

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2011**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	INDIAN EDUCATION PROGRAM UPDATE	Information Item
3	IDAHO SPECIAL EDUCATION MANUAL UPDATE	Motion to Approve
4	WEISER SCHOOL DISTRICT NO. 431 TUITION WAIVER	Motion to Approve
5	BRIGHAM YOUNG UNIVERSITY-IDAHO, AGRICULTURE EDUCATION FOCUSED REVIEW TEAM REPORT	Motion to Approve
6	APPOINTMENTS TO THE IDAHO STATE CURRICULAR MATERIALS SELECTION COMMITTEE	Motion to Approve
7	IDAHO PROFESSIONAL STANDARDS COMMISSION 2009-2010 ANNUAL REPORT	Information Item

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2011**

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide an update on the State Department of Education.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2011**

SUBJECT

Indian Education Program Update

BACKGROUND/DISCUSSION

Mary Jane Oatman Wak Wak, Indian Education Coordinator, will give the Idaho State Board of Education a progress update on the strategic plan and direction of Indian Education in Idaho.

ATTACHMENTS

Attachment 1 – Power Point Presentation

Page 3

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

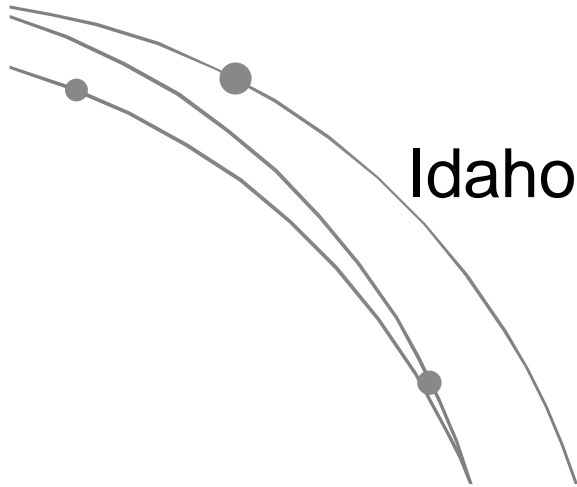
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Idaho State Board of Education

Office of Indian Education

Program Update

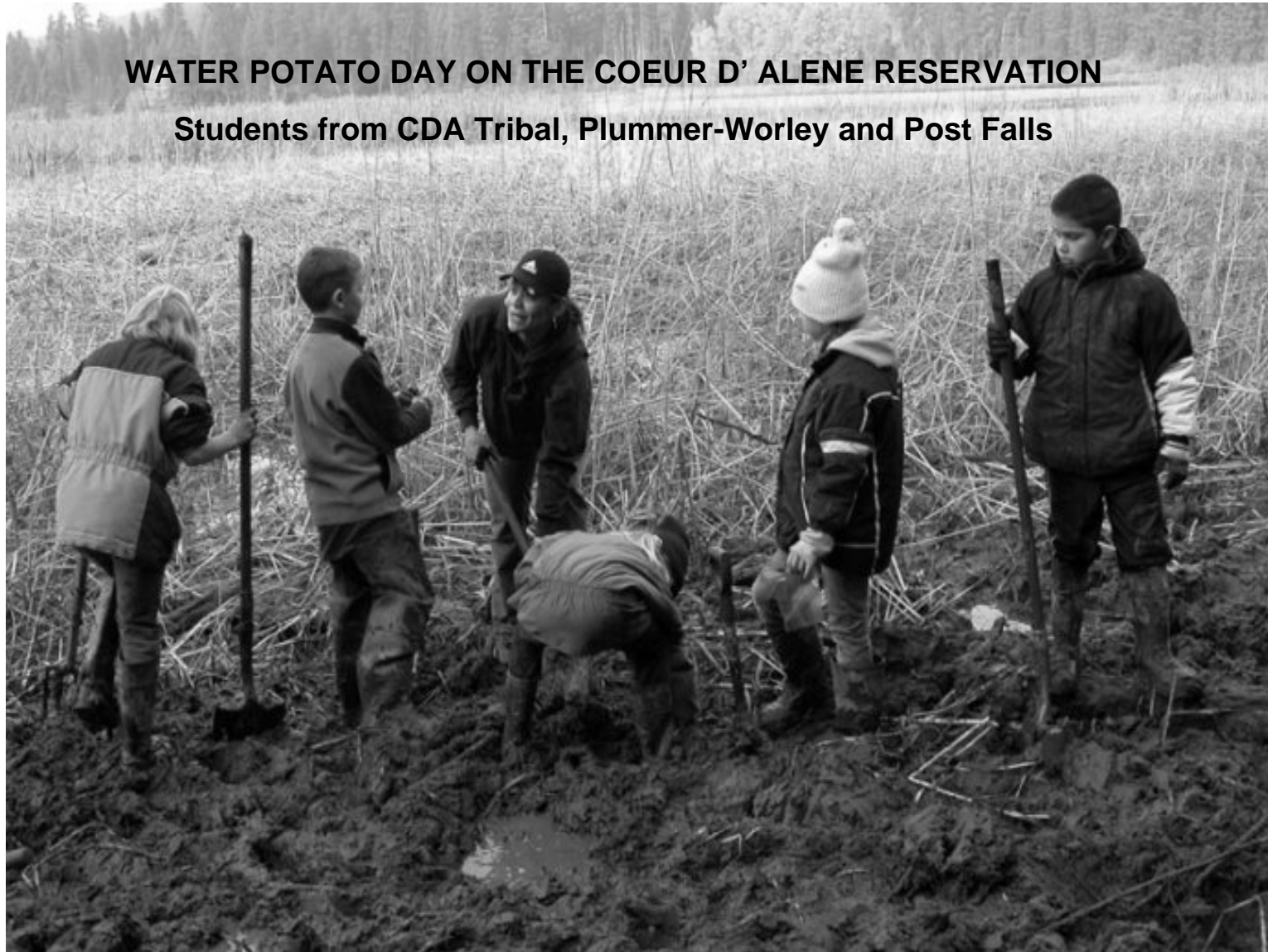
February 17, 2011



Idaho State Department of Education
Superintendent Tom Luna

Mary Jane Oatman-Wak Wak, Indian Education Coordinator
(208)332-6968

MOWakwak@sde.idaho.gov



Indian Education Report 2011

State Indian Education Committee Representatives/Activities

Major Activities

- 1.) Enduring Understandings
- 2.) Title VII Programs
- 3.) Federal Program Reviews/District TA

Development of Indian Education Policy

- 1.) State (AI Language Certification/HB640)
- 2.) Federal (ESEA Reauthorization)

State Indian Education Committee

(Executive Order)

17 members

5 Tribal Chairs, 5 Reservation K-12 Reps,
5 College/University Representatives,
State Indian Education Representative, 1
BIE School Representative, 1 SDE
Representatives

*Desire by-law amendment to reflect a
higher-education representative

2010-11 Committee

Chairperson: Bryan Samuels

Vice-Chairperson: Dr. Christine Meyer

Tribal Chairs/Reps:

Jennifer Porter/Kootenai, Dr. Meyer/Coeur d' Alene, Joel
Moffett/Nez Perce, Robert Bear/Shoshone-Paiute, Tino
Batt Shoshone-Bannock

K-12/BIE/SDE:

Justin Marsh, Bryan Samuels, Claudia Washakie, Bob
Sobotta Sr.

College/University:

Evanlene MeltingTallow (NIC), Art Taylor (UI), Bob Sobotta
Jr. (LCSC), Dr. Scott Willison (BSU), Dr. Beverly Klug
(ISU)



ENDURING UNDERSTANDINGS

\$40,000 Indian Land Tenure Foundation

\$15,000 From Idaho Tribes

Creation of standards-driven, tribally
endorsed Treaties/Sovereignty/Federal
Indian Policy curricular materials

*FREE *ACCESSIBLE *INTERDISCIPLINARY

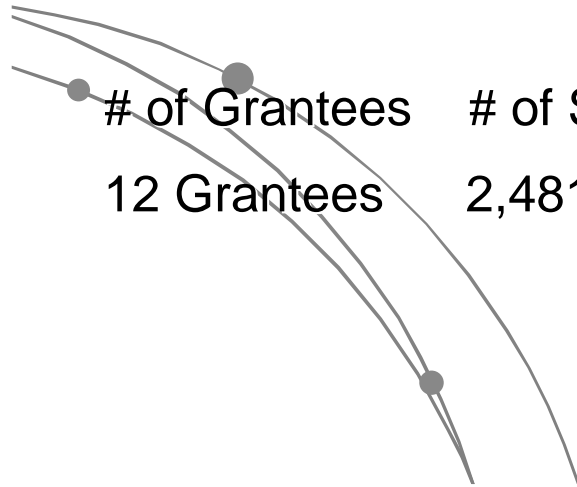
TITLE VII Programs operating in Idaho Schools on and off reservations:

2006-07

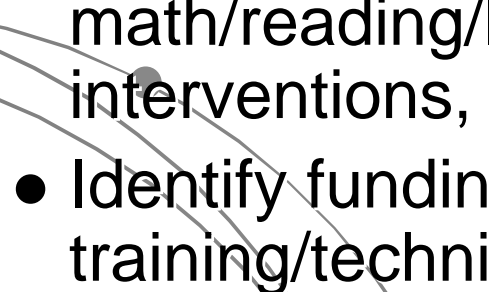
# of Grantees	# of Students	Total Award:	PPE:
10 Grantees	2,162	\$389,644	\$180.22

