

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 18-19, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>MASTER TEACHER PREMIUM FRAMEWORK</b>	Motion to Approve
2	<b>ACCOUNTABILITY OVERSIGHT COMMITTEE – APPOINTMENTS</b>	Motion to Approve
3	<b>BOARD POLICY – I.Q. ACCOUNTABILITY OVERSIGHT COMMITTEE – FIRST READING</b>	Motion to Approve
3	<b>BOARD SELF-EVALUATION – No Material Provided</b>	Information Item
4	<b>PRESIDENTIAL EVALUATION PROCESS DEBRIEF – No Material Provided</b>	Information Item

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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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 \_\_\_\_\_

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**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:



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

---

- (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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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- (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*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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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.*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 19, 2016**

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**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 cited 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)*

*\* 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.*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 19, 2016**

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**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 6<sup>th</sup> 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)*



# MASTER TEACHER PREMIUM

## FREQUENTLY ASKED QUESTIONS (UPDATED APRIL 2016)

### 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.



Continued...

**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.



Continued...

**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:

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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**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 Hedeem 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 Hedeem, 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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**ATTACHMENTS**

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Roger Stewart Curriculum Vitae	Page 5
Attachment 3 – Julian Duffey Resume	Page 31
Attachment 4 – Leslie Stevens Resume	Page 35

**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 \_\_\_\_\_

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 19, 2016**

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**ACCOUNTABILITY OVERSIGHT COMMITTEE  
APRIL 2016**

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State Board of Education Member –  
Ex-Officio

Debbie Critchfield

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State Board of Education Member –  
Ex-Officio

Linda Clark

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Superintendent of Public Instruction or Designee –  
Ex-Officio

Pete Kohler  
Deputy Superintendent  
State Department of Education

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Member At Large  
Term: July 1, 2014-June 30, 2016

Spencer Barzee (Chair)  
Superintendent  
Westside School District #202

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Member At Large (Special Education)  
Term: Immediately - June 30, 2018

New Position

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Member At Large  
Term: July 1, 2014- June 30, 2016

Vacant

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Member At Large  
Term: July 1, 2015-June 30, 2017

John Goedde  
Former Idaho State Senator and School Board  
Trustee, Coeur d'Alene District #271

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Member At Large  
Term: July 1, 2015- June 30, 2017

Jackie Thomason  
Chief Academic Officer  
West Ada School District #2

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Board Staff Support

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Board Staff Support

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Administrative Assistant  
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**Vita**  
**Roger A. Stewart**

**A. GENERAL INFORMATION**

**1. Personal Data**

Address:

Home: 4701 N. Jullion Way  
Boise, Idaho 83704  
Phone: 208-323-4977

Office: Boise State University  
Literacy, Language, and Culture Department  
1910 University Drive  
Boise, Idaho 83725  
Phone: 208-426-4437  
Email: rstewar@boisestate.edu

**2. Academic Record**

<u>Institution</u>	<u>Degree and Major</u>	<u>Date</u>
Purdue University	Ph.D.--Curriculum and Instruction	1989
Purdue University	M.S. Ed.--Sec. Ed.	1987
Indiana University	B.A.--English	1978

**3. Professional Experiences**

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

**4. Licenses, Registrations and Certifications**

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

**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.

U.S. West/University of Wyoming Center for Teaching Excellence University Studies Freshman Program Course Teaching Award, 1992-1993.

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**

<u>Location</u>	<u>Assignment</u>	<u>Dates</u>
LaPorte, IN	LaPorte High School Grades 9-12 English and Science	1980-1985
LaPorte, IN	LaPorte High School Adult Evening School GED Preparation	1983-1985
LaPorte, IN	Kessling Junior High School Grade 8 Laboratory Science	1979-1980
Elkhart, IN	Alternative School Grades 7-9 Paraprofessional Teacher's Aide	1978-1979

## B. RESEARCH, SCHOLARSHIP AND/OR CREATIVE ENDEAVOR

### 1. Publications

#### a. Journal Articles

Stewart, R. A., Bailey-White, S., Shaw, S., Compton, E., & Ghoting, S. (2014). Enhanced storytimes: Effects on parent/caregiver knowledge, motivation, and behaviors. Children and Libraries, 12(2), 9-14.

Brendefur, J. L., Whitney, B., Stewart, R. A., Pfiester, J., & Zarbinisky, J. (2014). Instructional learning teams: A case study. Journal of Curriculum and Teaching, 3(1), 36-46.

Luna, T., Rush, M., Gramer, R., & Stewart, R. (2014). The battle for higher standards. Change, 46(6), 28-33.

Stewart, R. A., Coll, K. M., & Osguthorpe, R. (2013). Family background of beginning education students: Implications for teacher educators. College Student Journal, 47(4), 627-634.

Coll, K. M., Stewart, R. A., Morse, R., & Moe, A. (2010). The value of coordinated services with court-referred clients and their families: An outcome study. Child Welfare, 89(1), 61-79.

Coll, K. M., Stewart, R. A., Juhnke, G. A., Thobro, P., & Haas, R. (2009). Distinguishing between higher and lower risk youth offenders: Applications for practice. Journal of Addictions & Offender Counseling, 29(2), 68-80.

Pfiester, J., Brendefur, J. L., Stewart, R. A., Whitney, B., and Zarbnisky, J. (2009). Instructional learning teams: Combining the power of Japanese Lesson Study with Intellectual Quality. In Proceedings of the California Capital Lesson Study Conference (pp. 26-49).

Coll, K., & Stewart, R. A. (2008). College student retention: Instrument validation and value for partnering between academic and counseling services. College Student Journal, 42(1), 192-206.

Stewart, R. A., Rule, A. C., & Giordano, D. A. (2007). The effect of fine motor skill activities on kindergarten student attention. Early Childhood Education Journal, 35(2), 103-109.

