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<tr>
<td>1</td>
<td>MASTER TEACHER PREMIUM FRAMEWORK</td>
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<td>ACCOUNTABILITY OVERSIGHT COMMITTEE – APPOINTMENTS</td>
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SUBJECT
Master Teacher Premium Plan

REFERENCE
April 16, 2015 Legislative recap provided to the Board, including an overview of H296 (Career Ladder legislation).

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1004I, Idaho Code

BACKGROUND/DISCUSSION
The Career Ladder legislation passed in 2015 (H296) established the Master Teacher Premium (Premium) to recognize and financially reward outstanding teachers. To be eligible for the Premium, teachers must meet certain minimum requirements, as well as show evidence of mastery of instructional techniques and professional practices. Evidence may be shown through a process established by the State Board of Education (Board) or a locally established processes approved by the Board. Those teachers recognized as Master Teachers will earn an additional $4,000 per year for three years. Following the initial three-year period, teachers are eligible to receive the Premium on an annual basis based on continued eligibility.

Pursuant to section 33-1004I, Idaho Code, to qualify for the Premium, a teacher must have a minimum of eight (8) years teaching experience (the three (3) years immediately preceding the award must be continuous). Additionally, for three (3) of the previous five (5) years of instruction, the teacher must show:

- Mastery of instructional techniques and professional practice through artifacts demonstrating effective teaching and successful completion of an annual individualized professional learning plan; and
- Majority of students meeting measurable student achievement criteria.

The process/plan for teachers to show evidence of mastery, if developed at the district level, must be developed by a committee of teachers, administrators and stakeholders and be approved by the Board. District plans may be set up in a way that recognizes groups of teachers based on measurable student achievement goals aligned with school district approved continuous improvement plans. These groups may be school-wide or may be smaller groups, such as grade level or subject matter groups. If the school district process allows for premiums to be based on a group, each teacher in a group must meet all the requirements to be eligible to receive the funds. If a school district does not develop its own plan, the eligible teachers in the school district may apply to the Office of the State Board of Education based on the state plan.

A Master Teacher Premium Committee was convened to provide recommendations to the Board on the state level plan for teachers to show evidence of mastery. The committee consisted of teachers, administrators and
stakeholders as prescribed in statute. The committee met from June through December of 2015 to develop a plan and criteria for identifying a Master Teacher.

The committee recommended that evidence of mastery be demonstrated through the submittal of a portfolio, which would consist of a collection of artifacts and evidence of exemplary teaching practices within the following characteristics:

- Leadership
- Professional Collaboration and Partnerships
- Students and Learning Environment
- Content, Instruction and Assessment
- Professional Growth

Teachers using the state plan would do so by submitting their portfolios to the state for review. The reviews would be conducted by Idaho educators (peers). Individual Idaho educators would apply to be reviewers of the portfolios. Individuals that are selected to be reviewers would receive training on grading the portfolios and be provided a stipend for their time. Each portfolio would be reviewed by more than one peer. The number of reviewers needed overall, as well as a determination on the number who would review each portfolio, will be contingent on the number of portfolios submitted.

It is intended that the portfolios of teachers designated as Master Teachers will be available for review as examples of outstanding teaching for other teachers to use to enhance their own practices.

IMPACT

Adoption of the state plan will provide guidance to districts on what is considered an acceptable level of rigor if they choose to develop their own plan (which must be submitted to the Board for approval) and let teachers know what they should start collecting in the 2016-2017 school year if they are interested in submitting a portfolio prior to the July 1, 2019 effective date of the Master Teacher Premium.

The fiscal impact of portfolio reviews will vary depending on the number of teachers who are eligible to apply and choose to submit a portfolio. If approved by the Board, staff will work to establish a reasonable estimate of costs for the portfolio reviews for the FY2018 budget request for approval by the Board at a later date.

ATTACHMENTS

Attachment 1 – Master Teacher Premium Committee Members Page 5
Attachment 2 – Career Ladder: Master Teacher Premium Summary Page 6
Attachment 3 – Master Teacher Premium Plan Page 9
Attachment 4 – Master Teacher Premium Standards: Definitions and Characteristics Page 10
Attachment 5 – Portfolio Standards Template Page 13
Attachment 6 – Portfolio Standards Template Example Page 14
Attachment 7 – Master Teacher Premium FAQ Page 15
STAFF COMMENTS AND RECOMMENDATIONS
Staff recommends adoption of the Master Teacher Premium plan and associated standards and characteristics. Adopting the plan now would allow teachers an opportunity to understand the requirements and process for applying for the Master Teacher and may begin developing portfolios for submission prior to the Premium being available July 1, 2019.

BOARD ACTION
I move to approve the Master Teacher Premium Plan as outlined in Attachment 3, including the standards and characteristics specified in Attachment 4.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
Master Teacher Premium Committee Members

1. Mark Jones (Chair), Boise School District (Principal)
2. Sherry Belknap, West Ada School District (Teacher)
3. Linda Clark, State Board of Education
4. John Cordell, St. Maries School District (Principal)
5. Debbie Critchfield, State Board of Education
6. Wiley Dobbs, Twin Falls School District (Board of Trustees)
7. Jolene Dockstader, Jerome School District (Teacher)
8. Aaron McKinnon, Boise School District (Teacher)
9. Senator Dean Mortimer, Idaho State Senate
10. Scott Tverdy, Buhl School District (Teacher)
11. Deidre Warden, Idaho Falls School District (Board of Trustees)
12. Kim Zeydel, West Ada School District (Teacher)
MASTER TEACHER PREMIUM
Summary

Summary – Master Teacher Premium Performance Criteria ($4,000 premium paid to the teacher):

- Minimum of 8 years teaching provided that the three (3) years immediately preceding the award must be continuous.
- For 3 of the previous 5 years of instruction:
  - Demonstration of mastery of instructional techniques and professional practice through artifacts demonstrating effective teaching and successful completion of an annual individualized professional learning plan; and
  - Majority of students meeting measurable student achievement criteria as defined in Section 33-1001, Idaho Code.
- In addition to the minimum requirements:
  - Districts may develop additional requirements showing mastery through a plan developed at the district level by a committee of teachers, administrators and stakeholders and approved by the State Board of Education;
  - Districts may develop plans that recognize groups of teachers based on measurable student achievement goals aligned with school district approved continuous improvement plans. Groups may be school-wide or may be smaller groups such as grade levels or by subject matter. Each teacher in a master teacher group shall receive a master teacher premium if goals are met according to the district plans. Plans shall be developed by a committee consisting of teachers, administrators and other school district stakeholders and shall first be approved by the State Board of Education. Any school district that does not follow their preapproved plan shall not receive future master teacher premium dollars; or
  - If a district does not develop its own plan, districts must adopt a plan developed by a committee made up of teachers, administrators and other stakeholders facilitated by the State Board of Education and approved by the State Board of Education.