2009-10

# of Grantees	# of Students	Total Award:	PPE:
12 Grantees	2,481	\$474,119	\$191.10



Federal Program Review/District TA

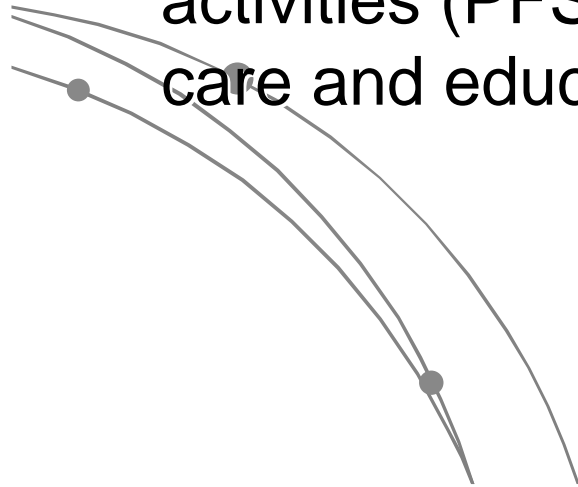
- Strengthening internal SDE collaboration between federal programs and content areas to track student data, identify culturally congruent programs to assist with American Indian/Alaska Native math/reading/language/science interventions, remediation, & supports
 - Identify funding \$ources to supplement training/technical assistance for LEA's
- 



Indian Education Policy

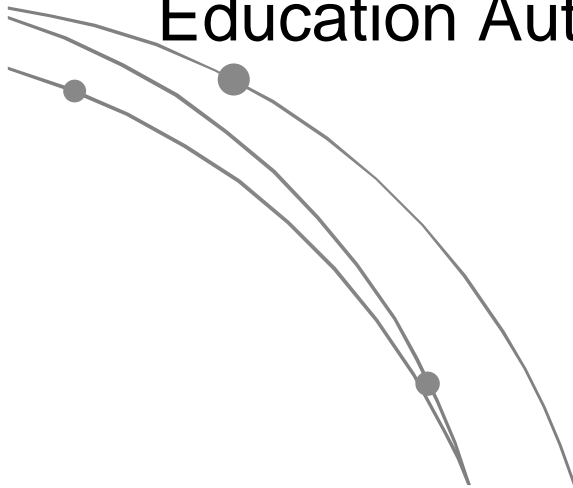
- **Indian Self-Determination Act of 1975**

Objective - To enable Indian tribes to assume the management and operation of programs, functions, services, and activities (PFSA) for the delivery of health care and education to Indian people.



State

- American Indian Languages Teaching Certification
- HB640 Tribal Schools and Tribal Education Authority Defined



Federal

- ESEA Reauthorization

- *Title I: Tribes as SEA's Pilot/Demonstration

- *Increased State/Tribal/LEA Collaboration

- *Increases State/Tribal Consultation

- Title II: Reservation Teacher recruitment incentives through interagency collaboration

- *Title VII: Strengthening the role of Indian Parent Advisory Committees

- *Title VIII: Strengthening Indian Policies and Procedures role/language

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2011**

SUBJECT

Idaho Special Education Manual Update

REFERENCE

December 10, 2009 M/S (Luna/Edmunds): To adopt the changes to the Idaho Special Education Manual as submitted. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03.109
IDEA (Individuals with Disabilities Education Act) 34 CFR §300.512

BACKGROUND/DISCUSSION

The Special Education Manual includes the Procedural Safeguards Notice (PSN) which had been previously approved by the State Board of Education. There was an error in the approved PSN which included language for states that conduct due process hearings in a two-tier system. Idaho uses a one-tier system (complaints come directly to the State Department of Education) and the proposed language is consistent with Idaho Code.

The Procedural Safeguards were provided by the Federal Government for states to adopt and, as part of the revised Special Education Manual, and were approved by the State Board at its December 10, 2009 meeting.

The State Department of Education (SDE) was provided with updates to the Procedural Guidelines, and in 2009, changes to the Procedural Guidelines were offered that were different for “one tier” states vs. “two tier” states as it pertains to how hearings are conducted in due process complaints. By law, Idaho is a one-tier state (meaning due process complaints are coordinated by the SDE and not individual districts).

The language submitted was for processes involving a two tier system of due process hearings (where parties could be represented by nonattorneys) instead of the one-tier system (where parties may be represented by attorneys only). The change is to remove the following language under HEARING RIGHTS, 34 CFR§300.512 *“General 2. Be represented at the due process hearing by an attorney or nonattorney.”* It will be replaced with, *“General 2. Be represented at the due process hearing by an attorney.”*

By fixing the incorrect wording into the procedural safeguards, the Procedural Guidelines will be consistent with existing Idaho law.

There is also a change under Parental Consent for Services. The language, *“The timeline from consent to IEP implementation is 60 calendar days which excludes vacation time exceeding 5 consecutive school days, unless parties agree otherwise. IDAPA 8.02.03.109.04”* was removed to bring the State in line

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with Federal Guidelines. Without this change, Idaho had a more restrictive timeline than is necessary to be compliant with the federal regulations.

ATTACHMENTS

Attachment 1 – Changes to Procedural Guidelines “Parental Consent for Services” Page 3

Attachment 2 – Changes to Procedural Guidelines “Hearing Rights” Page 5

BOARD ACTION

A motion to approve the request by the State Department of Education to amend the Special Education Manual Procedural Guidelines from allowing non-attorneys to represent parties at due process hearings and instead indicating parties have the right to be represented by an attorney and to remove the timeline from consent to IEP implementation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Part B Procedural Safeguards Notice

4

The school district does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

1. Despite reasonable efforts to do so, the school district cannot find the child's parent;
2. The rights of the parents have been terminated in accordance with State law; or
3. A judge has assigned the right to make educational decisions to an individual other than the parent and that individual has provided consent for an initial evaluation.

Ward of the State, as used in IDEA, means a child who, as determined by the State where the child lives, is:

1. A foster child;
2. Considered a ward of the State under State law; or
3. In the custody of a public child welfare agency.

There is one exception that you should know about. *Ward of the State* does not include a foster child who has a foster parent who meets the definition of a *parent* as used in IDEA.

Parental consent for services

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

The school district must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent or later revoke (cancel) your consent in writing, your school district may not use the procedural safeguards (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP Team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent or later revoke (cancel) your consent in writing and the school district does not provide your child with the special education and related services for which it sought your consent, your school district:

1. Is not in violation of the requirement to make a free appropriate public education (FAPE) available to your child for its failure to provide those services to your child; and
2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

If you revoke (cancel) your consent in writing at any point after your child is first provided special education and related services, then the school district may not continue to provide such services, but must provide you with prior written notice, as described under the heading **Prior Written Notice**, before discontinuing those services.

~~The timeline from consent to IEP implementation is 60 calendar days which excludes vacation time exceeding 5 consecutive school days, unless parties agree otherwise.~~

IDAPA 8.02.03.109.04

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Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process complaint because:

1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your complaint; or
2. The school district withheld information from you that it was required to provide to you under Part B of IDEA.

HEARING RIGHTS

34 CFR §300.512

General

You have the right to represent yourself at a due process hearing. In addition, any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

1. Be accompanied and advised by an attorney and/or persons with special knowledge or training regarding the problems of children with disabilities;
2. Be represented at the due process hearing by an attorney ~~or non-attorney~~;
3. Present evidence and confront, cross-examine, and require the attendance of witnesses;
4. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
5. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; and
6. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the school district must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present at the hearing;

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2010**

SUBJECT

Weiser School District No. 431 Tuition Waiver

REFERENCE

February 27, 2009

M/S (Hall/Westerberg): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the following years: 2007-2008, 2008-2009, 2009-2010, and 2010-2011. Subject to the annual review by the Weiser School District Board of Trustees. Motion carried 5-0 (Luna absent).

February 25, 2009

M/S (Luna/Agidius): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2008-09, 2009-10, 2010-11, and 2011- 12 school years; subject to annual review by the Weiser School District Board of Trustees. Motion carried unanimously.

February 17, 2010

M/S (Luna/Terrell): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2009-10, 2010-11, 2011-12, and 2012-13 school years, subject to annual review by the Weiser School District Board of Trustees. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1405, Idaho Code

BACKGROUND/DISCUSSION

Several students residing in the small Annex School District in Malheur County, Oregon, across the Snake River from Weiser, Idaho, have been attending school in Weiser School District No. 431. The tuition charged by the Weiser School District for each of the students from Oregon is set by Idaho Code §33-1405. The tuition charged is more than the per pupil amount the Oregon state funding formula allocates to the Annex School District and continues to create a hardship to the Annex School District.

The request for approval is coming before the State Board of Education again this year, because waiver request must be made annually for each new student. Weiser School District has 15 new students this year which require approval.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2010**

IMPACT

The Weiser School District is requesting the State Board of Education waive a portion (\$51.57 per month per student) of the tuition rate charge for each individual student attending Weiser High School from the Annex School District in Oregon for four years: 2010-11; 2011-12 and 2012-13; 2013-14, subject to annual review by the Weiser School District Board of Trustees.