Stewart, R. A. (2006). Literacy research in the era of increasing centralized control of United States public schooling. Journal of Literacy Research 37(4), 529-540.

Palmer, R., & Stewart, R. (2006). Models for using nonfiction in the primary grades. In R.D. Robinson (Ed.), *Issues and Innovations in Literacy Education: Readings from the Reading Teacher*. Newark, DE: International Reading Association.

Rule, A. C., Dockstadter, J., & Stewart, R. A. (2006). Kinesthetic and hands-on activities for teaching phonological awareness. Early Childhood Education Journal, 34(3), 195-201.

Stewart, R. A., & Brendefur, J. (2005). Lesson study and authentic achievement: A model for teacher collaboration. Edge, 1(1), 1-17.

Stewart, R. A., & Brendefur, J. (2005). Fusing Lesson Study and Authentic Achievement: A Model for Teacher Collaboration. Phi Delta Kappan, 86(9), 681-687.

Palmer, R. G., & Stewart, R. A. (2005). Models for Using Nonfiction in the primary grades. The Reading Teacher, 58(5), 426-434.

Rule, A. C., Stewart, R. A., & Haunold, J. L. (2005). Object boxes for tutoring in a literacy lab at a year round elementary school. Journal of Authentic Learning, 2(1), 80-88.

Rule, A. C., Barrera, M. T., & Stewart, R. A. (2004). Using Descriptive Adjective Boxes to Improve Science Vocabulary. Montessori Life, 16(2), 28-33.

Palmer, R., & Stewart, R. A. (2003). Nonfiction trade book use in the primary grades: A case study of one school. The Reading Teacher, 57(1), 38-48.

Cross, T. L., Stewart, R. A., & Coleman, L. J. (2003). Phenomenology and its implications for gifted studies research: Investigating the Lebenswelt of academically gifted students attending an elementary magnet school. Journal for the Education of the Gifted, 26(3), 201-220.

Coll, K. M., & Stewart, R. A. (2002). Collaboration between counseling services and an academic program: An exploratory study of student outcome. Journal of College Counseling, 5(2), 135-141.

Rule, A. C., & Stewart, R. A. (2002). Effects of Practical Life Materials on Kindergartners' Fine Motor Skills. Early Childhood Education Journal, 30(1), 9-13.

Steiner, S. F., & Stewart, R. A. (1999). Crossing boundaries, crossing tradition: Rethinking our role as teachers of literature. Signal: Journal of the International Reading Association Special Interest Group on Literature for the Adolescent Reader, 23(2), 7-10.

Palmer R., & Stewart, R. (1997). Nonfiction trade books in content area instruction: Realities and potential. Journal of Adolescent and Adult Literacy, 40(8), 630-641.

Steiner, S., & Stewart, R. (1997). Librarian or media generalist? Portals, 4(2), 20-23.

Stewart, R., Paradis, E., Ross, B., & Lewis, J. (1996). Student voices: What works in literature-based developmental reading. Journal of Adolescent and Adult Literacy, 39(6), 468-478.

Stewart, R., Paradis, E., & Van Arsdale, M. (1995). Mrs. Van's story: An exploration of the meaning changes in a teacher's professional life. In K. Hinchman, D. Leu, & C. Kinzer (Eds.), Perspectives on Literacy Research and Practice, Forty-fourth Yearbook of the National Reading Conference (pp. 438-447). Chicago, IL: National Reading Conference, Inc.

O'Brien, D. G., Stewart, R. A., & Moje, E. B. (1995). Why content literacy is difficult to infuse into the secondary school: Complexities of curriculum, pedagogy, and school culture. Reading Research Quarterly, 30(3), 442-463.

Cross, T., & Stewart, R. (1995). A phenomenological investigation of the lebenswelt of gifted students in rural high schools. Journal of Secondary Gifted Education, 6(4), 273-280.

Cross, T. L., Coleman, L. J., & Stewart, R. A. (1995). Psychosocial diversity among gifted adolescents: An exploratory study of two groups. Roeper Review, 17(3), 181-185.

Stewart, R. A. (1994). A causal connective look at the future of secondary content area literacy. Contemporary Education, 65(2), 90-94.

Dillon, D. R., O'Brien, D. G., Moje, E., & Stewart, R. A. (1994). Literacy learning in secondary school science classrooms: A cross-case analysis of three qualitative studies. Journal of Research in Science Teaching, 31(4), 345-362.

Stewart, R. A., & Paradis, E. E. (1993). Portfolios: Agents of change and empowerment in classrooms. In D. J. Leu and C. K. Kinzer (Eds.), Examining Central Issues in Literacy Research, Theory, and Practice, Forty-second Yearbook of The National Reading Conference (pp. 109-116). Chicago, IL: National Reading Conference Inc.

Stewart, R. A., & Cross, T. L. (1993). A field test of five forms of marginal gloss study guide: An ecological study. Reading Psychology: An International Quarterly, 14(2), 113-139.

Cross, T. L., Stewart, R. A., & Avery, K. D. (1993). The Wyoming High School Institute: Addressing the social and emotional needs of high achieving adolescents through a summer residential program. The Prufrock Journal: The Journal of Secondary Gifted Education, 5(1), 6-9.

Cross, T. L., Coleman, L. J., & Stewart, R. A. (1993). The social cognition of gifted adolescents: An exploration of the Stigma of Giftedness Paradigm. Roeper Review, 16(1), 37-40.

Stewart, R. A., & Cross, T. L. (1991). The effect of marginal glosses on reading comprehension and retention. Journal of Reading, 35(1), 4-12.

Stewart, R. A. (1990). Factors influencing preservice teachers' resistance to content area reading instruction. Reading Research and Instruction, 29(4), 55-63.

O'Brien, D. G., & Stewart, R. A. (1990). Preservice teachers' perspectives on why every teacher is not a teacher of reading: A qualitative analysis. Journal of Reading Behavior, 22, 101-129.