Idaho Code – Master Teacher Premium

33-1004I. Master teacher premiums. [effective July 1, 2019] (1) A portion of the moneys available to the education support program shall be distributed per full-time equivalent instructional staff position employed by each school district. Such moneys shall be paid to instructional staff employees who have earned a master teacher designation by meeting the minimum qualifications set forth in subsection (2) of this section and the additional qualifications developed or adopted by the employing school district pursuant to subsection (3) of this section, in an amount set forth in subsection (4) of this section.

(2) The minimum qualifications for an instructional staff employee to earn a master teacher designation shall be as follows:
(a) The instructional staff employee must have eight (8) or more years of teaching experience provided that the three (3) years immediately preceding the award must be continuous;

(b) The instructional staff employee must demonstrate mastery of instructional techniques for not less than three (3) of the previous five (5) years of instruction through:
   (i) Artifacts demonstrating evidence of effective teaching; and
   (ii) Successful completion of an annual individualized professional learning plan; and

(c) A majority of the instructional staff employee’s students meet measurable student achievement as defined in section 33-1001, Idaho Code, for not less than three (3) of the previous five (5) years.

(3) In addition to the minimum qualifications for a master teacher designation set forth in subsection (2) of this section:

(a) Local school districts may develop and require additional qualifications showing demonstrated mastery of instructional techniques and professional practice through multiple measures, provided that such qualifications shall be developed by a committee consisting of teachers, administrators and other school district stakeholders and shall first be approved by the state board of education;

(b) Local school districts may develop plans that recognize groups of teachers based on measurable student achievement goals aligned with school district approved continuous improvement plans. Groups may be school-wide or may be smaller groups such as grade levels or by subject matter. Each teacher in a master teacher group shall receive a master teacher premium if goals are met according to the district plans. Plans shall be developed by a committee consisting of teachers, administrators and other school district stakeholders and shall first be approved by the state board of education. Any school district that does not follow their preapproved plan shall not receive future master teacher premium dollars; or

(c) If a local school district has not developed qualifications pursuant to paragraph (a) or (b) of this subsection, then the school district shall adopt and require additional qualifications showing demonstrated mastery of instructional techniques and professional practice through multiple measures as developed by a committee facilitated by the state board of education consisting of teachers, administrators and other stakeholders, which measures shall be approved by the state board of education.

(4) The amount of the master teacher premium paid to a qualified instructional staff employee shall be four thousand dollars ($4,000) each year for three (3) years starting with the initial award of the master teacher premium. After the third year of receiving the master teacher premium, the instructional staff employee must continue to demonstrate that he or she meets the master teacher premium qualifications in each subsequent year. If the qualifications are not met, then the premium will be discontinued until such time as the qualifications are met.
(5) Local school district boards of trustees may provide master teacher premiums to instructional staff employees consistent with the provisions of this section.

(6) For the purposes of this section, the term "school district" also means "public charter school" and the term "board of trustees" also means "board of directors."

(7) The state board of education may promulgate rules implementing the provisions of this section.
MASTER TEACHER PREMIUM

Demonstrated Mastery of Instructional Techniques and Professional Practice

Plan

Eligible individuals may apply for the Master Teacher Premium by submitting a portfolio consisting of artifacts demonstrating mastery of instructional techniques and professional practice. Master Teacher Premium determinations will be based on the teacher meeting the minimum requirements pursuant to Section 33-1004I, Idaho Code, and the artifacts and evidence of exemplary teaching practices provided in the portfolio based on the following five standards:

- Leadership
- Professional Collaboration and Partnerships
- Students and Learning Environment
- Professional Growth
- Content, Instruction and Assessment

Artifacts must be submitted for each standard and must cover each characteristic of each standard. A single artifact may be provided as evidence of multiple characteristics within a standard.

Review Process

Portfolios will be evaluated based on a common rubric that will be available as part of the application process. Portfolios will be reviewed by Idaho educators who volunteer to participate in the reviews. Each review will be provided with training on reviewing the portfolios and will receive a stipend for their service. Individual portfolio’s will be reviewed by no less than two teachers. The number of teachers reviewing each portfolio will be determined based on the number of portfolios received and the number of available reviewers in a given year.

Ratings will be based on whether or not each standard and characteristic “meets the standard,” “partially meets the standard,” or “does not meet the standards.” A scoring system will be established as part of the development of the rubric establishing a score range for each rating.
MASTER TEACHER PREMIUM STANDARDS
Definitions and Characteristics

Standard One: Leadership

Definition

Master Teachers ensure student learning and well-being by engaging in a variety of leadership roles and performing thoughtful stewardship responsibilities for the school community and the profession.

Characteristics

1. Participates in decision-making
2. Initiates innovations
3. Empowers and influences others
4. Participates in leadership positions/opportunities in school, district, local community, and state
5. Active in professional organizations
6. Provides leadership in learning communities
7. Provides leadership on instructional policy, curriculum development, and staff development
8. Provides leadership with evaluations of school improvements initiatives and projects

Standard Two: Professional Collaboration and Partnerships

Definition

Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively and support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

Characteristics

1. Serves as Resource for colleagues, administrators, students, parents, and community
2. Mentors others
3. Creates an environment of respect and rapport
4. Collaborates with colleagues, students, families, and community
5. Effectively communicates student strength and weaknesses with students, parents/guardians and colleagues
Standard Three: **Students and Learning Environment**

**Definition**

Master Teachers demonstrate knowledge and caring to connect instruction to students’ needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of learning for all students, and create a culture of civility and success. They foster rapport that results in an environment where all students feel valued and are comfortable taking risks.

**Characteristics**

1. *Creates a culture of mutual respect with parents and students*
2. *Inspires students to take risks, explore, think critically and achieve high levels of learning*
3. *Advocates for students*
4. *Demonstrates knowledge and caring about individual students’ lives beyond the classroom and school*
5. *Promotes positive student to student interactions*

Standard Four: **Professional Growth**

**Definition**

Master Teachers engage in continuous professional development, demonstrate reflection, and implement best practices. They use multiple sources to shape their professional practice. They evaluate their personal growth, understanding and application of knowledge and develop an individualized professional learning plan.

**Characteristics**

1. *Advocates for the teaching profession*
2. *Seeks regular opportunities for continued professional development*
3. *Participates in organizations designed to contribute to the profession*
4. *Demonstrates reflective practice*

Standard Five: **Content, Instruction and Assessment**

**Definition**

Master Teachers have a deep and reflective understanding of the content, instructional methods, and assessments techniques, which they consistently use to promote high levels of learning for all students.