The addition of 15 students from the Annex, Oregon area (representing about 3% of the Weiser High School student body) increases the costs of supplies, texts, and limited equipment (labs), but has little effect on the other budget lines and expenditures. The Annex District provides the bus transportation to Weiser High School.

ATTACHMENTS

Attachment 1 – Letter from Weiser School District Superintendent	Page 3
Attachment 2 – Letter from Weiser School District Board of Trustees	Page 5

BOARD ACTION

A motion to approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2010-11, 2011-12, and 2012-13, 2013-14 school years, subject to annual review by the Weiser School District Board of Trustees.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2010

WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672
PHONE (208) 414-0616 * FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

RECEIVED
DEC 23 2010
OFFICE OF THE
STATE BOARD OF EDUCATION

KYLA DICKERSON
District Clerk

CHRISTY STENDER
Deputy Clerk

December 14, 2010

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

**RE: Out of State Tuition Waiver (I.C. #33-1405)
Annex, Oregon students attending Weiser High School**

The Weiser School District Board of Trustees requests the State Board of Education waive a portion (approximately \$51.57 per month per student) of the tuition rate charged for each individual student attending Weiser High School from Annex School District in Oregon for the 2010-2011 school year.

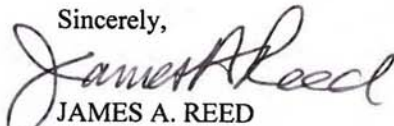
The Weiser School District is requesting the waiver for four years: 2010-11; 2011-12; 2012-13, and 2013-14 subject to annual review by the Weiser School District Board of Trustees.

The waiver will reduce the amount received by the Weiser School District by approximately \$51.57 per month per student this year. In subsequent years, the reduction will be an amount equal to the State Department of Education approved tuition rate minus the amount Annex School District receives for secondary students multiplied by the ADA of Annex students attending Weiser High School.

The addition of approximately fifteen (15) students from the Annex, Oregon area (representing about 3% of the Weiser High School student body) increases the costs of supplies, texts, and limited equipment (labs) but has little effect on other budget lines and expenditures. The Annex District provides the bus transportation to Weiser High School.

Attached, please find a letter of support for the waiver by the Weiser School Board of Trustees.

Sincerely,


JAMES A. REED
Superintendent

Encl.

HIGH ACHIEVEMENT

WEISER SCHOOLS

www.weiserschools.org

RESPONSIBLE CITIZENSHIP

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STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2010

WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672
PHONE (208) 414-0616 * FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

KYLA DICKERSON
District Clerk

CHRISTY STENDER
Deputy Clerk

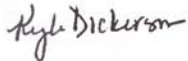
December 15, 2010

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720

RE: Annex School District Tuition Waiver Request

The Weiser School District #431 Board of Trustees at a regularly scheduled meeting of the school board on Monday, December 13, 2010 approved the tuition waiver request from the Annex Oregon School District for the Oregon High School students attending Weiser High School.

Sincerely,



KYLA DICKERSON
Clerk of the Board
Weiser School District #431
Board of Trustees

HIGH ACHIEVEMENT

WEISER SCHOOLS

www.weiserschools.org

RESPONSIBLE CITIZENSHIP

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STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2011

SUBJECT

Brigham Young University-Idaho, Agriculture Education Focused Review Team Report

REFERENCE

August 19-20, 2009 M/S (Luna/Soltman): To accept the Professional Standards Commission recommendation to not approve with specific accommodations and conditions the Agriculture Education program at Brigham Young University. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The Professional Standards Commission and State Department of Education conducted an on-site focused visit of the Agriculture Education teacher preparation program at Brigham Young University-Idaho (BYU-Idaho) on March 18, 2009. The state team evaluation recommended conditional approval for the Agriculture Education program based on a specific area of deficit in Standard 1.1, Knowledge of Subject Matter. Due to the program's existing conditionally approved status, the Professional Standards Commission recommended to the Idaho State Board of Education who in turn agreed that the Agriculture Education Program at BYU-Idaho not be approved with the following accommodations and conditions:

1. Letters to current candidates informing them of the program status will be withheld at this time;
2. An on-site focused visit will be conducted no sooner than Fall 2010 and no later than September 1, 2011 at which time sufficient performance evidence must be available; and
3. New candidate enrollment in the program will be suspended until the program achieves approved status.

On October 26, 2010, the required on-site focused visit was conducted at BYU-Idaho by a state team composed of two evaluators and two state observers. The focus visit consisted of an evaluation of the Agricultural Education program by Dr. Julie Newsome and Stacey Jensen.

To evaluate the weaknesses cited in the 2009 report, the team reviewed syllabi, student work samples for AGED 460, and Candidates as well as the university faculty responsible for teaching the AGED 460 course were interviewed.

Standard 1.1, was evaluated for the Agriculture Education program. The state team recommends approval of this program based on the evidence presented

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during the focus visit. The Agriculture Education program will be revisited as part of the full teacher preparation program review.

During its December 2010 meeting, the Professional Standards Commission voted to recommend approval of the Agriculture Education program at BYU – Idaho.

IMPACT

In order to achieve status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, BYU-Idaho must offer an Agriculture Education preparation program adequately aligned to State standards.

ATTACHMENTS

Attachment 1 – State Focused Review Team Report

Page 3

BOARD ACTION

A motion to accept the Professional Standards Commission recommendation and to approve the Agriculture Education program at Brigham Young University-Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE REVIEW FOCUS VISIT TEAM REPORT
BRIGHAM YOUNG UNIVERSITY – IDAHO**

AGRICULTURE EDUCATION

October 26-27, 2010

Professional Standards Commission

Idaho State Board of Education

State Team:
Stacey Jensen
Dr. Julie Newsome

State Observers:

Christina Linder
Katie Rhodenbaugh

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I. INTRODUCTION

The Professional Standards Commission and State Department of Education conducted an on-site focused visit of the Agriculture Education teacher preparation program at Brigham Young University (BYU)-Idaho on March 18, 2009. The state team evaluation recommended conditional approval for the Agriculture Education program based on a specific area of deficit in Standard 1.1, Knowledge of Subject Matter. Due to the program's existing conditionally approved status, the Professional Standards Commission decided to recommend to the Idaho State Board of Education that the Agriculture Education Program at BYU-Idaho not be approved with accommodations and conditions. One of the conditions stated that *"An on-site focused visit will be conducted no sooner than fall 2010 and no later than September 1, 2011 at which time sufficient performance evidence must be available"*

On October 26, 2010, the required on-site focused visit was conducted at BYU-Idaho by a state team composed of two evaluators and two state observers. The focus visit consisted of an evaluation of the Agricultural Education program by Dr. Julie Newsome and Stacey Jensen.

To evaluate the weaknesses cited in the 2009 report, the team reviewed syllabi, student work samples for AGED 460, and Candidates as well as the university faculty responsible for teaching the AGED 460 course were interviewed.

Standard 1.1, was evaluated for the Agriculture Education program. The state team recommends approval of this program based on the evidence presented during the focus visit, The Agriculture Education program will be revisited as part of the full teacher preparation program review.

The review discussion for the Agriculture Education program is included in the next section of this report. A list of the BYU-Idaho program review interviewees, as well as an addendum of considerations for NCATE standards are included.

II. PROGRAM REVIEW

BYU-Idaho
October 26-27, 2010

PROGRAMS	RECOMMENDATIONS
Agriculture Education	Approved

III. TEAM FINDINGS

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

PROFESSIONAL STANDARDS COMMISSION State Department of Education State Program Approval Team Report

College/University: BYU-Idaho **Review Dates:** October 26-27, 2010
Standards(s) Reviewed: Agriculture Education

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	

A review on March 18, 2009, found Standard 1: Knowledge of Subject Matter – Enhancement: 1.1 as unacceptable.

The BYU-Idaho institutional report indicated that AGED 460 has now been implemented and taught 2 times during the Fall of 2009 and Spring 2010. Twelve students have taken the course including all three student who are currently student teaching this Fall. Interviews with candidates, the AGED 460 course syllabus, AGED 460 work samples, as well as interviews with the AGED 460 instructor indicates that there is sufficient evidence to show that the unit provides instruction to teacher candidates in the area of philosophical principles and practices of professional-technical education specifically in the area of agricultural mechanics.

In addition it was noted that a new procedure and verification form titled “Student Teaching Verification of Completion of Coursework” was created to confirm completion of coursework and requirements prior to student teaching. The form includes a statement that “All praxis exams must be taken and passed prior to student teaching.” The candidate must initial next to this statement showing that they have done this. Additional evidence including Praxis scores and interviews indicated that current student teachers have all taken and passed the Praxis 700-Agriculture test. Current candidates seem to be aware of, and have made plans to take the Praxis test prior to their internship.

Areas of Improvement:

None noted

Recommended Action for the Agriculture Education Program at BYU-Idaho.

☒ **Approved**
☐ Approved Conditionally
☐ Not Approved

BYU-Idaho Program Review Interviewees

Administration

Larry Thurgood
Van Christman
Ralph Kern
Kevin Stanger

BYU-Idaho Faculty

Dr. Larry Stephens
Dr. Garth Waddoups
Robert Hale

Candidates

Kelsey Day
Josh McPherson

Completers

Billie Jo Blackson
Shawni Orr

Addendum

BYU-Idaho
Focused Visit
October 26, 2010

NCATE Issues to Think About

Standard One- Candidate Performance

1. Assessment must provide evidence of content knowledge, pedagogical knowledge, ability to plan, and effect on student learning.
2. Courses, assessments, and scoring rubrics must be explicitly aligned to standards.
3. Scoring rubrics must be based on specified criteria.