Stewart, R. A., & O'Brien, D. G. (1989). Resistance to content reading: A focus on preservice teachers. Journal of Reading, 32, 396-401.

b. Book Chapters

O'Brien, D., O., Stewart, R. A., & Beach, R. (2009). Proficient reading in school: Traditional paradigms and new textual landscapes. In L. Christenbury, R. Bomer, and P. Smagorinsky (Eds.), Handbook of Adolescent Literacy Research (pp. 80-97). New York: Guilford.

Stewart, R. A. (2001). Looking back at Mr. Weller: A personal retrospective. In E. B. Moje & D. G. O'Brien (Eds.), Constructions of Literacy: Studies in Teaching and Learning in and out of Secondary Schools. Mahwah, NJ: Lawrence Erlbaum.

O'Brien, D. G., Moje, E. B., & Stewart, R. A. (2001). Exploring the context of secondary literacy: Literacy in people's everyday school lives. In E. B. Moje & D. G. O'Brien (Eds.), Constructions of Literacy: Studies in Teaching and Learning in and out of Secondary Schools. Mahwah, NJ: Lawrence Erlbaum.

O'Brien, D. G., & Stewart, R. A. (1991). Resistance to content area reading instruction: Dimensions and solutions. In E. K. Dishner, T. W. Bean, J. E. Readence, and D. W. Moore (Eds.), Reading in the Content Areas: Improving Classroom Instruction (3<sup>rd</sup> edition). Dubuque, IA: Kendall/Hunt.

c. Department Editorship

Stewart, R. A., & Cross, T. L. (1993). Have you read...? Content area literacy and reading comprehension. The Reading Teacher, 46(8), 708-710.

Stewart, R. A., Aegerter, J., Davis, D., & Walseth, B. (1993). Have you read...? Portfolios: Agents of change. The Reading Teacher, 46(6), 522-524.

Stewart, R. A. (1992). Have you read...? Student diversity: Meeting the literacy challenge of the at-risk. The Reading Teacher, 46(4), 342-344.

Stewart, R. A., Van Arsdale, M., Halsey, N., Schreiner, J., & Sheaffer, J. (1992). Have you read...? Teachers writing about books that made a difference. The Reading Teacher, 46(2), 162-164.

d. Guest Editorships

Stewart, R. A. (1990). Professional Resources, Reading Research and Instruction, 30(2), 81-89.

Stewart, R. A. (1990). Professional Resources, Reading Research and Instruction, 30(1), 70-75.

e. Book Reviews

Stewart, R. A. (1991). [Review of Reading and the Middle School Student: Strategies to Enhance Literacy.] Reading Research and Instruction, 30(2), 85-89.

Stewart, R. A. (1990). [Review of Reading and Learning from Text.] Reading Research and Instruction, 29(3), 68-71.

f. Book Reviews Completed for Publishers

Stewart, R. A. (1995). [Review of Statistics: A Conceptual Overview.] Review completed for Pyczak Publishing, Los Angeles, California. (Stipend: \$150.00)

Stewart, R. A. (1992). [Review of Developing Readers and Writers in the Content Areas: K-12. Authors: D. W. Moore, S. A. Moore, P. M. Cunningham, & J. W. Cunningham] Review completed for Longman Publishing Group, White Plains, New York. (Stipend: \$200.00)

Stewart, R. A. (1991). [Review of Reading to Learn in the Content Areas. Authors: J. S. Richardson & R. F. Morgan] Review completed for Wadsworth Publishing Company, Belmont, California. (Stipend: \$125.00)

g. Program Evaluation Reports

Stewart, R. (2014). *Books to Go Wave II Evaluation Report*. Idaho Commission for Libraries Routes to Reading Grant Evaluation.

Stewart, R. (2014). *School Library Access Mini-Grant Program Final Evaluation Report*. Idaho Commission for Libraries.

Stewart, R. (2014). *School Library Access Mini-Grant Program Interim Evaluation Report*. Idaho Commission for Libraries.

Stewart, R. (2014). *Stop the Summer Slide Pilot Project Final Evaluation Report*. Idaho Commission for Libraries.

Stewart, R. (2014). *Stop the Summer Slide Pilot Project Parent Survey Results*. Idaho Commission for Libraries.

Stewart, R. (2014). *Summer Literacy in the Park Evaluation Report*. Idaho Commission for Libraries.

Stewart, R. (2014). *My First Books Follow-up Report*. Idaho Commission for Libraries.

Stewart, R. (September, 2012). *Idaho Public Elementary School Library Study: Children's Access to Books*. Idaho Commission for Libraries.

Stewart, R. (December, 2012). *Brief Report: First Book 2008-2009, 2009-2010, 2010-2011, 2011-2012 Analysis of Longitudinal Data*. Idaho Commission for Libraries.

Stewart, R. (May, 2012). *Inkom Public School IRI and ISAT Comparisons*. Idaho Commission for Libraries.

Stewart, R. (August, 2011). *Idaho Commission for Libraries Enhanced Storytime Study: Description and Findings*. Idaho Commission for Libraries.

Stewart, R. (September, 2011). *Idaho Commission for Libraries Every Child Ready to Read Family Workshops: Analysis of Longitudinal Data Fall 2008 to Fall 2010*. Idaho Commission for Libraries.

Stewart, R. (October, 2011). *Idaho Commission for Libraries Read to Me First Book Program: Analysis of Longitudinal Data 2008 to 2011*. Idaho Commission for Libraries.

Stewart, R. (October, 2011). *Idaho Commission for Libraries Read for Your Library Program: Impact on Idaho Standards Achievement Test (ISAT) Scores and Idaho Reading Indicator (IRI) Scores*. Idaho Commission for Libraries.