**Characteristics**

1. *Demonstrates in-depth understanding of the content area*
2. *Enables students to take ownership of their own learning*
3. *Works collaboratively with others to develop and improve content, teaching strategies and/or types of assessments*
4. *Effectively delivers content area concepts to students utilizing diverse methods*
5. Actively engages and motivates students to learn
6. Provides an access point for all students to engage in the learning process no matter their ability level
7. Promotes critical thinking and problem solving skills
8. Uses a variety of formative and summative assessments to evaluate student learning
9. Analyzes the data provided by the assessments to modify or enhance instruction
10. Maintains accurate records and reflections on student progress towards mastery of content standards, social skills, critical thinking skills, and problem solving abilities

Note: Artifacts for Master Teacher Portfolios, Standard 5 – It is expected that master teachers will address each part of the standard – Content, Instruction, and Assessment. A rich portfolio will include at least one artifact that may address all three areas. Components of this standard may be developed as a team, but individual teachers must document how the formative assessments are helping students with specific examples of how all students are being reached.
MASTER TEACHER PREMIUM REVIEW TEMPLATE

Standard *(Please indicate the standard being addressed):*

Describe the artifact being submitted in support of the standard. *(One paragraph maximum)*

What characteristic(s) of the standard identified above will be evident in the artifact:

*All characteristics must be met. Artifacts may cover multiple characteristics.*

Please provide a narrative stating how the artifact meets the standard and characteristics sited above. The narrative should include an overview of the development and implementation of the artifact’s activities, the intended outcome(s), the actual outcome(s) and the professional lesson learned. *(Two page limit)*

*Artifacts will be based on whether the “meet,” “partially meet,” or “do not meet” the standard. A completed template must be provided for each standard, multiple templates may be provided as needed for a single standard.*
MASTER TEACHER PREMIUM REVIEW TEMPLATE

Standard (Please indicate the standard being addressed): Content, Instruction, and Assessment

Describe the artifact(s) being submitted in support of the standard. (One paragraph maximum)

The artifacts being submitted include 45 minutes of unedited video of 6th grade classroom instruction on one-celled organisms. The video is supported by a detailed lesson plan for the videotaped session, including content standard, lesson’s learning target, learning strategies, formative assessment, how it relates to student prior knowledge, and how it relates to future lessons.

What characteristic(s) of the standard identified above will be evident in the artifact:

1. Demonstrates in-depth understanding of the content area
2. Enables students to take ownership of their own learning
4. Effectively delivers content area concepts to students utilizing diverse methods

Please provide a narrative stating how the artifact meets the standard and characteristics sited above. The narrative should include an over view of the development and implementation of the artifact’s activities, the intended outcome(s), the actual outcome(s) and the professional lesson learned. (Two-page limit)
Q: Why do we have a Master Teacher Premium?
A: The legislature wanted to identify and recognize teachers who exhibit the highest levels of mastery of instructional techniques and exemplary professional practice through the demonstration of highly effective teaching.

Basic Master Teacher Premium Timeline

- (2015) House Bill 296 established Section 33-1004I, Idaho Code, creating a master teacher premium to recognize master teachers with a $4,000 annual premium dispersed over a minimum of three years.
- (2015) Master Teacher Premium Committee was tasked with creating the standards and process to fulfill the law.
- (2016-17 school year) Starting year for creating the Educator Portfolio, which must span and cover a minimum of three years of evidence.
- (2017-18 school year) Teachers will continue to enhance their Educator Portfolio with additional documents to note growth and/or change, and additional evidence.
- (2018-19 school year) Teachers will continue to enhance their Educator Portfolio documents and reflections.
- (June 2019) Submit Educator Portfolio. Timeline for notification of successful qualification to be determined.
- (July 1, 2019) Funds available for educators who achieve the standards Approved by the State Board of Education and created by the Master Teacher Premium Committee or have met their district developed and State Board approved master teacher qualifications. Disbursement method to be determined.

The Master Teacher Premium Basics

It is an effort by the Idaho Legislature to recognize and financially reward outstanding teachers.

It is a premium paid to the teacher of $4,000 per year for the first three years ($12,000), in addition to the teacher’s normal salary. Following the initial three year period teachers are eligible to receive the premium on an annual basis. Teachers must remain employed to remain eligible to receive the premium each year.

Master Teacher Premium determinations are based on the teacher meeting the minimum requirements and a collection of artifacts and evidence (portfolio) of exemplary teaching practices within five standards, including:

- Leadership
- Professional Collaboration and Partnerships
- Students and Learning Environment
- Content, Instruction and Assessment
- Professional Growth

Master Teacher Premium is an option that full-time and part-time educators who have been teaching for at least 8 years may choose to pursue. Premiums for teachers working less than 1 FTE will be prorated based on the total FTE worked in the public school system.
What the Master Teacher Premium is NOT:

- It is NOT part of the leadership premium funds distributed by your district.
- It is NOT part of or connected to your administrator’s evaluation of the teacher’s performance.
- It is NOT part of the certification or recertification process.
- It is NOT tied to your placement on the Career Ladder.

Minimum Eligibility Requirements:

- Eight years of teaching experience, three years immediately preceding the award must be continuous.
- Successful completion of an annual individualized professional learning plan.
- A majority of students meet measurable student achievement as defined in section 33-1001, Idaho code for not less than three of the previous five years.
- Provide artifacts demonstrating evidence of effective teaching for three of the previous five years.
- This is an option that full-time and part-time educators who have been teaching for at least 8 years may choose to pursue.

Q: Why do teachers have to submit a portfolio?
A: The committee considered three options for determining the criteria for demonstrating “mastery of instructional techniques.”
   1) Require that teachers meet a determined number of distinguished marks;
   2) Require a higher percentage level of students showing improvement over the minimum; or
   3) Develop a portfolio that allows teachers to choose artifacts demonstrating mastery of instructional techniques. Feedback from stakeholders indicated that the portfolio system would be the best approach.

Q: What is the Difference between the Master Teacher Premium and the Career Ladder?
A: Once earned, the Master Teacher Premium is a $4,000 per year premium distributed to the teacher, for a minimum of three years, and is not tied to placement on the Career Ladder. The Career Ladder is a model for distributing funds to school districts for personnel costs.

Q: What is the difference between the Master Teacher Premium and the Leadership Premium?
A: The Leadership Premium is distributed to the school districts for compensating teachers for leadership roles, mentoring, or other positions identified by the district. The district determines how the Leadership Premium funds are distributed. The Master Teacher Premium is dedicated funds distributed to teachers who choose to apply and meet the requirements.
Q: Who can qualify for the Master Teacher Premium?
A: Any certified teacher in Idaho, who meets the minimum requirements, may apply for the master teacher premium. The evidence required in the portfolios should be adjusted to reflect that teacher’s area of expertise.

Q: How much time should it take to complete the portfolio?
A: Estimated, it could take between 20-40 hours to complete the portfolio (varied depending on the individual).

Q: What is an artifact?
A: Physical evidence (including narrative) documenting how an educator is meeting the criteria of the Master Teacher Standards.

Q: How many standards are there and how many artifacts do I have to have?
A: There are five standards: Leadership; Professional Collaboration and Partnerships; Students and Learning Environment; Content, Instruction, and Assessment; and Professional Growth. The number of artifacts necessary will be varied dependent on the type of artifact and the individual. There must be artifacts demonstrating mastery of all characteristics within a standard. A single artifact may be used to meet multiple characteristics.