Standard Two- Assessment System

1. Must have the ability to aggregate and disaggregate data by program and individual candidate.
2. Must have unit assessments.

Standard Three- Field Experiences

1. Candidates must be placed at appropriate sites with qualified cooperating teachers and supervisors.

Standard Four- Diversity

1. Looking for diversity of faculty, candidates, and students in field sites.
2. Diversity is defined as differences in groups of people based on; ethnicity, race, socioeconomic status, gender, exceptionalities, language, and geographical area.

Standard Five- Faculty Qualifications

1. All faculty must be qualified to teach the courses they are assigned. This also includes adjuncts.
2. Faculty must model best practices in teaching, scholarship, and service.
3. Faculty must have opportunities for professional development.

Standard Six- Unit Governance and Resources

1. Does the unit have the authority and budget needed to provide programs?

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2011**

SUBJECT

Appointments to the Idaho State Curricular Materials Selection Committee

APPLICABLE STATUE, RULE, OR POLICY

IDAPA 08.02.03.128 Rules Governing Thoroughness, Curricular Materials Selection
Sections 33-118 and 33-118a, Idaho Code

BACKGROUND/DISCUSSION

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128 describes the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education. Their terms are for one year.

Currently there are four openings on the Selection Committee. The two (2) open positions being recommended for appointment are Idaho State University and Idaho Public School Administrator positions. These recommendations are for a complete five-year term.

The two (2) remaining open positions at this time are (2) Parent Representatives. Positions are filled as applications are received, rather than holding onto an application until all positions can be filled.

The following is a summary of the process for soliciting nominations for each of the position

- Parent positions – call for nominations from PTA, various other parent organizations, teacher recommendations, etc.
- Teacher positions – call for administrator nominations
- Private parochial school parent, teacher or administrator – call for nominations from the Diocese of Boise Catholic Schools
- Administrator positions – call for a nomination from the Idaho Association of School Administrators
- School Trustee positions – call for a nomination from Idaho School Boards Association
- University positions – call for a nomination from Education Dean/Director at each institution

School nominations usually come in after the start of the school year. This applies to teacher, administrator and school board positions

ATTACHMENTS

Attachment 1 – Wendy Perry Ruchti Letter of Interest	Page 3
Attachment 2 – Wendy Perry Ruchti Vitae	Page 5
Attachment 3 – Dana Bradley Letter of Interest	Page 11
Attachment 4 – Dana Bradley Resume	Page 13

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 17, 2011**

BOARD ACTION

A motion to approve the request by the State Department of Education for Wendy Perry Ruchti to be appointed to the Idaho State Curricular Materials Selection Committee as effective immediately through June 30, 2015.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

A motion to approve the request by the State Department of Education for Dana Bradley to be appointed to the Idaho State Curricular Materials Selection Committee as effective immediately through June 30, 2015.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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Curriculum Vitae

Wendy Perry Ruchti

PERSONAL DATA

Address: 5100 Pinyon Dr.
Pocatello, ID 83204

E-mail: ruchwend@isu.edu

Phone: 208-282-2624 (office) or 208-339-0786(cell)

EDUCATION

- 2005 Ph.D, College of Education, University of Idaho, Moscow, Idaho;
Emphasis: Curriculum and Instruction, Concentration: STEM Education
- 2001 M.S. Ed., Department of Education, University of Idaho, Moscow, Idaho;
Major: Science Education, Concentration: Online Education
- 1993 B.S Brigham Young University, Provo, Utah
Major: Zoology Composite Teaching/ Zoology

PROFESSIONAL EXPERIENCE

- 2008-present *Associate Lecturer*, Educational Foundations/STEM Education, Idaho State University
- 2001- 2008 *Teacher*, Pocatello Community Charter School, 7th and 8th Math, Science, and Health; *Middle School Math/Science Curriculum Coordinator*
- 2005-2008 *Expeditionary Learning Schools National Math Institute Facilitator*, Atlanta, GA
- 2005 *Adjunct Instructor*, Idaho State University, Summer
- 1999-2001 *Undergraduate Instructor/Science Education Specialist*, University of Idaho, College of Education
- Teacher*, University of Idaho, Upward Bound Physical Science,
- 1999 *Learning Specialist*, University of Idaho, Student Support Service, 1998-1999
- 1994-96 *Teacher*, 7th and 8th Grade Life and Physical Science, Wuerzburg Middle School (Department of Defense Dependant School), Wuerzburg, Germany

HONORS AND AWARDS

- Presidential Doctoral Research Fellowship, University of Idaho, \$75,000, 2001-2004
- NASA Opportunities for Visionary Academics (NOVA) Fellow, 2004
- First Place paper: *Building Bridges to Success. Stories of Service.* Northwest Regional Education Laboratory.
- Education Teaching Certificates and Endorsements (current)
 - Idaho Secondary Certification
 - Secondary Endorsements: Biology, Life Science, Natural Science,
 - Idaho Elementary Education Certification
- Technology Competence, Idaho Technology Proficiency Examination
- Global Learning and Observations to Benefit the Environment (GLOBE) Idaho Trainer

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Wendy P. Ruchti Curriculum Vitae - 2

MASTER'S THESIS

Ruchti, W. (2001). *Comparison and evaluation of online and classroom instruction in elementary science teaching methods courses* (Unpublished master's thesis). University of Idaho, Moscow, ID.

DOCTORAL DISSERTATION

Ruchti, W. (2005). *The use of models and discourse in the development and assessment of proportional reasoning* (Unpublished doctoral dissertation). University of Idaho, Moscow, ID.

TEACHING

Courses Taught

Idaho State University

EDUC 3309: Instructional Planning, Delivery and Assessment

EDUC 3301: Inquiring, Thinking, Knowing

EDUC 3302: Classroom Management

EDUC 3331: Elementary Science Methods,

EDUC 3336: Social Science Methods,

EDUC 2201: Human Development and Individual Differences

University of Idaho courses co-taught:

EDTE 444: Elementary Science Teaching Methods

INTR 103: Integrated Science for Elementary Education Majors

Distance Education & Courses Delivered Via Technology

Summer 2010, EDUC 2201: Human Development and Individual Differences developed and delivered fully online

All courses listed under "Courses Taught" above are currently taught using a web-enhanced model (utilizing Moodle)

New Course Development and Update of Curriculum

- Idaho State University (2009-2010): EDUC 2201, Revision of Core Assessment: Middle School Developmental Analysis, Guidelines and Rubric
- University of Idaho (2000-2005):
 - INTR 103, Integrated Science for Elementary Education Majors and course webpage, co-developer
 - EDTE 444, Elementary Science Teaching Methods, co-developer
- Other:
 - Expeditionary Learning Schools National Math Institute, co-developer

Supervision Activities

- EDUC 3309: Instructional Planning, Delivery, and Assessment (150 hour pre-internship)

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Wendy P. Ruchti Curriculum Vitae - 3

SCHOLARSHIP

Articles in Refereed Journals

Sunal, C., Odell, M., Sunal, D., Mays, A. & Ruchti, W. (2004, Spring). Team teaching in an online environment: Effects on instructors and students. *Northwest Passage, Journal of Educational Practices*, 3, 39-48.

Articles in Refereed Monographs or Proceedings of Scholarly Meetings

Ruchti, W. (2000, June). Building Bridges to Success. *Stories of Service: National Service in the Northwest, Award-winning papers from the fifth annual NW National Service Symposium*, Northwest Regional Educational Laboratory, Portland, OR.

Scholarly Presentations at Professional meetings/Conferences (not previously listed above)

Ruchti, W. and Odell, M.R.L. (2002). Using web-based modules to teach science process skills to preservice teachers. Paper presented at the National Science Teachers Association Conference. Portland, Oregon.

Odell, M.R.L., Abbitt, J. and Ruchti, W. (2002). E-Learning: Research of Latest Findings, Paper presented at the Western Interstate Commission for Higher Education Conference.

Ruchti, W.P. and Odell, M.R.L., 2001. Comparison of Online and Classroom Instruction in an Elementary Science Methods Course. Paper presented at the Northern Rocky Mountain Educational Research Association Conference, Jackson Hole, Wyoming.

Technical, Government or Final Reports of Funded Grants & Contracts

- Total Instructional Alignment, Idaho State University, 2009-2010, science facilitator
- Idaho Humanities Council, Teacher Incentive Grant, 2003, PI
- Interactive Learning Environments, LAAP/FIPSE (US Department of Education), co-investigator
- Education Development Center, NSF grant, co-investigator
- Earth Observing System Project, NASA, co-investigator
- Idaho NOVA (NASA Opportunities for Visionary Academics)
- Global Learning and Observations to Benefit the Environment (GLOBE)
- Online learning annotated bibliography- National Center for Online Learning Research (http://www.ncolr.org/pubs/VCOLR_Annotated_Bibliography%283-2002%29.pdf)

Scholarship in Progress and Unpublished Manuscripts

Ruchti, W. Use of the iPod Touch for science education professional development. Proposal submitted to ISTA National Conference in June, 2011.