Stewart, R. (November, 2010). *Idaho Commission for Libraries (ICFL) Read to Me Program Evaluation Report: Case Studies of Idaho Public Library ICFL Supported Programs and Analyses of Idaho Reading Indicator Scores*. Idaho Commission for Libraries.

Stewart, R. (March, 2010). *Idaho Commission for Libraries Interim Report: Results from Follow-up Telephone Survey with Every Child Ready to Read Family Workshop Participants (Spring 2009) and Firstbook Participants (2008-2009)*. Idaho Commission for Libraries.



Stewart, R. (2009) Idaho Commission for Libraries Evaluation of Read to Me Programs: Final Report. Idaho Commission for Libraries.

Stewart, R. (2008-2009) Idaho Commission for Libraries Evaluation of Read to Me Programs: Interim Report. Idaho Commission for Libraries.

Stewart, R. A. & Parrett, W. H. (2006-2007). Evaluation of the 2006-2007 Idaho Reading First Initiative (Award: \$129,000). Comprehensive state-wide program evaluation conducted for the Idaho State Department of Education.

Stewart, R. A., Coll, K. M., & Parrett, W. H. (2005-2006). Evaluation of the 2005-2006 Idaho Reading First Initiative (Award: \$100,000). Comprehensive state-wide evaluation conducted for the Idaho State Department of Education.

Stewart, R. A., Coll, K. M., & Parrett, W. H. (2004-2005). Evaluation of the 2004-2005 Idaho Reading First Initiative (Award: \$100,000). Comprehensive state-wide evaluation conducted for the Idaho State Department of Education.

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. & Willison, S. (2000). Data Analysis of the J.A. & Kathryn Albertson Foundation's Accelerated Reader and Star Assessment Initiative. Report Contents: The Albertson Foundation purchased Accelerated Reader and the Star Assessment system for all elementary and middle schools in the State of Idaho. The report analyzes data collected state-wide on the impact of this initiative.

Parrett, W. & Stewart, R. (1998). Evaluation of St. Charles Parish Alternative School Programs. Report Contents: We conducted a multi-site evaluation of alternative school programming in St. Charles Parish, LA secondary schools.

Stewart, R. (1998). Crossroads Middle School Survey Analysis. Report Contents: Crossroads, an alternative middles school, conducted a survey and I analyzed the data and provided interpretation of results.

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). Evaluation of the Laramie County School District Number One's Drug Free Schools Program. Report Contents: The report contains a summary of the findings of a comprehensive evaluation we conducted of the drug free schools initiative (K-12) in the Cheyenne, WY schools.

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.

Stewart, R. A. (1992). Special Education Personnel Preparation Grant Final Report. Report Contents: The report summarized my evaluation of the third year of implementation of a grant awarded to the College of Education by the U.S. Department of Education.

Cross T. L. & Stewart R. A. (1992). Status Report of Laramie County School District One's Program for Gifted and Talented Students. Report Contents: The report contains a summary of the findings of a comprehensive evaluation we conducted of the gifted and talented program (K-12) in the Cheyenne, WY schools.

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. (1991). Vocational Education Inservice Activities Final Report-Applied Communications. Report Contents: A summary of results and evaluation of implementation of a Perkins Act Competitive Grant for which I was the grant coordinator.

Cross, T. L. & Stewart, R. A. (1991). 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.

Palmer, R. G., & Stewart, R. A. (2005). Models for Using Nonfiction in the primary grades. The Reading Teacher, 58(5), 426-434.

*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.*

Palmer, R., & Stewart, R. A. (2003). Nonfiction trade book use in the primary grades: A case study of one school. The Reading Teacher, 57(1), 38-48.

*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

“Idaho Higher Education’s Role in Implementing the Common Core State Standards and Developing Smarter Balanced Assessment Consortium Assessments.” Presentation made to the Annual Meeting of the State Higher Education Executive Officers Association, Boise, Idaho, July, 2014.

“Family Background of Beginning Education Students: Implications for Teacher Educators” (with K. Coll & R. Osguthorpe). Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago, IL, February, 2012.

“Lesson Study and Principles of Intellectual Quality” (with J. Brendefur et al.). Paper presented at the California Capital Lesson Study Conference, Sacramento, CA, May, 2008.

“The Ada County Family Violence Court Grant Project: A Comprehensive Research Design and Report of Outcomes (RMQIC Funded Project—Part 2) (with A. Moe & K. Coll). Paper presented at the American Humane Association’s 2006 Rocky Mountain Quality Improvement Center (RMQIC) Conference, Mesa, Arizona, May, 2006.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

“Broadening the Text Base through Nonfiction and Multiple Literacies in Elementary and Secondary Classrooms” (with R. Palmer). Paper session presented at the 50<sup>th</sup> Annual Convention of the International Reading Association, San Antonio, TX, May, 2005.

“Using Lesson Study and Principles of Intellectual Quality to Change Teaching” (with J. Brendefur). Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April, 2005.

“A Multidimensional Model of Past, Current, and Future Adolescent Literacy Research” (with D. O’Brien). Paper presented at the 52<sup>nd</sup> Annual Meeting of the National Reading Conference, San Antonio, TX, December, 2004.

“Use of Descriptive Object Boxes in Third Grade Science Class to Increase Vocabulary.” (With A. Rule.) Poster session presented at the 49<sup>th</sup> Annual Convention of the International Reading Association, Reno, NV, May, 2004.

“Middle/Secondary Literacy: Historical, Contemporary and Future Perspectives Explored” (with D. O’Brien & P. Saurino). Paper presented at the Annual Meeting of the National Reading Conference, Phoenix, AZ, December, 2003.

“The Challenge of Privileging All Adolescent Literacies in Classrooms.” (With D. G. O’Brien.) Paper presented at the Annual Meeting of the National Reading Conference, Miami, FL, December, 2002.

