decrease, as more students would feel encouraged and motivated towards post-secondary education, and students who were implicitly told that they were “not good enough” for college will realize that it is an option. Post-secondary education is an option for everyone, so it is

essential for all students regardless of their grade point average be equally informed of college opportunities for the success of California.

California State Board of Education

Issue # 5

Wednesday, November 8, 2006 AGENDA

Topic: Integrated Evaluation of Teacher Quality

Speaker: Tucker Morgan, Serrano High School

Writer: Kayla Myrick; Lower Lake High School

Group Members: Erika Craytor, Terra Nova High School; Monica S. Liu, Palos Verdes Peninsula High School; Chris Delgado, Malibu High School; DGeorge Hines, Tamalpais High School; Jennifer Heath; Los Gatos High School; Kayla Myrick, Lower Lake High School; Kellen Walker, E.V. Cain Middle School

I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education implement an evaluation of teacher quality through the distribution of questionnaire surveys filled out by students, the assessment by an unbiased third party spectator, and the examination of students' academic performance and standardized test scores.

II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Discussion and Action:

- 1987— SABE proposal advocated student feedback to teachers
- 1988—SABE proposal advocated providing a process for eliciting student feedback to teachers
- 1988—SABE proposal suggested that local districts establish evaluation programs
- 2000—SABE proposal advocated student evaluation of teacher performance
- 2004 SABE Proposal – Evaluation of Teachers by Students 2004— CASC drafted language and sponsored Assembly Bill 2370 (Goldberg) regarding student feedback of teachers. Bill was vetoed.

B. Present Pertinent Regulations and Policy:

- California Education Code, Section 44662—Local districts evaluate their teachers based on competency as it relates to student education, teachers' responsibilities, and providing an adequate learning environment

III. SUMMARY OF KEY ISSUES

Accountability for student performance through evaluation and assessment is not enforced.

- Student feedback has no influence on teaching methods used in classroom
 - Teachers are not held accountable for patterns of low test scores, or encouraged to participate in continuing their education in areas that are not stressed in primary training, such as communication with students.
-

IV. FISCAL ANALYSIS

Implementing a statewide student evaluation of teachers will incur minimal costs. The only expense the state will experience will be due to the printing, distributing, and publicizing of the criteria for the evaluations. Previous research shows that teacher quality has the greatest influence on the quality of education, rather than the amount of money individual schools receive. The implementation of student evaluations and an unbiased third party will pinpoint specific areas of weakness and increase teacher productivity and effectiveness. The feedback from these parties will prevent the exorbitant expenses that occur through firing ineffective tenured teachers, paying substitutes to replace those teachers, and the loss of productivity and learning that results from the interruption of losing the regular instructor.

V. BACKGROUND INFORMATION

A. CRITERIA FOR IMPLEMENTATION

In order to implement our recommendation, we suggest that the State Board of Education do the following:

- Create a statewide evaluation for teachers to be filled out by students focusing on the student's opinion regarding:
 - Teacher communication/clarity
 - Mastery of subject being taught
 - Availability for and consideration of student feedback
 - Usage of multiple teaching methods
 - Ability to control classroom
 - Specific student opinion on other student behavior in class
- Suggest that each district office select an unbiased third party spectator, by an application process to observe and evaluate teachers during class time.
- Encourage district offices to screen both evaluations and test scores to assess the areas of improvement in each individual teacher.
 - When these opportunities are established, the district office should reveal the results to the individual teachers and suggest further action for those who receive low evaluation scores, such as workshops that target the specified areas of improvement.
- Distinguish possible discussion topics for teacher conferences, such as teaching methods.
- Inform teachers of new criteria used to evaluate teacher quality.
- Create a rubric to assign evaluation test scores.

B. FIELD INVOLVEMENT

The support and cooperation of the following persons is imperative to successfully carry out the process of teacher evaluations and enhance both teacher quality and student education.

- Superintendents and district office put proposals on the agenda and set-aside time to see through the implementation of the policy, as well as select the third party spectators.
- Board presidents and members educate themselves on content of the policy and vote to support the policy.
- Mayor serves as a liaison between teacher evaluation policy and people.
- Principals and school administrations assist in evaluation distribution process, as well as encourage teachers to attend workshops and conferences that target individual improvements.
- Teachers are open to constructive criticism and take it upon themselves to continue to improve teaching methods.
- Local trustees increase public and financial support of the policy.
- The local media increases the number of people involved.
- Parents encourage students to provide respectful constructive criticism of teachers.
- Associated Student Bodies (ASB) and ASB advisors rally student support.
- Students fill out surveys and provide constructive criticism.

C. ALTERNATIVES

In the event that the State Board of Education does not accept the full integration our recommendation, we suggest the following alternatives:

- Strongly encourage school districts to hold conferences between all teachers to collaborate on teaching methods/styles and approaches in order to expand teaching methods to better teacher communication skills with students.
- Integration of the existing cumulative history of student and teachers databases to correlate student performance to teacher effectiveness will help differentiate between teacher and student weaknesses.
- The creation of an online forum to discuss and share teaching methods to attain an expanded view on different teaching approaches and which methods are the most successful.

D. RATIONALE

The holistic approach of combining the circumstantial elements of student and third party assessments with concrete test scores will confirm teacher weaknesses and effectiveness in the classroom. The student evaluations will first provide data concerning how well teachers reach their students on an educational basis, and the third party spectator allows for an impartial view on teacher quality. Finally, the standardized test scores will verify whether or not teachers are successfully relating to their students and instilling the concepts defined by the California State Standards. By allowing teacher quality to be assessed in this thorough manner, teachers will be given an opportunity to build skills they lack, and grow as educators. Furthermore, once this process takes place, students will be provided with a more ideal learning environment where they receive a quality

education and are not afraid to provide feedback. As a result of our recommendation, both students and teachers will reap the benefits of healthier communication and the kind of education that the State Board of Education, teachers, and students of California strive to achieve.