Ruchti, W., Odell, M. and Kennedy, T. (2010). Middle school students' use of pictorial models in the development of proportional reasoning (in progress)

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Ruchti, W. Odell, M., and Kennedy, T. (2010). Using engineered conflict to facilitate a deeper understanding of proportional reasoning (in progress)

Completion of Job-Related Professional Development Courses

- Expeditionary Learning Outward Bound Math Institute, Participant, Denver, CO 2003-4
- Expeditionary Learning Schools Literacy Summit, Portland, OR, November 2002
- Association on Higher Education and Disability (AHEAD) TRIO Training, Boston, MA, 1999
- “The Fate of the Bird is in Your Hand” Critical Thinking: The Cornerstone of Education, University of Idaho, 1999
- Writing Across the Curriculum, University of Idaho, 2000
- Global Learning and Observations to benefit the Environment (GLOBE), University of Idaho, 2000
- Project Learning Tree, Provo, Utah, 1993
- Project Wild, Provo, Utah, 1993

SERVICE

Current Professional & Academic Association Memberships

- National Science Teachers Association (NSTA)
- Idaho Science Teachers Association (ISTA)
- American Education Research Association (AERA)
- Northern Rocky Mountain Educational Research Association (NRMERA)
- National Association of Research in Science Teaching (NARST)
- National Middle School Association (NMSA)

Professional Development Presentations at Professional Meetings/Conferences

Kauer, J. and Ruchti, W. (2010, April). Family Diversity, Struggles and Strategies. Invited presentation, Eastern Idaho Regional Medical Center Diversity Week.

Inservice Courses and Workshops to Schools

- Differentiating Instruction. Kellogg, Idaho School District.
- EDC Science Curriculum Dissemination Center Seminars I and II: directed in Moscow, Idaho, and in Pocatello, Idaho (Eisenhower Grant Funded)
- Best Practice Research in Online Learning, University of Alabama, Tuscaloosa, Alabama, December, 2000

Professional-Related Consulting

National Science Teachers’ Association Online Advisor, present

University Committee Work and Leadership

College Level

- Idaho State University Core Assessment Committee: EDUC 201: Human Development and Individual Differences Representative (2009-2011)

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Wendy P. Ruchti Curriculum Vitae - 5

Program Coordinator

- Secondary Education Program Coordinator(2010-2011)
- Masters in Elementary Education STEM emphasis program development (2010)

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CASSIA SCHOOL DISTRICT NO. 151

237 EAST 19TH STREET • BURLEY, ID 83318-2444 • (208) 878-6627 • FAX (208) 878-3395

Dana Bradley
Curriculum Director

October 15, 2010

Val Fenske, Coordinator
Idaho State Department of Education
P.O. Box 83720
Boise, ID 83720-0027

Re: Curricular Materials Selection Committee

Dear Val,

This letter is to express my interest in serving as a school administrator representative on the State Board Curricular Materials Selection Committee.

I have a strong interest and commitment in seeing that the best instructional materials are made available to Idaho's schools. I believe this is a critical process to help our districts best serve their student needs. This is going to become increasingly more important as we begin to collectively address common core standards and 21st century learning skills for the students of Idaho.

I hope the committee will consider me for the vacancy.

Sincerely,

A handwritten signature in cursive script that reads "Dana Bradley".

Dana Bradley

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DANA BRADLEY

EDUCATION

2008	University of Idaho	Boise, Idaho
<i>Education Specialist in Education Leadership</i>		
2003	University of Idaho	Boise, Idaho
<i>Masters of Education Administration – Instructional Leadership</i>		
K-12 Principal Endorsement		
1994	Idaho State University	Pocatello, Idaho
<i>Bachelor of Arts, Elementary Education</i>		
K-8 Teaching Endorsement		

PROFESSIONAL EXPERIENCE

1994-present	Cassia County School District	208-878-6627
	237 E. 19 th St., Burley, Idaho 83318	

Curriculum Director (2007-present)

Supervisor: Gaylen Smyer, Phd. Superintendent

Supervise budgets, planning and personnel for Titles 1, II, and III

Supervise K-12 curriculum personnel, budgets and instructional program development

Supervise K-12 professional development for certified and classified instructional personnel

Developed and supervise district teacher, administrator and paraeducator mentoring program

Facilitates district and school federal improvement planning efforts

K-8 Curriculum Coordinator (2004 – 2007)

Supervisor: Bob Pavlock, Curriculum Director

Math/Science Partnership Grant Coordinator for 6th – 8th grade math programs in two counties

K-8 professional development and curriculum alignment coordination

K-8 elementary curriculum adoption and instruction coordination

Supervises instructional coaches and data monitoring for district reading and math programs

Member of district management team

ASAP Coordinator (2003-2004)

Supervisor: Michael Chesley, Phd., Superintendent

Implemented and supervised a successful accelerated kindergarten program for at-risk students

2779 LONGBOW DR • TWIN FALLS, ID 83301
PHONE 208-260-0141 • E-MAIL DANABRADLEY@CABLEONE.NET

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Classroom Teacher (1994 – 2003)

3rd grade, Dworshak Elementary 1995-2003

7th-8th Grade GT/Odyssey of the Mind Coach 1996-1998

1st grade, Dworshak Elementary 1994-1995

Title One, 4th, 5th, and 6th grade, Mt View Elementary 1994

ADDITIONAL PROFESSIONAL ACTIVITIES

Executive Director, Mini-Cassia Reading Council; Early Read Community Partner, Burley Library ; Co-chairman for Idaho's ASCD Kindergarten conference; Paraeducator Steering Committee Member for the College of Southern Idaho; Instructor for paraeducator and teacher professional development coursework for the College of Southern Idaho; Test item writer and reviewer for DRC (Idaho's state test provider)

REFERENCES

Available upon request

**STATE DEPARTMENT OF EDUCATION
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SUBJECT

Idaho Professional Standards Commission 2009-2010 Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Title 33 Chapter 12, 33-1252 through 33-1258

BACKGROUND/DISCUSSION

The Professional Standards Commission was created as a result of the work of the MOST committee, with the intent to provide oversight of the ongoing development and improvement of Idaho teacher standards and practices.

The commission was created in the department of education, consisting of eighteen (18) members and has authority to adopt recognized professional codes and standards of ethics, conduct and professional practices applicable to teachers in the public schools of the state. Professional codes and standards are submitted to the state board of education for its consideration and approval.

Upon State Board of Education (Board) approval, the professional codes and standards are published by the board. The Commission may make recommendations to the Board in such areas as teacher education, teacher certification and teaching standards to promote improvement of professional practices and competence of the teaching profession and impact the quality of education in the public schools of this state.

This report is an annual review of all the work achieved through the Commission during the 2009-2010 academic year.

IMPACT

All funding for the Professional Standards Commission is through a dedicated fund comprised of 66 percent (66%) of all teacher certification fees.

ATTACHMENTS

Attachment 1 – 2009-2010 PSC Annual Report

Page 3

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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ANNUAL REPORT

PROFESSIONAL STANDARDS COMMISSION

2009-2010

TOM LUNA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CHRISTINA LINDER
PROFESSIONAL STANDARDS COMMISSION ADMINISTRATOR



IDAHO STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

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ANNUAL REPORT

July 1, 2009 – June 30, 2010

The Professional Standards Commission was established by the legislature as provided in Sections 33-1251 through 33-1258, Idaho Code. It is an 18-member body comprised of 7 teachers, 4 school administrators, 3 public higher education personnel, plus 1 representative each of private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the State School Boards Association.

Under Idaho Code, the Professional Standards Commission is charged with the three basic categories of responsibility listed below. 1) The Commission adopts professional codes and standards of ethics, conduct, and professional practices applicable to certificated employees; 2) it inquires into and, if warranted, provides hearings on charges of improper conduct; and 3) it makes recommendations concerning teacher education, teacher certification, and standards. Items 1) and 3) are subject to final approval by the State Board of Education.

During the 2009-2010 academic year, the following persons served as members of the Professional Standards Commission:

- | | | |
|-----|------------------------|---------------------------------------|
| 1. | Dr. Kathy Aiken | University of Idaho |
| 2. | Tama Bergstrand, Chair | Boundary County SD #101 |
| 3. | Cathy Bierre | Coeur d'Alene SD #271 |
| 4. | Becky Ford | Post Falls SD #273 |
| 5. | Dr. Bonnie Gallant | Boise SD #1 |
| 6. | Dr. Deb Hedeon | Idaho State University |
| 7. | Esther Henry | Jefferson County Joint SD #251 |
| 8. | Dr. Jann Hill | Lewis-Clark State College |
| 9. | Stephanie Olsen | Boise SD #1 |
| 10. | Glenn Orthel | Division of Professional-Technical Ed |
| 11. | Daylene Petersen | Nampa SD #41 |
| 12. | Karen Pyron | Butte County Joint SD #111 |
| 13. | Carolyn Rapp | Boise SD #1 |
| 14. | Anne Ritter | Meridian Joint SD #2 |
| 15. | Christi Rood | University of Phoenix – Idaho Campus |
| 16. | Shelly Rose | Mountain Home SD #193 |
| 17. | Dan Sakota, Vice Chair | Madison SD #321 |
| 18. | Nick Smith | State Department of Education |

Christina Linder served as Administrator for the Commission from July 1, 2009, to June 30, 2010.