“Ideas for Using Nonfiction Trade Books in the Primary Grades.” (With R. Palmer). Paper presented at the Annual Conference of the International Reading Association, San Francisco, CA, May, 2002.

“Nonfiction Trade Books: Effective Use in the Primary Grades.” (With R. Palmer). Paper presented at the Annual Conference of the International Reading Association, New Orleans, LA, May, 2001.

“Nonfiction Trade Book Use in Primary Grades: A Case Study of One School.” (With R. Palmer). Paper presented at the Annual Meeting of the National Reading Conference, Scottsdale, AZ, December, 2000.

“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.

“Student Perceptions of Literacy Learning in Multi-age vs. Single Grade Classrooms.” (With V. Camilli). Paper presented at the Annual Meeting of the National Reading Conference, Austin, TX, December, 1998

“Multi-age Classrooms and Multiple Intelligences: Enhanced Teaching and Learning Contexts for Literacy Development.” (With Gregg, S., Rollins, L., Cannon, J., & Roberts, L.). Symposium presented at the Annual Convention of the International Reading Association, Atlanta, GA, May, 1998.

“Restructuring of Time, Content, and Teaching Methods: Implications for Secondary Reading Programs.” Invited panel member at the Annual Meeting of the Secondary Reading Special Interest Group, Annual Meeting of the International Reading Association, Atlanta, GA, May, 1997.

“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.

“A Longitudinal Study of a Literature-based Developmental Reading Program in Junior High School.” (With Paradis, E., Ross, B., & Lewis, J.). Paper presented at the Annual Meeting of the National Reading Conference, Charleston, SC, December, 1996.

"Nonfiction: Building Bridges Between Fiction and Content Area Instruction to Promote Whole Language." (With Palmer, R.). Paper presented at the Annual Spring Conference of the National Council of Teachers of English, Boston, March, 1996.

"Nonfiction Trade Books in Content Area Classrooms: Current Uses, Future Potential." (With Palmer, R.). Paper presented at the Annual Meeting of the National Reading Conference, New Orleans, LA, December, 1995.

"The Effects of Phenomenological Marginal Glosses on Expository Comprehension of Second Language Readers." (With Wilcox, B. & Newton, E.). Paper presented at the Annual Meeting of the National Reading Conference, New Orleans, LA, December, 1995.

"Beyond the Textbook: Integrating Nonfiction Trade Books into Content Area Instruction." (With Palmer, R.). A microworkshop presented at the Annual Convention of the International Reading Association, Anaheim, CA, May, 1995.

"Mrs. Van's Story: An Exploration of the Meaning Changes in a Teacher's Professional Life." (With Van Arsdale, M. & Paradis, E.). Paper presented at the Annual Meeting of the National Reading Conference, San Diego, CA, December, 1994.

"A Field Test of Marginal Gloss Study Guides with Intermediate Grade Students." (With Wilcox, B.). Paper presented at the Annual Meeting of the National Reading Conference, San Diego, CA, December, 1994.

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

O'Brien, D., Dixey, B., & Sebok, M.). Symposium conducted at the Annual Meeting of the National Reading Conference, San Diego, CA, December, 1994.

"Assessment of Literature-Based Developmental Reading at Middle-Junior High Levels." (With Paradis, E., Ross, B., & Lewis, J.). Symposium conducted at the Annual Convention of the International Reading Association, Toronto, Canada, May, 1994.

"The Role of Schools in the Psychosocial Development of Gifted Students." (With Cross, T. L., & Coleman, L. J.). Paper presented at the Annual Meeting, American Educational Research Association, New Orleans, LA, April, 1994.

"Effects of High and Low Imagery Texts on Below Grade Level Readers' Recall: An Extension of a Previous Study." (With Paradis, E. & Davis, D.). Paper presented at the Annual Meeting of the National Reading Conference, Charleston, SC, December, 1993.

"Teacher as Warden." Paper presented as part of Virtual Realities: Extending Metaphors for the Contexts of Secondary School Reading, K. Hinchman (Chair), symposium conducted at the Annual Meeting, National Reading Conference, Charleston, SC, December, 1993.

"Enhancing Communication Between Parents and Teachers with Portfolios." (With Paradis, E., Van Arsdale, M., & Walseth, W.). Symposium conducted at the Annual Convention, International Reading Association, San Antonio, TX, April, 1993.

"Gifted Adolescents Social Integration in Schools: A Comparison of Extremes." (With Cross, T. L., & Coleman, L. J.). Paper presented at the Annual Meeting, American Educational Research Association, Atlanta, April, 1993.

"A Phenomenological Investigation of the Lived Experience of Giftedness in Rural Schools." (With Cross, T. L.). Paper presented at the Annual Conference, National Association for Gifted Children, Atlanta, GA, November, 1993.

"A Phenomenological Investigation of the Lived Experience of Attending an Elementary Magnet School for Gifted Students." (With Cross, T. L., & Coleman, L. J.). Paper presented at the Annual Conference, National Association for Gifted Children, Atlanta, GA, November, 1993.

"Psychosocial Theory of Self-Concept in Gifted Students." (With Cross, T. L., & Coleman, L. J.). Paper presented at Gifted Globe: 10th World Congress on Gifted and Talented Education, Toronto, Canada, August, 1993.

"Portfolios Empowering Teachers." (With Paradis, E. and Aegerter, J.). Paper presented at the Annual Meeting of the National Reading Conference, San Antonio, December, 1992.

"A Field Test of the Effects of Phenomenological Marginal Gloss Upon College Student Comprehension and Retention." (With Cross, T. L.). Paper presented at the Annual Meeting of the National Reading Conference, San Antonio, December, 1992.

"Effective Triangulation." Paper presented as part of Understanding Complexities--Part 2: A Dialogue About Qualitative Research Methodology, D. O'Brien (Chair), symposium conducted at the Annual Meeting, National Reading Conference, San Antonio, December, 1992.