Q: What type of artifacts must be submitted to show the standards are being met?
A: Applicants will be able to choose from a variety options when selecting artifacts (video, lesson plans, student learning outcomes, etc.). This will allow for a great deal of flexibility on behalf of the teacher. Evidence (artifacts) must be provided to show mastery of each characteristic within the standards.

Q: Do we resubmit the portfolio every year, how long does it last?
A: The initial award is for three years. After the third year of receiving the Master Teacher Premium, teachers must demonstrate they meet the requirements annually thereafter.

Q: Who will be evaluating the portfolios?
A: A volunteer group of Idaho educators who would receive a stipend for their service.

Q: Is there a template?
A: The Master Teacher Premium Committee is currently in the process of developing a template.

Q: How do I submit my portfolio?
A: This is to be determined. Options are currently being explored, including an option for electronic submittal. Once determined, information on how to submit portfolios will be provided on the State Board of Education website.
Q: Does this impact my certification?
A: No.

Q: Can districts develop their own criteria?
A: Districts may develop their own criteria and evaluation process, which must be approved by the State Board of Education. District development plans must meet the same level established at the state level and be approved by the State Board of Education.

Q: How does the collaboration work?
A: Teachers may choose to work collaboratively for some of the artifacts. However, teachers must submit the artifacts individually.

Q: Must the eight years of experience be in Idaho?
A: Clarification on this issue is being discussed.

Q: How would the portfolios be evaluated?
A: Portfolios will be evaluated based on a common rubric that will be available as part of the application process.

Q: Is there a template or rubric for evaluating the portfolios?
A: The Master Teacher Premium Committee will develop rubrics and templates to guide the portfolio process. It is the intent of the committee to make this as clear as possible.

Q: Who creates the evaluation rubric?
A: For the state-level criteria, the rubric will be created by a subgroup established by the Master Teacher Premium committee who have experience in developing evaluation rubrics.

Q: What happens to the portfolio when the selection has been determined?
A: The committee envisions sharing them with other teachers to promote excellence in educational practices. They will be returned to the teacher and electronic copies will be made available.

Q: What are other states doing?
A: A number of states have tiered certification models that include a “master teacher” or equivalent level of certification or licensure, additionally, some states have compensation models that tie pay to different levels of performance. There were no states that had a separate premium that was not tied to either a larger compensation model or teacher certification (licensure). The Master Teacher Premium Committee looked at the following states criteria and review processes for movement to or evaluation of becoming a “master teacher” in their system:
SUBJECT
Accountability Oversight Committee (Committee) Appointments

REFERENCE
June 2015  Board approved second reading to amend Board Policy I.Q.
August 2015 Board approved the appointment of Deborah Hedeen and the reappointment of John Goedde and Jackie Thomason.
April 2016  Board approved second reading of amendment to Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special education.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION
The Committee was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed to the Board.

The committee consists of:
• The Superintendent of Public Instruction or designee,
• Two Board members, and
• Five at-large members appointed by the Board, one of whom must have a special education background.

The Committee currently has two vacancies for at-large members. Dr. Deborah Hedeen, Dean of the College of Education of Idaho State University, has resigned her position on the Committee due to a change in employment that will be moving her out of state. The second vacancy is due to the change in Board Policy adding a member to the committee who has a special education background.

The Committee is recommending that Roger Stewart and Julian Duffey be appointed for two-year terms on the Committee. Julian Duffey would serve as the at-large member with special education experience. Resumes for both individuals are provided as Attachment 2 and Attachment 3.

IMPACT
Approval of Roger Stewart and Julian Duffey will fill all current vacant at-large seats on the Committee.
STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. The vacant position term expires June 30, 2016, however, due to the current work of the Committee, rather than wait until June Board meeting to have the vacant positions filled, staff are asking to have the appointments made effective immediately.

In addition to the candidates recommended by the Committee, one additional person indicated interest in the at-large, special education position (resume provided as Attachment 4).

In making at-large appointments to the Committee, consideration should be given to the appointees’ background, the district / school size they may be repetitive of if applicable, and regional distribution.

BOARD ACTION

I move to approve the appointment of Roger Stewart to the Accountability Oversight Committee for a term of 2 years commencing immediately and ending on June 30, 2018.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the appointment of Julian Duffey to the Accountability Oversight Committee for a term of 2 years commencing immediately and ending on June 30, 2018.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
## ACCOUNTABILITY OVERSIGHT COMMITTEE
### APRIL 2016

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<td>Debbie Critchfield</td>
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<td>Spencer Barzee (Chair)</td>
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<tr>
<td>John Goedde</td>
<td>Jackie Thomason</td>
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<tr>
<td>Former Idaho State Senator and School Board Trustee, Coeur d’Alene</td>
<td>Chief Academic Officer</td>
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<td>West Ada School District #2</td>
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<tr>
<td>Alison Henken</td>
<td>Becky Blankenbaker</td>
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<td>K-12 Accountability and Projects Program Manager</td>
<td>Administrative Assistant</td>
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<tr>
<td>Office of the State Board of Education</td>
<td>Office of the State Board of Education</td>
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<tr>
<td><a href="mailto:alison.henken@osbe.idaho.gov">alison.henken@osbe.idaho.gov</a></td>
<td><a href="mailto:becky.blankenbaker@osbe.idaho.gov">becky.blankenbaker@osbe.idaho.gov</a></td>
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<tr>
<td>208-332-1579</td>
<td>208-332-1567</td>
</tr>
</tbody>
</table>
Vita
Roger A. Stewart

A. GENERAL INFORMATION

1. Personal Data

Address:
Home: 4701 N. Jullion Way                      Office: Boise State University
       Boise, Idaho 83704                          Literacy, Language, and Culture Department
       Phone: 208-323-4977                          1910 University Drive
       Boise, Idaho  83725                        Boise, Idaho 83725
       Phone: 208-426-4437                        Phone: 208-426-4437
       Email: rstewar@boisestate.edu

2. Academic Record

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree and Major</th>
<th>Date</th>
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<tbody>
<tr>
<td>Purdue University</td>
<td>Ph.D.--Curriculum and Instruction</td>
<td>1989</td>
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<tr>
<td>Purdue University</td>
<td>M.S. Ed.--Sec. Ed.</td>
<td>1987</td>
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<tr>
<td>Indiana University</td>
<td>B.A.--English</td>
<td>1978</td>
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3. Professional Experiences

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<tr>
<th>Position</th>
<th>Location</th>
<th>Date</th>
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<tr>
<td>Professor</td>
<td>Boise State University</td>
<td>1995-present</td>
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<tr>
<td>Assistant/Associate Professor</td>
<td>University of Wyoming</td>
<td>1989-1995</td>
</tr>
<tr>
<td>Instructor</td>
<td>Purdue University</td>
<td>1987-1989</td>
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<tr>
<td>Teacher</td>
<td>LaPorte, IN</td>
<td>1979-1985</td>
</tr>
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</table>

4. Licenses, Registrations and Certifications

State of Indiana Secondary Professional Teacher's License 1987
(Life License #436475) Subject Areas: English and General Science Grades 7-12

5. Awards and Honors
Idaho Library Association Service Award, 2015

Research Associate, Boise State University, Spring, 2002.