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1. INTERNAL OPERATION OF THE COMMISSION

The Professional Standards Commission met six times during the 2009-2010 academic year in August, September, December, February, April and June. Five standing committees and one subcommittee functioned throughout the year.

<u>STANDING COMMITTEES</u>	<u>FUNCTION</u>
LEADERSHIP TEAM (Consists of Chair, Vice Chair, and four chairpersons from other standing committees.)	Troubleshoots. Tracks Commission tasks. Manages the Commission strategic plan.
AUTHORIZATIONS	Reviews district requests for approval of Teacher to New Certification authorizations.
STANDARDS	Reviews Certification standards. Recommends changes to Commission.
EXECUTIVE	Makes recommendations to the Commission regarding disciplinary actions and policy revision.
PROFESSIONAL DEVELOPMENT	Reviews professional development issues.

<u>SUBCOMMITTEE</u>	<u>FUNCTION</u>
BUDGET	Monitors/makes recommended revisions to annual budget. Develops yearly budget with recommendations for Commission approval.

2. PROFESSIONAL PRACTICES ACTIVITIES

Under Section 33-1208, Idaho Code, the Professional Standards Commission has the ultimate responsibility for suspending or revoking certificates for educator misconduct. The Professional Standards Commission, under 33-1209, Idaho Code, is charged with the responsibility of securing compliance with standards of ethical conduct. The chief certification officer of the State Department of Education/administrator of the Professional Standards Commission advises the Commission Executive Committee of the circumstances of a case, suggesting a possible need for action to be taken against a certificate. If a due process hearing is requested, the State Superintendent of Public Instruction grants approval for a hearing to be held.

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Since the publication date of the last annual report, the Professional Standards Commission received and considered the cases listed below. The administrator also provided technical assistance to districts in which educator misconduct or related problems were an issue, with a consistent recommendation that districts use legal counsel to help determine a course of action. The following cases were disposed of as indicated:

<u>CASE</u>	<u>CAUSE</u>	<u>DISPOSITION</u>
20726	Violation of Code	Closed Due to Inactivity; Subject to Reopening If Warranted
20815	Violation of Code	All Suspension Conditions Met; Reinstatement Certificate
20816	Violation of Code Violation of State Law; Conviction	Ten-Year Suspension with Conditions
20818	Violation of Code	No Sufficient Grounds; Letter of Concern
20828	Violation of Code	In Hearing Process
20833	Violation of Code	Revocation (default)
20834	Violation of Code	Letter of Reprimand
20836	Violation of Code Violation of State Law; Conviction	Permanent Revocation (default)
20901	Violation of Code	Conditions Before Reinstatement of Certificate
20902	Violation of Code	Two-Year Suspension with Conditions; Rescind Earlier Decision; Eligible for Unrestricted Certificate after Two Years
20903	Violation of Code Violation of State Law; Conviction	Permanent Revocation (default)
20904	Violation of Code	Revocation
20905	Violation of Code	No Sufficient Grounds; Refer Back to School District
20906	Violation of Code Violation of State Law; Conviction	Revocation (default)
20907	Violation of Code	Not Using Good Judgment; Letter of Concern
20908	Violation of Code	Five-Month Suspension with Conditions

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20909	Violation of Code	No Sufficient Grounds
20910	Violation of Code	Revocation; Rescind Further Action But Include Letter of Concern
20911	Violation of Code	Sufficient Grounds for Indefinite Suspension with Conditions to Not Be Removed Earlier Than 8/15/10
20913	Violation of Code	No Sufficient Grounds
20915	Violation of Code	Sufficient Grounds for Indefinite Suspension with Conditions
20916	Violation of Code	No Sufficient Grounds; Insufficient Evidence
20917	Violation of Code Violation of State Law - Conviction	Permanent Revocation (default)
20918	Violation of Code Violation of State Law - Conviction	Permanent Revocation (default)
20921	Violation of Code	Sufficient Grounds; Letter of Reprimand
20922	Violation of Code	Case Dismissed; Insufficient Evidence
20923	Violation of Code	Case Dismissed; Insufficient Evidence
20925	Violation of Code	Send Letter Asking for Voluntary Certificate Surrender
21001	Violation of Code	Revocation
21002	Violation of Code	No Sufficient Grounds; Refer Back to School District
21004	Violation of Code Violation of State Law - Conviction	Revocation
21008	Violation of Code	Revocation
21009	Violation of Code Violation of State Law –Conviction	Voluntary Certificate Surrender
Teacher B	Violation of Code	Denial of Teaching Certificate

3. REQUESTS FOR PROVISIONAL AUTHORIZATIONS

There were 113 Provisional Authorizations with 123 total endorsements/assignments issued during the 2009-2010 academic year. Those

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Provisional Authorizations by subject area during that same time period are as follows:

American Sign Language – 1
Art – 4
Bilingual – 1
Biological Science – 1
Broadcasting – 1
Business Technology Education – 2
Chinese - 1
Communications – 1
Drama – 2
EC/ECSE-Blended (Birth – Grade 3) – 4
Economics – 1
English – 7
English as a New Language (ENL K/12) – 1
Family Consumer Science – 4
Food/Nutrition – 1
Gifted/Talented – 2
Health – 3
Latin – 1
Library Media Specialist – 2
Literacy – 1
Mathematics – 7
Music – 7
Natural Science – 4
Physical Education – 2
Physical Science – 3
Principal - 3
School Counselor – 5
School Social Worker – 1
Small Engine Mechanics – 1
Social Studies – 1
Sociology – 1
Spanish – 8
Standard Elementary (All Subjects K/8) – 11
Standard Exceptional Child (Generalist) – 20
Superintendent – 2
Technology Education – 4
Work-Based Learning -2

4. TEACHER TO NEW CERTIFICATION APPROVALS

There were 249 requests with 258 total endorsements/assignments for Teacher to New Certification alternative authorization that were reviewed and approved by the Professional Standards Commission during the 2009-2010 academic year.

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Those approved Teacher to New Certification alternative authorizations by subject area during that same time period are as follows:

American Sign Language - 1
Art – 3
Bilingual – 2
Biology – 2
Business Technology Education – 10
Chinese – 2
Communication – 6
Communication/Drama – 1
Consulting Teacher – 1
Director – Special Education – 1
Drama – 4
Earth Science – 2
EC/ECSE-Blended (Birth-Grade 3) – 14
Economics – 2
English – 14
English as a New Language (ENL K/12) – 13
Family and Consumer Science – 2
French – 1
German – 1
Gifted/Talented – 20
Health – 9
History – 3
Italian – 1
Library Media Specialist – 3
Literacy K/12 – 3
Market Technology – 1
Mathematics – 7
Music – 1
Natural Science – 16
Network Technology – 1
Physical Education – 8
Principal – 5
Psychology – 1
School Counselor – 5
Social Studies – 4
Spanish – 6
Standard Elementary – All Subjects K/8 – 9
Standard Exceptional Child (Generalist) – 65
Superintendent – 7
Technology Education – 1

5. REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

There was 1 Content Specialist alternative authorization with 1 total endorsement/assignment issued during the 2009-2010 academic year. That Content Specialist alternative authorization by subject area during that same time period is listed below.

Standard Exceptional Child (Generalist) - 1

6. REQUESTS FOR ABCTE (AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE) CERTIFICATION

There were 116 interim certificates with 152 total endorsements/assignments issued through the ABCTE process during the 2009-2010 academic year. Those ABCTE-issued interim certificates by subject area during that same time period are as follows:

Biology – 6
Chemistry – 3
English – 13
History - 4
Mathematics – 17
Natural Science – 8
Physics – 1
Standard Elementary – All Subjects K/8 – 74
Standard Exceptional Child (Generalist) – 26

7. STATE/NATIONAL APPROVAL OF TEACHER PREPARATION PROGRAMS

The State Board of Education requires all teacher preparation programs to be evaluated on a seven-year cycle. This evaluation occurs through a concurrent on-site visit by an NCATE (National Council for the Accreditation of Teacher Education) team and a state team. The NCATE team evaluates the unit, and the state team evaluates respective content area disciplines.

Under the direction of the administrator of the Professional Standards Commission, the state evaluation team, utilizing the NCATE/Idaho protocol, conducts teacher preparation program evaluations. While all teacher preparation programs are subject to a state evaluation, NCATE evaluations are optional. All Idaho teacher preparation institutions, except The College of Idaho, BYU-Idaho, and the University of Phoenix – Idaho Campus, choose to undergo an NCATE program evaluation. All Idaho teacher preparation programs, however, must address both state and NCATE standards when preparing for on-site teacher preparation program reviews.

The official vehicle for the approval of existing teacher preparation programs in Idaho is the NCATE /Idaho partnership agreement. State standards for evaluating teacher preparation programs are those approved by the State Board of Education effective July 1, 2001, and found in the Idaho Standards for Initial Certification of Professional School Personnel manual.

George Fox University

Following a focus visit on October 27-28, 2009, the Commission, at its December 3-4, 2009, meeting, considered the state team report and made the following recommendations regarding the George Fox University teacher education program:

- Approval without conditions for the Visual and Performing Art program;
- Approval without conditions for the Foreign Languages program;
- Approval without conditions for the Physical Education program;
- Approval without conditions for the Health program.

The State Board of Education, at its April 21-22, 2010, meeting, approved the George Fox University state team report resulting from the focus visit.