"A Field Test of Five Forms of Marginal Gloss Study Guide." Paper presented at the Annual Meeting of the College Reading Association, St. Louis, November, 1992.

"Instructional and Curricular Changes as a Consequence of Portfolio Assessment." (With Paradis, E., Davis, D., Anderson, R., & Walseth, W.). Symposium conducted at the Annual Convention, International Reading Association, Orlando, FL, May, 1992.

"Gifted Adolescents' School-Based Social Cognition: Perceptions of Role, Affiliation, and Strategies for Managing Information." (With Cross, T. & Coleman, L.). Paper presented at the Annual Meeting, American Educational Research Association, San Francisco, April, 1992.

"An Analysis of Novices' Perceptions of Educational Role Models: Using Narrative Writing as a Way to Stimulate and Mirror Change." (With Kleinsasser, A. & Paradis, E.). Paper presented at the Annual Meeting, American Educational Research Association, San Francisco, April, 1992.

"The Effects of Collaborative/Consultative Microteaching Diads Upon Preservice Secondary and Special Education Teachers." (With Shade, R.). Paper presented at the Annual Convention, Council for Exceptional Children, Baltimore, MD, March, 1992.

"Symbolic Interactionism." Paper presented as part of Understanding Complexities: A Dialogue About Qualitative Research Methodology, D. Dillon & D. O'Brien (Co-chairs), symposium conducted at the Annual Meeting, National Reading Conference, Palm Springs, CA, December, 1991.

"Comparison of Extremes: Social Cognition of Gifted Adolescents." (With Cross, T. L. & Coleman, L. J.). Paper presented at the National Association for Gifted Children Conference, Kansas City, MO, November, 1991.

"Integrating Reading into Middle-Grade Music: What do the Students Say?" Paper presented at the Annual Meeting, International Reading Association, Las Vegas, May, 1991.

"Effect of Marginal Gloss Upon College Student Comprehension." Paper presented at the Annual Meeting, National Reading Conference, Miami, December, 1990.

"Efficacy of a Theoretically-Based Curriculum in Content Area Reading Instruction." Paper presented at the Annual Meeting, National Reading Conference, Miami, December, 1990.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

"Apprenticeship, Science Education, Empowerment, and Reading." Paper presented as part of Apprenticeships in Literacy: Deconstructing the Metaphor, Reconstructing the Model, J. Konopak (Chair), symposium conducted at the Annual Meeting, National Reading Conference, Miami, December, 1990.

"Cognitive Complexity and Discourse Structure." (With Lawrence, C.). Paper presented at the Annual Meeting, American Educational Research Association, Boston, April, 1990.

"What Color is My Chalk: Literacy Instruction in a Secondary Earth Science Classroom." Paper presented at the Annual Meeting, National Reading Conference, Austin, December, 1989.

"Writing for the Reading Teacher." Invited symposium speaker, Annual Convention, International Reading Association, New Orleans, May, 1989.

"The Maintenance of the Teacher-Centered Classroom in the Secondary School: A Qualitative Study of Preservice Teachers' Perspectives." (With O'Brien, D. G.). Paper presented at the Annual Meeting, American Educational Research Association, San Francisco, March, 1989.

"Young Readers Use of Cohesive Cues in Writing Expository Text Structures." (With Cox, B. E.). Paper presented at the Annual Meeting, American Educational Research Association, San Francisco, March, 1989.

"Preservice Teachers' Resistance to Content Reading Instruction: A Qualitative Construction of Why Every Teacher is Not a Teacher of Reading." (With O'Brien, D. G.). Paper presented at the Annual Meeting, National Reading Conference, Tucson, December, 1988.

"Preservice Teachers' Conceptions of Time and Time Management: Impact Upon Content Area Reading Instruction." Paper presented at the Annual Meeting, National Reading Conference, Tucson, December, 1988.

"Directions for Research and Practice in Secondary School Reading." Invited discussion leader, Annual Convention, International Reading Association, Toronto, May, 1988.

"Reading Strategies in the Content Areas of Science." Paper presented at the Annual Meeting, National Science Teachers Association, St. Louis, MO, April, 1988.

"The Tensiometer: An Alternative to the Spring Scale." Workshop presented at the Annual Meeting, National Science Teachers Association, St. Louis, MO, April, 1988.

b. Regional, State and Local Meetings and Workshops



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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

“Logic Models for Program Evaluation.” Invited presentation at the Annual Meeting of the Pacific Northwest Regional Council of the National Association of Housing and Redevelopment Officials, Sun Valley, Idaho, May, 2005.

“Dealing with ODD and CD Behaviors in School.” Paper presented at Oppositional Defiant Disorder and Conduct Disorder in Idaho: Assessment, Treatment Planning and Outcome Evaluation, Boise, Idaho, April, 2005.

“Increasing Retention in the Public Secondary School” (with K. Coll). Idaho Counselors Association Annual Meeting, Boise, Idaho, Oct., 2004.

“Evaluation Design in the Age of Accountability.” Idaho State Housing Authority, Boise, Idaho, October, 2004.

“Correlates of High Performing Schools: A Focus on Reading” (with Laurie Wolfe). Fourth Annual Conference of the Creating High Performance Schools Initiative, Boise, Idaho, June, 2004.

“Counselor Education and Teacher Education Collaboration: One Approach for Co-Constructing the Future Together.” (With K. Coll). Paper presented at the Biannual Meeting of the Rocky Mountain Association of Counselor Educators, Jackson, WY, October, 2000.

“Making the Transition from Multi-age to Single Grade Classrooms: Students Speak Out.” (With V. Camilli). Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY, October, 1998.

“Who Shoulders the Burden of School Reform: Public Schools, Colleges of Education, or The Scent of Money.” (With C. Hayes, V. Camilli, S. Steiner, & S. Willison). Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY, October, 1998.