Outstanding Faculty Recognition Award from the Associated Students of Boise State University, 1999.

Outstanding Faculty Award, The Associated Students of Boise State University, 1996-1997

Research Associate, Boise State University, Spring, 1997.


David Ross Fellowship recipient, Purdue University, Summer, 1989.

Member, Phi Delta Kappa Education Honorary

Bachelor of Arts Degree awarded with High Distinction by Indiana University.

6. Membership in Professional and Scholarly Societies

International Reading Association

National Reading Conference

7. Public School Teaching Experience

<table>
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<th>Location</th>
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<tr>
<td>LaPorte, IN</td>
<td>LaPorte High School Grades 9-12 English and Science</td>
<td>1980-1985</td>
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<td>LaPorte, IN</td>
<td>LaPorte High School Adult Evening School GED Preparation</td>
<td>1983-1985</td>
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<tr>
<td>LaPorte, IN</td>
<td>Kessling Junior High School Grade 8 Laboratory Science</td>
<td>1979-1980</td>
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<tr>
<td>Elkhart, IN</td>
<td>Alternative School Grades 7-9 Paraprofessional Teacher's Aide</td>
<td>1978-1979</td>
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B. RESEARCH, SCHOLARSHIP AND/OR CREATIVE ENDEAVOR

1. Publications

a. Journal Articles


b. **Book Chapters**


c. **Department Editorship**


d. Guest Editorships


e. Book Reviews


f. Book Reviews Completed for Publishers


g. Program Evaluation Reports


Stewart, R. A. (2006). Evaluation of the First Book Initiative of Idaho: Local Governing Board Functioning and Productivity (Award: $6,000.00). Description: The national First Book office wanted information on how well the local boards overseeing First Book activities in Idaho functioned. Although they had limited funds for evaluation, I developed and administered surveys to board members in Idaho and conducted a document analysis of information submitted by the boards to the national office. I wrote a summary report that was submitted to the national office.

Coll, K. & Stewart, R. A. (2006). Program Evaluation of the Ada County Family Violence Court Project: Outcomes and Recommendations for the Future (Award: $87,000.00). The Family Violence Court Project was an innovative approach to handling families which have a member or members being adjudicated for family violence. The evaluation spanned two years and involved surveying agencies that interfaced with the court; interviewing judges, lawyers, prosecutors, etc.; and collecting and analyzing assessment data on family functioning, family well-being, child safety in the home, recidivism, etc.


Stewart, R. & Moore, G. (1997). Evaluation of Required Practica in the Boise State University Undergraduate Elementary Education Program. Report Contents: A doctoral student, Gina Moore, and I evaluated the practica experiences in the elementary education program and reported to the faculty on the results of the evaluation.


Cross, T. L., & Stewart, R. A. (1993). Synthesis of Interviews with Students Attending the University of Wyoming Summer High School Institute. Report Contents: The report contains a summary of findings from longitudinal interviews we conducted with attendees of the High School Institute (a residential program for gifted and talented students). The report was disseminated to the project director and parties overseeing the program.


Cross, T. L. & Stewart, R. A. (1992). Synthesis of Interviews with Students Attending the University of Wyoming Summer High School Institute. Report Contents: The report contains a summary of findings from longitudinal interviews we conducted with attendees of the High School Institute (a residential program for gifted and talented students). The report was disseminated to the project director and parties overseeing the program.


Stewart, R. A. (1988). Analysis of Results of AGI/NSTA National Earth Science Examination. Report Contents: I reviewed and analyzed the results of the pilot study of the National Earth Science Examination. The report also included recommendations for how the test should be improved. The report was disseminated to the AGI/NSTA National Earth Science Test Committee.

h. Research Recognition, Reprints, etc.


1. This paper was selected by the International Reading Association to be included in a forthcoming volume entitled “Readings from The Reading Teacher: A Collection of Excellence, edited by Richard D. Robinson.
2. This paper was selected to be translated into Hebrew by the Israel National Affiliate of The International Dyslexia Association in Hod HaSharon, Israel.


This paper was also selected to be reprinted in an IRA compilation of The Reading Teacher articles.

2. Presentations at Professional Meetings

a. National Meetings


“Taking it Outside the Language Arts Classroom: Books Crossing Boundaries.” (With S. Steiner). Presentation given as part of the Young Adult Choices Institute at the Annual Conference of the International Reading Association, Atlanta, GA, May 1999.


“Mr. Jensen’s Classroom: A Postmodern Re-conceptualization of a Teacher and His Classroom.” Paper presented at the Annual Meeting of the National Reading Conference, Charleston, SC, December, 1996.


"Multiple Stakeholders' Perspectives on Engagement and Disengagement in a Comprehensive High School Literacy Program." (With Springs, R., Stith, D., Dillon, D.,


b. Regional, State and Local Meetings and Workshops
“Content Area Reading: Strategies and Beyond.” Invited workshop presenter at the Weber State University Annual Literacy Conference, Ogden, Utah, June 2012.


“Overview of the Boise State University Masters Degree in Reading.” Presentation made at the Summer Literacy Conference, Boise, ID, July, 1997.
“Restructuring Secondary Literacy in the Postmodern.” Invited keynote address at the University of Wisconsin Research Symposium, Oshkosh, WI, June, 1997.

“Overview of Qualitative Research.” Invited presentation at the Boise State University Qualitative Research Forum, April, 1997.

“Current Trends and Issues in Content Area Reading Pedagogy and Assessment.” Invited presentation at the Frameworks class being held at Indian Creek Elementary School, Kuna, ID, February, 1997.

“Overview of the Boise State University Masters Degree in Reading.” Presentation made at the Summer Literacy Conference, Boise, ID, July, 1996.

"Pause for paws: Literature about animals." (With Steiner, S.). Presentation to the Boise Reading Council, Boise, ID, April, 1996.


Meeting, Northern Rocky Mountain Educational Research Association, Jackson, WY, October, 1991.


"Reading + Writing in the K-3 Classroom." Invited presentation given at Teachers Teaching Teachers: A Prime Time Institute, Purdue University, June, 1989.

"Science/Technology/Society." Workshop presented at Salute to Science, Spring Science Conference for Elementary and Middle School Educators, Purdue University, April, 1989.

"Ethnographic and Collaborative Research in the Classroom." Invited speaker at Phi Delta Kappa, Lafayette Chapter meeting, March, 1989.


"Integration in the Science Classroom." Invited presentation, Teachers Teaching Teachers: A Prime Time Institute, Purdue University, June, 1987.

3. Grants and Support


Stewart, R. A., Coll, K. M., & Parrett, W. H. (2005-2006). Evaluation of Idaho Reading First Initiative. Award: $100,000 Idaho State Department of Education. Evaluation of a state-wide federally funded initiative to improve reading in grades K-3. This is the second year of funding that we have received to conduct the evaluation.