University of Phoenix - Idaho

Following a focus visit on March 11-12, 2010, the Commission, at its April 22-23, 2010, meeting, considered the state team report and made the following recommendations regarding the University of Phoenix - Idaho teacher education program:

- Approval without conditions for the Master of Arts in Education/Administration program;
- Approval without conditions for the Master of Arts in Education/Elementary Education program.

The State Board of Education, at its June 16-17, 2010, meeting, approved the University of Phoenix - Idaho state team report resulting from the focus visit.

Northwest Nazarene University

Following a focus visit on March 23-24, 2010, the Commission, at its April 22-23, 2010, meeting, considered the state team report and made the following recommendation regarding the Northwest Nazarene University teacher education program:

- Approval without conditions for the Director of Special Education and Related Services program.

The State Board of Education, at its June 16-17, 2010, meeting, approved the Northwest Nazarene University state team report resulting from the focus visit.

COMMITTEE WORK

8. The Commission conducted an ethics hearing panel chair training during the year for approximately 24 potential and current hearing panel chairs.
9. The Commission passed the Standards Committee's recommendation to approve the School Social Work standards as revised, particularly with regard to assessment.
10. The Commission approved the Standards Committee's motion to submit pending rule (language eliminating the word "emergency" from the Alternative Authorizations applications) to the State Board of Education for final reading.
11. The Commission hired a contract investigator for its ethics cases requiring investigation.
12. The Commission approved the Standards Committee's motion to submit pending rule language for the enhanced Social Studies endorsement certification requirement (12 credit hours in all 4 areas of economics, geography, history, and government, which meet the federal guidelines for Highly Qualified Teacher status).
13. The Commission passed the Standards Committee's motion to approve the Math Consulting Teacher endorsement language (a new, voluntary endorsement that can be added by taking 2 of the 3 Mathematical Thinking for Instruction [MTI] courses; 20 credits of other mathematics content; having 3 years of mathematics teaching experience; and doing a performance assessment), which maintains the integrity of the Math Initiative work.
14. The Commission passed the Standards Committee's motion to approve the proposed MTI recertification requirement language (all teachers holding an Early Childhood/Early Childhood Special Education Blended Certificate; a Standard Elementary Certificate; a Standard Secondary Certificate and teaching in a mathematics content classroom; a Standard Exceptional Child Certificate; an Administrator Certificate; and also all out-of-state certification applicants are required to take one of the three MTI courses when recertifying prior to 2014).
15. The Commission approved the Standards Committee's recommendation that the Praxis Professional Learning and Teaching (PLT) test requirement for K-8 certification be eliminated.

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16. The Commission approved the Standards Committee's recommendation that all pre-service candidates seeking K-8 certification shall be required to obtain a K-12 or 6-9 endorsement.
17. The Commission approved reimbursing the substitute pay of each classroom teacher representative included in its membership at the rate of up to \$70 per day, beginning with the sixth day of such member's meeting attendance during a given academic year. (This is in accordance with IDAPA 08.02.01.450 and Idaho Code, Section 33-1279.)
18. The Commission Standards Committee continued revision work on the Program Approval Manual for higher education institutions. This effort will help ensure consistency and transparency in the program approval process.
19. The Commission passed the Standards Committee's recommendation to approve the newly developed, stand-alone Early Childhood/Early Childhood Special Education endorsement to be added to only a Standard Exceptional Child Certificate.
20. Revision work was done on Appendix G of the Commission Procedures Manual so that there is correlation between the list in the manual of documents posted on the Department of Education website and the actual inclusion of those documents on the website. The Commission then approved those revisions to its Procedures Manual.
21. The Commission passed the Standards Committee's recommendation to approve the Online Teacher endorsement as it was amended.
22. The Commission passed the Standards Committee's recommendation to approve the Pre-Service Technology Competencies, which are to be met at the basic level of teacher preparation and will introduce a teacher to a foundation of the best practices in technology, thus ensuring that there is the best possible access for children to technology regardless of their ability.
23. The Commission passed the Standards Committee's recommendation to approve the revised Mathematics standards as they were amended.
24. Commission members were given IDs and passwords to access Charlotte Danielson Framework for Teaching training for a one-year time period.
25. The Commission Executive Committee distributed 1,500 copies of an ethics poster emphasizing boundaries in relation to technology to all schools and colleges of education for approximately \$1,526. (See Appendix A: Ethics Poster)
26. The Commission Professional Development Committee strengthened its professional development grant requirements and awarded 17 professional

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27. Commission committees provided one-page, year-end summaries of their activities during the year. The summaries will eventually be compiled in a for-information-only report for the State Board of Education.
28. The Commission Professional Development Committee provided \$25,000 out of its budget to the Department of Education's Summer Institute of Best Practices. (See Appendix C: Idaho Summer Institute of Best Practices Brochure 2010)
29. The Commission approved the Executive Committee's request that the following notation be added to the bottom of every reinstated certificate that has conditions attached: *Reinstated with conditions due to suspension*. Once conditions are met, a new certificate is issued with the notation deleted. To aid in Department of Education tracking and information, these certificates are also highlighted on the certification records list and the highlight removed when conditions have been met.
30. At Commission urging, a Commission-approved ethics course has been developed and made available at Lewis-Clark State College for pre-service and current teachers and for violators of the Code of Ethics for Idaho Professional Educators.
31. The Commission passed the Standards Committee's proposed revisions to the Health (6-12) endorsement and the Idaho Standards for Health Teachers. There was a need to add a (K-12) option to the Health (6-12) endorsement to allow for more flexibility in teaching assignments.
32. The Commission passed the Standards Committee's recommendation to approve the revised Science preparation standards.
33. The Commission approved the Standards Committee's recommendation that all disposition statements be removed from the Idaho Standards for Initial Certification of Professional School Personnel. A statement will be added to all introductory paragraphs in the document expressing that every teacher preparation program must have a list of required teacher candidate dispositions.
34. The Commission approved the FY12 Commission budget as amended and presented by the Budget Subcommittee for a total of \$452,243. Committees were encouraged to front-load their expenditures in 2010-2011.
35. The Commission passed the Standards Committee's recommendation to approve the Idaho Standards for Elementary Education Teachers as amended (added a standard that addresses the purpose and context for communicating; added STEM to the math and science areas, etc.)

36. The Commission passed the Standard Committee's recommendation to approve the rubric for the Idaho Standards for Elementary Education Teachers as amended (changed all the proficiency descriptors to the same Minimal, Adequate, and In-Depth consistently throughout the document and added a reference to the Idaho Standards for the Initial Certification of Professional School Personnel for the benefit of program approval team members).
37. The Commission funded the participation of Commission members and staff alike in various Commission-related meetings and conferences during the course of the 2009-2010 academic year.
38. The Commission provided its own representation at the State Board of Education meetings during the 2009-2010 academic year.
39. The Commission passed the Standards Committee's recommendation to approve the Idaho Foundation Standards for Visual and Performing Arts Teachers as revised (semantic changes and the addition of a disclaimer to be included with all Idaho standards to resolve the issue of review teams' work being perceived as needing semantic changes).
40. The Commission passed the Standards Committee's recommendation to approve the rubric for the Idaho Foundation Standards for Visual and Performing Arts Teachers as amended.
41. The Commission passed the Standards Committee's recommendation to approve the Idaho Standards for Visual Arts Teachers as amended (minor changes and the addition of a self-reflection piece).
42. The Commission passed the Standards Committee's recommendation to approve the rubric for the Idaho Standards for Visual Arts Teachers as amended.
43. The Commission passed the Standards Committee's recommendation to approve the proposed revisions to the Idaho Standards for Drama Teachers.
44. The Commission passed the Standards Committee's recommendation to approve the rubric for the Idaho Standards for Drama Teachers as amended.
45. The Commission passed the Standards Committee's recommendation to approve the Idaho Standards for Music Teachers as amended.
46. The Commission passed the Standards Committee's recommendation to approve the rubric for the Idaho Standards for Music Teachers as amended.
47. The Commission passed the Standards Committee's proposed revisions to the Natural Science endorsement with amended language.

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- 48.** The Commission approved the Standards Committee's recommendation to replace Praxis Test 0021 (Early Childhood Pedagogy) with Praxis Test 0014 (Elementary Content) as a requirement for those earning the Early Childhood/Early Childhood Special Education Blended Certificate.
- 49.** The Commission approved the Art, Drama, and Music endorsements as revised and eliminated the Communication/Drama endorsement.
- 50.** The Commission passed the Nomination Subcommittee's recommendation to appoint Dan Sakota as chair and Shelly Rose as vice-chair of the Professional Standards Commission for the 2009-2010 academic year.

**Appendix A:
Ethics Poster**

ARE YOU JEOPARDIZING YOUR
PROFESSIONAL CAREER?

WHAT ARE YOUR
BOUNDARIES?

facebook

myspace

twitter

email

texting



cell phone

What do your students know
about you that you don't know?