“Theory into Action: Practitioners and Universities Making a Difference.” (With S. Steiner, C. Hayes, and V. Camilli). A symposium presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY, October, 1997.

“Literacy Teaching and Learning in Multi-age Classrooms.” (With L. Rollins, J. Canon, S. Hill, and V. Camilli). A paper presented at the Summer Literacy Conference, Boise, ID, July, 1997.

“Overview of the Boise State University Masters Degree in Reading.” Presentation made at the Summer Literacy Conference, Boise, ID, July, 1997.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

“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.

"Literature-based Developmental Reading Instruction in the Middle/Junior High Grades." (With Paradis, E., Ross, B., & Lewis, J.). Presentation to the Snowy Range Reading Council, Laramie, WY, April, 1994.

"Portfolio Assessment in Junior High Developmental Reading." (With Ross, B., & Lewis, J.). Wyoming Whole Language Conference, Laramie, WY, June, 1993.

"Practically Perfect Portfolios." (With Ross, B., Lewis, J., & Paradis, E.). Paper presented at the Wyoming State Reading Council Annual Meeting, Cheyenne, WY, October, 1992.

"Portfolios in Junior High School Developmental Reading." (With Ross, B., Lewis, J., & Paradis, E.). Workshop presented at the Wyoming Whole Language Conference, Laramie, WY, June, 1992.

"Marginal Gloss: A Strategy for all Teachers." Paper presented at the Wyoming State Reading Council Annual Meeting, Casper, WY, October, 1991.

"Portfolio Assessment in Reading: What Do We Want in the Folder and Why? (With Paradis, E., Andersen, R., Drucker, E., & Paulekas, B.). Symposium conducted at the Wyoming State Reading Council Annual Meeting, Casper, WY, October, 1991.

"Examining the Knowledge Structures of Pre-professional Teacher Education Students Through Narrative Writing." (With Kleinsasser, A. & Paradis, E.). Paper presented at the Annual Meeting, Northern Rocky Mountain Educational Research Association, Jackson, WY, October, 1991.

"Preparing for Microteaching: The Effects of Consultant/Teacher Diads Between Secondary and Special Education Preservice Teachers." (With Shade, R.). Paper presented at the Annual

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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

"Special Education and Regular Education Preservice Teachers' Attitudes Toward Mainstreaming." (With Shade, R.). Paper presented at the Annual Meeting, Northern Rocky Mountain Educational Research Association, Jackson, WY, October, 1991.

"Interventions with Undergraduate Education Majors: Effects Upon Goals, Commitments, and Retention." Paper presented at the Annual Meeting, Northern Rocky Mountain Educational Research Association, Greeley, CO, October, 1990.

"Effect of Reciprocal Evaluations of Microteaching Experiences Upon Special Education and Secondary Education Preservice Teachers." (With Shade, R.). Paper presented at the Annual Meeting, Northern Rocky Mountain Educational Research Association, Greeley, CO, October, 1990.

"Small Group Instructional Diagnosis for Instructor and Course Enhancement." (With Shade, R.). Paper presented at the Annual Meeting, Northern Rocky Mountain Educational Research Association, Greeley, CO, October, 1990.

"Reading Strategy Research." Invited presentation given at Freshman English Day Follow-up, University of Wyoming, March, 1990.

"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.

"Semantic Mapping: Key to Concept Development." Workshop presented at the Annual Meeting, Hoosier Association of Science Teachers, Indianapolis, IN, February, 1989.

"A Constant Comparative Method: Assessing Preservice Science Teacher Attitudes Toward Text-Based Teaching Strategies." Paper presented at the Annual Midwest Regional Conference, National Science Teachers Association, Columbus, OH, October, 1988.

"Reading Strategies in the Content Areas of Science." Paper presented at the Annual Meeting, Hoosier Association of Science Teachers, Indianapolis, IN, February, 1988.

"Discovery Approach: Hands-on Science Workshop." Workshop presented at North Adams Community Schools, Decatur, IN, October, 1987.

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

### **3. Grants and Support**

Bailey-White, S. & Stewart, R. (2012). Routes to Reading: Idaho Paves the Way with Access to Print. *Institute for Museum and Library Services*, \$382,000 awarded to the Idaho Commission for Libraries.

Stewart, R. A. (2007). Evaluation of the 2006-2007 Idaho Reading First Initiative (\$129,000).

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.

Stewart, R. A., Coll, K. M., & Parrett, W. H. (2004-2005). Evaluation of Idaho Reading First Initiative. Award: \$100,000 Idaho State Department of Education.

Stewart, R. A., & Brendefur, J. (2002-2003). Using Lesson Study and Intellectual Quality Principles to Structure Teacher Learning Teams. Award: \$467,000 The J.A. & Kathryn Albertson Foundation awarded the funds to develop 45 teacher learning teams in 16 Idaho school districts. Teams used a new model of embedded staff development that we developed to explore and improve instruction and student performance.

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.

Parrett, W., & Stewart, R. (1999-2000). Learning for the 21<sup>st</sup> Century. Award: \$500,000. The J.A. & Kathryn Albertson Foundation awarded the Boise State University Center for School Improvement funds to operate an initiative involving 29 Idaho school districts in strategic planning and school improvement efforts.

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.

Stewart, R. A., & Cross, T. L. (1993). Special Education Preservice/Inservice Training to Special Education Teachers, Administrators, and Related Services Personnel. U.S. Department of Education, Award: \$91,000.00. I was project director for this grant during 1993-1994.

Cross, T. L., & Stewart, R. A. (1992). Special Education Preservice/Inservice Training to Special Education Teachers, Administrators, and Related Services Personnel. U.S. Department of Education, Award: \$75,000.00.

Cross, T. L., & Stewart, R. A. (1991). An Immersion Program for At-Risk Youth to Enhance Employability and Academic Achievement. Job Training Administration, Award: \$11,690.00.