Parrett, W., Stewart, R., Willison, S., & Brendefur, J. (2002-2003). Creating High Performance Schools. Award: $538,000. The J.A. & Kathryn Albertson Foundation awarded the Boise State University Center for School Improvement funds to facilitate the continued evolution and improvement of 16 Idaho school districts.

Parrett, W., & Stewart, R. (2000-2001). Creating High Performance Schools. Award: $500,000. The J.A. & Kathryn Albertson Foundation awarded the Boise State University Center for School Improvement funds to facilitate the continued evolution and improvement of 16 Idaho school districts.


Stewart, R. (1996-1997). Transition Effects in Multi-age Classrooms and A Case Study of a Departmental Junior High Moving Towards Teaming and Interdisciplinary Curricula. Boise State University Office of Research Administration. Award: $1,000.00. The ORA awarded me
funds to pursue research projects in two Boise, ID public schools, one at Garfield Elementary School and the other at North Junior High School.


Grant Work not Involving Authorship

Boise State University Center for Economic Education--Idaho Economic Fellows Program. I was part of a team of Boise State faculty from the College of Business and Economics and the College of Education who teamed together to deliver an interdisciplinary studies masters degree to 35 public school economics educators from around the state. This was a 3 year program. Students came to campus for 3 summers for course work and then completed distance course work during the school year. The project was funded by the J. A. & Kathryn Albertson Foundation.

Parrett, W. Southwestern Idaho School to Work Partnership. I was part of a team of Boise State faculty and graduate students who contracted through the Center for School Improvement with the Southwestern Idaho School to Work Partnerships to complete a study of required employee work skills in Southwestern Idaho businesses. (1997-1999)

Hakes, B. A Proposal to Develop Portfolio Analysis Procedures for Use by the Professional Teaching Standards Board for Evaluating Such Work as Part of the Certification Process in the State of Wyoming. I was part of a four member team in cooperation with an advisory board developing portfolio certification for Speech Pathology/Audiology and Social Work practitioners. We developed and piloted the portfolio criteria during 1994-1995.

Hakes, B. Video Education Interactive Network (VEIN)--A project funded by U.S. West. I was part of a partnership team made up of another professor, two practicing elementary school
teachers, and myself. Our team developed a graduate course for K-8 teachers exploring the research process and how to implement it within classrooms. Since the university-based members of the team and the school-based members of the team were over 200 miles apart, the team utilized various distance education technologies such as teleconferencing and compressed video in developing the course. We subsequently delivered the course throughout the State of Wyoming via compressed video technology. The course was developed and delivered during 1992-1993.

Bohannon, J. International Joint Painting, Decorating, and Drywall Apprenticeship and Manpower Training Seminar. I was an instructor in the program during the summers of 1992 and 1993 in New Orleans, LA and Milwaukee, WI respectively. Journeymen who train apprentices in the painting and decorating fields participate in a series of classes designed to help them improve their teaching.

Stewart, R. A. Utopia High School Seminar. I conducted a seminar that was part of the Wyoming High School Summer Institute during 1992. The Wyoming High School Summer Institute is a residential enrichment program for gifted and talented Wyoming high school students. The students produced a professional quality videotape expressing their positive and negative high school experiences and outlining directions for the future of secondary education for the gifted and talented.

Baird, D. Mountain States Journeyman and Apprentice Instructor Training Seminar. I was an instructor in the program during both the summers of 1990 and 1991 in Laramie, WY. Journeymen from the skilled trades who train apprentices participate in a series of classes designed to help them improve their teaching.

Barr, L. L. Vocational Education Inservice Activities (Applied Communications). I was the grant coordinator for the 1990-1991 academic year. Grant funds supported dissemination of a language arts curriculum found to be efficacious with at-risk secondary students to alternative schools in the State of Wyoming.

Stewart, R. A. University of Wyoming Higher Education Project. I authored a course that was approved for inclusion in the project's summer curriculum. I taught the course during the summer of 1990. The Higher Education Project addresses academic and social needs of disadvantaged and at-risk Wyoming high school students.

D. SERVICE

1. National and Regional

   a. Editorial and Other Peer Review Responsibilities

      Member, Editorial Review Board, Roeper Review. 2002-present

Member, Editorial Review Board, Journal of Reading Research (JLR), 2002-2011

Member, Editorial Review Board, College Reading Association Yearbook. 2002-2005


Member, Editorial Review Board, Journal of Geoscience Education. 2004


Member, Editorial Review Board, Gifted Child Quarterly, 1997-2000


Member, Editorial Review Board, Themed issue of the Researcher, the journal of the Northern Rocky Mountain Educational Research Association, 1996.

Program Proposal Reviewer, Annual Meeting of the National Reading Conference, 1996.


b. Service to National and Regional Professional Organizations

Committee Member, National Reading Conference Dissertation of the Year Award Committee, 2003-2005. As a committee member I read dissertations submitted for the award and judged them on merit.


Member of the Nominations Committee for the College Reading Association, 1994.


Chairperson of round table session. Annual Meeting, National Reading Conference, Austin, TX, December, 1989.

E. REFERENCES

Dr. Laurie Wolfe, Director of Curriculum and Assessment, Idaho Distance Education Academy, (208) 672-1155, lauriewolfe@idahoidea.org
Jill Call, Board Member, Idaho Distance Education Academy, (208) 323-1683, jillfcall6@gmail.com
Julian B. Duffey, M.Ed., M.S.

Employment

Administrative/Leadership Experience

**Bonneville Joint School District 93**  
**Idaho Falls, Idaho**  
**2013-present**

**Position**
♦ Special Education Director

**Experience**
♦ Responsible for district-wide special education and 504 programs, including (but not limited to) provision of Free and Appropriate Public Education (FAPE) for all disabled students, staffing, related service contracts, curriculum, teacher training, compliance, state reporting, hiring, and prudent use of public funds.
♦ Led wholesale change of district-wide special education programs.
  - Implemented new training of teachers and related service personnel.
  - Changing district-wide concept of isolated “program” to one of flexible resource.
  - Creation of district intervention team to address student needs early and with a variety of resources.
  - Creation of “flexible behavioral supports” program that allows for behavioral resources to be allocated to schools in a way that can respond in a caring, flexible, and pre-emptive manner for students in need of behavioral intervention.
♦ Implemented district special education teacher Professional Learning Community (PLC).
♦ Implemented school psychologist PLC.
♦ Implemented special education leadership team to allow each region of the district to have participation in special services decisions and direction.
♦ Member of district leadership team.
♦ Assist with the management of the Title 1, Title 2, and Title 3 Federal programs.