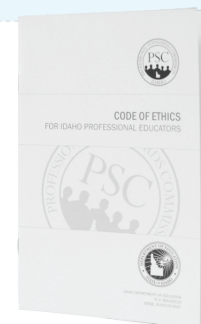
There is a permanent record of everything
you write or people post about you.



interactive
games



www.sde.idaho.gov/site/psc/



Appendix B:
Professional Standards Commission Grants

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STATE OF IDAHO
PROFESSIONAL STANDARDS COMMISSION
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, IDAHO 23720-0027

Professional Standards Commission grants (2009-2010)
Total = \$7,000

Name of School	Amount	Program info
Amity Elementary	\$ 990	CAFÉ in the Classroom
Butte View Elementary	\$ 500	Rhythms of the River Conference
Rigby High School	\$ 500	International Builders Conference
Mackay Jr/Sr High	\$ 500	Idaho Science Teachers Conference
Eagle Hills Elementary	\$ 500	National Health & PE Conference
Prospect Elementary	\$ 500	Rhythms of the River Conference
Eagle Hills Elementary	\$ 500	Rhythms of the River Conference
North Star Charter	\$ 500	Rhythms of the River Conference
Rocky Mountain High School	\$ 500	Vocational Education Training
Post Falls Middle School	\$ 1,000	National Science Conference
Prairie View Elementary	\$ 1,000	Daily Five Program

Appendix C:
Idaho Summer Institute of Best Practices brochure 2010

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BLAKE WALSH – Second Language Acquisition- How Knowing the Stages Will Help You Serve

Your Students -This presentation will explore the stages of second language acquisition and how they impact your second language learners. The stages will be discussed with reference to Basic Interpersonal Communication Skills and Content Academic Language Proficiency and with reference to the Idaho English Language Assessment. Participants will understand what skills students are able to demonstrate at each stage and what specific instructional approaches are appropriate at each stage. They will also understand how they can assist and enhance both their second language learners' acquisition of language and their academic development. They will also understand that many of the approaches that assist second language learners will also assist many of the other students in their classrooms. This class will provide a good mix of both theory and instructional practice.

ANNIE WARBERG -Twenty-five years of experience specializing in building the capacity of school personnel to support students with severe behavioral challenges, K-12. Original designer/ author of the "Check-In, Check-Out Program" which is used in numerous school districts across the nation as a Tier II intervention program. - **Tier II Interventions For Students With Challenging Behaviors**- Participants in this session will learn how to use simple procedures to (1) conduct functional behavior assessments, (2) analyze assessment data and (3) develop valid behavior intervention plans using an "Applied Behavior Analysis" approach. The "Check-In, Check-Out Program" will be reviewed for use as a Tier II behavior intervention tool.

2010 SUMMER INSTITUTE IS FUNDED BY:

- Professional Standards Commission
- State Department of Education
- Bonneville School District
- Wendell School District
- Post Falls School District

PRESENTATION STRANDS WILL BE:

Standard Based Assessment: Linking Quality Assessment and Grading (IF, W, PF)

STEM - What is it? How do you teach it? (IF, W)

The Standards Game: We Teach Them, But Do We Really, Really Understand Them? (IF, W)

Second Language Acquisition: How Knowing the Stages Will Help You Serve Your Students (IF, W)

Don't Blame Me !! The Teacher Started It (IF, W, PF)

Tips For Improving Special Education Inclusion Classes In Your School (IF, W, PF)

Tier II Interventions For Students With Challenging Behaviors (IF, W)

Response to Intervention (IF, W, PF)

Differentiated Instruction (IF, W)

Connecting the Dots: Understanding and Using Teaching Tools & Projects that Work (IF, W, PF)

Effective Instructional Strategies Make the Difference (PF)

Using Technology In The Classroom (IF, W, PF)

For Those Teachers with More Than One Student in Their Classroom-How to Develop a Brain Based Classroom (IF, W, PF)

Apangea (PF)

IF = Idaho Falls, W = Wendell, PF = Post Falls

FOR MORE INFORMATION CONTACT:

Rob Sauer – Deputy Superintendent Division of Innovation & Choice
RCSauer@sde.idaho.gov; 208-332-6934

Katie Cutler
katiecutler11@gmail.com
cutlerk@d261.k12.id.us
208-324-3396 ext. 2805 School (until May 31)
208-536-6193 Home

Michaelena Hix
hixm@d93.k12.id.us;
208-525-4400 ext.1208

Or visit the State Department of Education –Innovation & Choice
www.sde.idaho.gov

REGISTRATION CLOSES JUNE 25

Registration Cost: \$100 (for two days)

(includes continental breakfast, lunches and snacks)
One credit will be available

2010 IDAHO SUMMER INSTITUTE OF BEST PRACTICES

THREE REGIONAL INSTITUTES WILL BE HELD THIS YEAR:

IDAHO FALLS, WENDELL & POST FALLS

CHOOSE WHICH PLACE WORKS BEST FOR YOU!

JULY 26 & 27, 2010

Rocky Mountain Middle School
Bonneville School District
Idaho Falls Idaho

JULY 28 & 29, 2010

Wendell High School
Wendell School District
Wendell, Idaho

AUGUST 2 & 3, 2010

River City Middle School
Post Fall District
Post Falls, Idaho



Times for all sites:

Registration – 7:30 am, opening session—8:00 am
sessions—8:30-11:30 am & 12:30 –3:30 pm
Catered lunch

REGISTER ONLINE AT:

http://www.sde.idaho.gov/site/innovation_choice/

SIGN UP TODAY!

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PRESENTERS FOR THE 2010 IDAHO SUMMER INSTITUTE OF BEST PRACTICES

NANCY BLAIR - School Improvement Consultant

Differentiated Instruction

Overview of differentiation (theory and practice) This session will include: Low-preparation strategies, High-preparation strategies, Resources for differentiation strategies, Importance of building relationship to know students strengths/ weaknesses

MYRON DUECK - Standard Based Assessment: Linking Quality Assessment and Grading

Myron will share his classroom and administrative experiences encountered through the implementation of non-traditional, standards-based assessment strategies. Topics to be covered will include student-monitored retesting, allowing choice, extending due dates, eliminating zeros and providing students different avenues in displaying their understanding. Myron will discuss the changes experienced in teacher-student interaction through building healthy, pro-active relationships built on common goals.

BILL EBENER-STEM - What is it? How do you teach it?

Using science as a model for learning, discover how student's natural curiosity and classroom diversity make education happen when knowledge meets reality. Bill Ebener, CSI biology instructor, introduces STEM via hands on, discovery based, student driven exploration of "everyday" items found in and around everywhere.

JIM JOHNSON has been teacher and principal at the middle, junior high, and high school levels and a National Consultant. Connecting the Dots: Understanding and Using the Teaching Tools and School Wide Projects that Work: This session will provide the teacher and administrator some tools to engage learners in authentic learning regardless of their prior motivation to learn. Participants will have the opportunity to practice with some of these tools. Most of the ideas presented are of little to no cost to the school (cost practices define school culture and how classroom based instruction combined with grade or school wide projects enhance the culture and enable higher levels of student achievement.

KRISTEN NASON -15 years of educational experience, both in secondary and university levels, including 5 years as an administrator and 5 years as an educational consultant.

The Standards Game: We Teach Them, But Do We Really, Really Understand Them? This is a highly interactive workshop – expect to view standards and instruction in a whole new light! Past participants claim this session to be the most beneficial discussion they've had regarding how to really teach standard-based education.

GREG LOWE - Superintendent of the Wendell School District #232, as well as their Literacy Coach. Before coming to Wendell, he spent fourteen years as a building principal. He has a strong commitment to implementing effective literacy across the curriculum.

Effective Instructional Strategies Make the Difference with the State Language and Reading Content Standards.—Not only does it make sense to use research based instructional strategies that actually help students comprehend all content areas, but these same strategies can ensure that the we are meeting the goals and objectives of the state's language and reading Content Standards. No matter what content area you teach, effective strategies can help your students meet and go beyond the achievement standards.

MIKE NELSON - He has taught for 13 years, 10 in secondary school and 3 years as an Assistant Principal. Using Technology In The Classroom—ALLLL Aboard! We all know that money is tight for our classrooms and many are making difficult choices about eliminating field trips and projects. However, there are a wide variety of resources available to you to engage students and focus on learning. Internet to better understand the world and history around us. You'll learn how to take a virtual field trip and use tools such as the Idaho Education Network and Google Earth.

FRED GOERICSH -Independent Consultant & Middle school teacher - For Those Teachers With More Than One Student in Their Classroom—How to Develop a Brain Based Classroom – In this session you will learn how learning takes place and how to develop a brain-based classroom. You will learn how to differentiate

for every student in your classroom using layered curriculum.

DAVE SHEPARD - has been a teacher, administrator and consultant. Dave was the key note speaker for the Idaho Middle Level Conference 2010—Don't Blame Me !! The Teacher Started It -For years we educators have sought to "control" our students. The focus of this session, however, will not be on them, but will be on "us". We will examine 35 teachers' behaviors that make a difference in classroom management. By looking at ourselves through the use of a self perception survey, all participants will review their own strategies in a humorous non-threatening manner. (Dave will do an extra session the 1st day of each institute at 3:45 pm) Tips For Improving Special Education Inclusion Classes In Your School -Working together in an inclusion class is a great experience, right? Schools across the country are moving in this direction rapidly, but is it the best answer? Inclusion as a practice is only as good as the teachers and the program that use it. Come examine and learn many ideas to more successful and efficient implementation of this delivery model.

SDE RTI Coach— Response to Intervention Come and learn strategies to help your school implement the RTI model. Bring questions that your district needs help with in implementing the RTI process.

Learning to help students learn!