**Bonneville High School**  
**Idaho Falls, Idaho**  
**2012-2013**

**Position**
♦ Administrator, Vice Principal

**Experience**
♦ Led data and academic culture change.
♦ Responsible for L-Z attendance and discipline for 600+ students.
♦ Implemented new Bonneville Intervention Team (BIT), new math intervention classes, school wide parent calling plan, weekly staff newsletter, online calendar, staff awards, attendance improvements, and student council “Bee Program”.
♦ Responsible for special education and 504 compliance.
♦ Evaluated Special Education, Math, and World Languages department members.
♦ Conducted Professional development for staff on RtI, grading practices, technology, to include a book study for graduate credit.
♦ Supervised extra-curricular activities, in-school suspension, special programs, testing, attendance, and school wide Professional Learning Communities (PLC).
♦ Responsible for implementing and creating data based information and interventions for the entire school.

**Highland High School**  
**Pocatello, Idaho**  
**2011-2012**

**Position**
♦ Administrator, Academic Vice Principal

**Experience**
♦ Part of new 2011 administration.
♦ Responsible for 9th and 10th grade attendance and discipline 600+ students.
♦ Created, implemented, and coordinated tiered academic interventions for the entire student body of 1300+ students including new studies, math, reading, and ISAT intervention classes.
♦ Responsible for special education and 504 compliance.
♦ Direct supervision and evaluation of Special Education, English, and World Languages departments.
♦ Provided professional development to staff on technology, including a for credit class on academic interventions.
♦ Supervised extra-curricular activities, in-school suspension, special programs (Read 180, Fast ForWord, ISAT interventions), school wide Professional Learning Community (PLC), textbook replacement, and freshman orientation.
♦ Data Team Chair responsible for coordinating data-based decisions and interventions for the entire school.
Julian B. Duffey, M.Ed., M.S.

Administrative/Leadership Experience Cont.

Century High School                  Pocatello, Idaho                        2009-2011
Position
♦ Administrator, Academic Vice Principal
Experience
♦ Responsible for 9th and 10th grade attendance and discipline 500+ students.
♦ Implemented and coordinated tiered academic interventions for the entire student body of 1100+ students - led to entire school attaining “safe harbor” for 2010-2011.
♦ Responsible for special education and 504 compliance to include training and implementation of the SLD model, new curriculum/interventions, and evaluative criteria.
♦ Directly supervised and evaluated Special Education, English, Art, Music, and Science departments.
♦ Provided professional development for staff, instructing two “in house” classes to provide college credit to faculty.
♦ Supervised extra-curricular activities, attendance clerk, credit recovery, in-school suspension, special programs (Read 180, Fast ForWord, ISAT interventions), textbook replacement, and freshman orientation.
♦ Coordinated data-based decisions and interventions for the entire school as Data Team Chair.

United States Navy                                Norfolk, Virginia  1996-2003
Positions
♦ Assistant Chief Engineer
♦ Main Propulsion Division Officer
♦ Administrative Department Head
♦ Electrical Officer
♦ Auxiliaries/Electrical Officer
♦ Gas Turbine Systems Mechanic
Experience
♦ Assistant Chief Engineer responsible for the operation, maintenance, management, and repair of four main propulsion turbines, three electrical turbines, auxiliary systems, and 60 associated maintenance personnel on Aegis class gas turbine cruiser.
♦ Resolved complex human resource issues and successfully prepared personnel for deployment overseas, supervised financial planning, family counseling, and career management for team members.

Teaching Experience

Idaho State University              Pocatello, Idaho  Summer 2009-present
Position
♦ Adjunct Professor, Department of Special Education (2016) and Department of Educational Leadership and Instructional Design (2011), guest speaker 2009-present.
Experience
♦ Planned and implemented courses designed to provide real world knowledge to prospective administrators.

Bonneville High School                       Idaho Falls, Idaho              2006-2009
Position
♦ Teacher, Special Education
Experience
♦ Taught Special Education Study Skills class for mild to moderately disabled students, grades 9-12.
♦ Planned and implemented new Study Skills curriculum for 90+ special education students.
♦ Coordinated with 60 faculty members regarding individual education plan compliance, student accommodations, and provided faculty training.
♦ Initiated new transition plans between middle and high school special education departments.
♦ Professional Learning Community (PLC) equity chair.

Mardela Middle and High School            Mardela Springs, Maryland      2004-2005
Position
♦ Teacher, Technology Education
Experience
♦ Taught Technology Education for grade levels 6-12 including: Technology Education 6, Technology Education 7, Technology Education 8, Introduction to Engineering and Technology, Construction Technology, Communications Technology, Manufacturing Technology, and Energy and Transportation Technology.
♦ Planned and implemented six different 50 minute courses and grade-levels of study each day including curriculum, project activities, and evaluation. Taught up to 150 students from varying backgrounds including special education students.
Julian B. Duffey, M.Ed., M.S.

Education

<table>
<thead>
<tr>
<th>Institution</th>
<th>City, State</th>
<th>Year</th>
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<tbody>
<tr>
<td>Idaho State University</td>
<td>Idaho Falls, Idaho</td>
<td>2009</td>
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<tr>
<td><em>Master of Education, Educational Administration</em></td>
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<td>Old Dominion University</td>
<td>Norfolk, Virginia</td>
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<td><em>Master of Science, Occupational and Technical Studies</em></td>
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<td>Surface Warfare Officers School</td>
<td>Newport, Rhode Island</td>
<td>1998</td>
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<td>Officer Candidate School</td>
<td>Pensacola, Florida</td>
<td>1998</td>
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<td>Service Schools Command</td>
<td>Great Lakes, Illinois</td>
<td>1996</td>
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<td>University of Idaho</td>
<td>Moscow, Idaho</td>
<td>1995</td>
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<tr>
<td><em>Bachelor of Science, Sociology</em></td>
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Other Activities

- Member of State Special Education Director’s Advisory Committee (DAC).
- Member of Idaho Association of Special Education Administrators (IASEA).
- Manage region 4, 5, 6 director’s email list service.
- Acting President of Idaho Council for Exceptional Children (CEC).

Certifications

- Certified Professional Educator, State of Idaho (Technology 6-12, Special Ed Generalist k-12).
- Certified School Administrator (Administration k-12, Special Education Director Certified).
- Certified Crisis Prevention Institute (CPI) Non-Violent Crisis Prevention and Intervention (NVCPI) instructor 2010-12.

References

Available upon request.
Leslie Stevens

Thirty-plus year veteran in Special Education with teaching and administrative experience in a variety of settings/age levels and handicapping conditions in both private and public schools. Currently the Director of Special Services/Special Education teacher for Camas County School District #121 as well as the District Testing Coordinator, and one of the founding members of Camas County Schools RtI team.

<table>
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<tr>
<th>Employment</th>
<th>Camas County School District National Blue Ribbon School Fairfield, ID</th>
<th>Director of Special Education</th>
<th>8/2004 - Present</th>
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<td>District Testing Coordinator</td>
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<td>Employment</td>
<td>Camas County School District National Blue Ribbon School Fairfield, ID</td>
<td>Special Education Teacher K/12</td>
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<td>Employment</td>
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<td>Special Education Coordinator</td>
<td>11/94 – 6/04</td>
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<td>Special Education Teacher</td>
<td>10/88 – 10/94</td>
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<td>Special Education Teacher: contract sub</td>
<td>9/86 – 6/87</td>
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**Camas County School District National Blue Ribbon School**

**Director of Special Education**
- Compilation of required state and federal reports
- Supervision of department personnel
- Supervision of related service providers
- Founding Member RtI team
- Administration of Individual Academic Achievement Tests for G/T, Special Ed, RtI

**District Testing Coordinator**
- Scheduling and administration of statewide testing
- Scheduling and administration of benchmark testing K-8
- State reporting of results
- Dissemination of results to appropriate stakeholders
- Development and implementation of General Education intervention groups: 2004-2007

**Special Education Teacher K/12**
- Coordination and implementation of IEPs
- Communication/collaboration with other educational & related services professionals
- Supervision of students
- Development and implementation of individual remedial programs

**CEDU Family of Services: Rocky Mountain Academy Bonners Ferry, ID**

**Special Education Coordinator**
- Coordination and implementation of IEPs and remedial plans
- Development of school-wide remedial programs
- Administered Non-public School Funding for out of state Districts
- Administered all statewide testing
- Development of individual remedial programs

**Grove Street Academy Children’s Home of Kingston Kingston, NY**

**Special Education Teacher**
- Self-contained class (5th – 10th)
- Coordination and implementation of IEPs
- Supervision of paraprofessionals
- Supervision of students
- Development of individual remedial programs
- Supervision of Master Level student teacher (1993)

**Red Hook Central Schools Red Hook, NY**

**Special Education Teacher: contract sub**
- Self-contained teacher (1st – 3rd)
- Coordination and implementation of IEPs
- Supervision of paraprofessionals
- Supervision of students
- Development of individual remedial programs
Leslie Stevens

Employment

Children’s Rehabilitation Center of Kingston
Kingston, NY

Special Education Teacher: contract sub 9/85 – 6/86
- Self-contained teacher (preschool)
- Coordination and implementation of IEPs
- Development of individual remedial programs
- Supervision of paraprofessionals
- Supervision of students

Onteora Central Schools
Boiceville, NY

Special Education Teacher: contract sub 9/84 – 8/85
- Remedial class teacher (Jr/Sr High School)
- Self-contained teacher (Jr/Sr High School)
- Coordination and implementation of IEPs
- Supervision of aide
- Supervision of students
- Development of individual remedial programs

Rhinebeck Country School
Rhinebeck, NY

Special Education Teacher 9/82 – 8/84
- Self-contained teacher (3rd – 8th)
- Coordination and implementation of IEPs
- Development of individual remedial programs
- Supervision of students

Certifications

State of Idaho: Standard Exceptional Child: Generalist
Current: Issued: 9/1/13
State of New York: Special Education: Generalist K/12 Permanent

Education

Masters of Science in Education: Special Education
1991 State University of New York: College at New Paltz New Paltz, NY

Bachelors of Science in Education: Elementary Education/Special Education
1982 State University of New York: College at Geneseo Geneseo, NY

Associates of Arts: Liberal Arts
1980 Ulster County Community College Stone Ridge, NY

Professional References

JT Stroder, Ed.S.
Superintendent
Gardiner Public Schools
510 Stone Street
Gardiner, MT (406) 224-7323 (cell)

Cynthia Walker, MS, CCC-SLP
Speech & Language Pathologist
PO Box 307
Driggs, ID 83422 (208) 431-9967 (cell)

Gloria Gunter, MPT, MEd
Physical Therapist
PO Box 2182
Ketchum, ID 83340 (208) 720-3421 (office)

Janet Vouch, M.Ed. LCP
School Counselor
Camas County Schools
P.O. Box 166
Fairfield, ID 83327 (208) 764-2472 (school office)

Jeff Rast, Ed.S.
Principal
Camas County Schools
610 Soldier Road
Fairfield, ID 83327 (208) 764-3140 (direct Line – school)

E-mail: lstevens1@d121.k12.id.us
SUBJECT
Amendment to Board Policy I.Q. Accountability Oversight Committee – Second Reading

REFERENCE
June 2015 The Board approved the second reading of proposed changes to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.

December 2015 The Board approved the first reading of proposed changes to Board Policy I.Q.

February 2016 The Board approved the second reading of proposed changes to Board Policy I.Q. adding an additional at-large member with experience in Special Education.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION
The Board’s Accountability Oversight Committee (committee) is charged with providing “recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.” Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee is composed of two Board members, the Superintendent of Public Instruction (or designee), and five (5) at-large members appointed by the Board. When the committee was created in 2010 the four (4) original at-large positions were recommended by the Governor and appointed by the Board. At the same time language was included specifying that the chair of the committee would be chosen from one of these at-large position. In consensus with the Governor’s office the language requiring the at-large members be recommended by the Governor was removed in 2012.

The language requiring one of the at-large members serve as the chair was not considered for removal at that time as it had not been problematic. This language is not consistent with other Board committee chairmanship provisions. At this time the committee has two vacant at-large positions that the Board is being asked to consider nominations for under a separate agenda item during the May 2016 Board meeting. It is anticipated a third at-large position will be open in June 2016. This will leave the committee with potentially three of the five at-large positions held by new members. Removing the language will allow the committee more flexibility in selecting a chairperson if the existing committee members are uncomfortable with naming a new committee member as chair.
IMPACT
The proposed changes would allow the committee more flexibility in choosing a chair.

ATTACHMENTS
Attachment 1 – Board Policy I.Q., Accountability Oversight Committee Page 3

STAFF COMMENTS AND RECOMMENDATIONS
In order to maintain consistency of leadership on the committee, if the two existing at-large committee members do not want to serve as chair, the proposed changes would provide the committee with the flexibility of selecting the chairperson from all of the existing committee members rather than only the at-large positions.

Staff recommends approval.

BOARD ACTION
I move to approve the first reading of amendments to Board Policy I.Q. Accountability Oversight Committee as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION:  I. GENERAL GOVERNING POLICIES AND PROCEDURES  
SUBSECTION: Q. Accountability Oversight Committee  
February 2016

1. Overview
The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board’s Accountability Program Manager.

2. Duties and Responsibilities
a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.

b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

3. Meetings and Operating Procedures
The committee shall meet twice annually, additional meetings may be called by the chair as needed.

4. Membership
The committee membership shall consist of:

- Two members of the Idaho State Board of Education, appointed by the Board president;
- The Superintendent of Public Instruction or designee; and
- Five members at-large appointed by the Board, one of which will have experience serving in a school district in a special education capacity. The chair of the committee shall be elected from one of the at-large members and shall serve no more than one consecutive annual term as chair.

5. Terms of Membership
Board members appointed to the committee serve at the pleasure of the president of the Board. Committee members appointed by the Board shall serve two-year terms. An incumbent member may be recommended for re-appointment. All terms shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

Appointments shall be staggered to ensure that no more than two (2) appointments will become vacant in any given year.
An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

6. Reporting
This committee shall report directly to the Board.