Stewart, R. A., & Coll, K. (1990). Intervention Counseling with Undergraduate Education Majors. New Student Recruitment and Retention Projects: Admissions Office, University of Wyoming, Award: \$750.00.

Stewart, R. A., & Pinkstaff, L. (1983). At Risk Students as Below Grade Peer Tutors. Comprehensive Employment Training Act (C.E.T.A.), Award: \$3,400.00.

#### 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

Reviewer, Editorial Review Board, Early Childhood Research Quarterly, 2013

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 19, 2016**

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, The Teacher Educator. 1994-2007

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

Member, Editorial Review Board, Reading Research Quarterly, 1994-2000.

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

National Reading Conference Yearbook Editorial Review Board, 1998, 1999 & 2000, 2002.

Consulting Editor, Journal of Educational Research, 1994-1997.

Member, Editorial Review Board, National Reading Research Center, 1996-1997.

Program Proposal Reviewer, Annual Meeting of the National Reading Conference, 1997, 1998, 1999, 2000, 2001.

Program Proposal Reviewer, 42<sup>nd</sup> Annual Convention of the International Reading Association, 1997.

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.

Member, Editorial Review Board, 44th National Reading Conference Yearbook, 1994-1995.

Reviewer, Library Literacy Program-Title VI Federal Grant Applications, U.S. Department of Education, 1991, 1992, 1994.

Reviewer of paper proposals. Annual Meeting, National Reading Conference, San Diego, December, 1994.

Editor, Professional Resources Column, The Reading Teacher, 46, 1992-1993.

Consulting Editor, Journal of Humanistic Education, 1991-1993.

Reviewer of paper proposals. Annual Meeting, National Reading Conference, San Antonio, December, 1992.

Editorial Advisory Board member, Journal of Reading Behavior, 1991-1992.

Editorial Advisory Board member, The Reading Teacher, 1990-1992.

Guest Reviewer, The Reading Teacher, 1989-1990.

Guest Editor, Professional Resources, Reading Research and Instruction, 30(1), 70-75, 1990.

Guest Editor, Professional Resources, Reading Research and Instruction, 30(2), 81-89, 1990.

Editorial assistant, The Reading Teacher, 1988-1989.

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.

Field Council Representative, National Reading Conference, 1991-1995.

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

Director of Student Membership for the State of Wyoming, International Reading Association, 1994-1995.

Chairperson of paper session. Annual Meeting, College Reading Association, St. Louis, November, 1992.

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](mailto:lauriewolfe@idahoidea.org)



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 19, 2016**

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## Julian B. Duffey, M.Ed., M.S.

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### 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 9<sup>th</sup> and 10<sup>th</sup> 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 to include training and implementation of the new SLD criteria, curriculum/interventions and evaluative criteria.
- ◆ 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.

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### *Administrative/Leadership Experience Cont.*

*Century High School* *Pocatello, Idaho* *2009-2011*

**Position**

◆ Administrator, Academic Vice Principal

**Experience**

- ◆ Responsible for 9<sup>th</sup> and 10<sup>th</sup> 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**

- ◆ SPED-6632 "Special Education Administration" Summer 2016, EDLA-6609 "The Principalship" Summer 2011.
- ◆ 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.

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## **Julian B. Duffey, M.Ed., M.S.**

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<b>Education</b>	<u>Idaho State University</u>	<u>Idaho Falls, Idaho</u>	<u>2009</u>
	♦ <i>Master of Education, Educational Administration</i>		
	<u>Old Dominion University</u>	<u>Norfolk, Virginia</u>	<u>2004</u>
	♦ <i>Master of Science, Occupational and Technical Studies</i>		
	<u>Surface Warfare Officers School</u>	<u>Newport, Rhode Island</u>	<u>1998</u>
	<u>Officer Candidate School</u>	<u>Pensacola, Florida</u>	<u>1998</u>
	<u>Service Schools Command</u>	<u>Great Lakes, Illinois</u>	<u>1996</u>
	<u>University of Idaho</u>	<u>Moscow, Idaho</u>	<u>1995</u>
	♦ <i>Bachelor of Science, Sociology</i>		

**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.

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 19, 2016**

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E-mail: lstevens1@d121.k12.id.us

Leslie Stevens

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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 Rtl team.

Employment	Camas County School District National Blue Ribbon School Fairfield, ID	<u>Director of Special Education</u> <ul style="list-style-type: none"> <li>▪ Compilation of required state and federal reports</li> <li>▪ Supervision of department personnel</li> <li>▪ Supervision of related service providers</li> <li>▪ Founding Member Rtl team</li> <li>▪ Administration of Individual Academic Achievement Tests for G/T, Special Ed, Rtl</li> </ul> <u>District Testing Coordinator</u> <ul style="list-style-type: none"> <li>▪ Scheduling and administration of statewide testing</li> <li>▪ Scheduling and administration of benchmark testing K-8</li> <li>▪ State reporting of results</li> <li>▪ Dissemination of results to appropriate stakeholders</li> <li>▪ Development and implementation of General Education intervention groups: 2004-2007</li> </ul> <u>Special Education Teacher K/12</u> <ul style="list-style-type: none"> <li>▪ Coordination and implementation of IEPs</li> <li>▪ Communication/collaboration with other educational &amp; related services professionals</li> <li>▪ Supervision of students</li> <li>▪ Development and implementation of individual remedial programs</li> </ul>	8/2004 - Present
	CEDU Family of Services: Rocky Mountain Academy Bonners Ferry, ID	<u>Special Education Coordinator</u> <ul style="list-style-type: none"> <li>▪ Coordination and implementation of IEPs and remedial plans</li> <li>▪ Development of school-wide remedial programs</li> <li>▪ Administered Non-public School Funding for out of state Districts</li> <li>▪ Administered all statewide testing</li> <li>▪ Development of individual remedial programs</li> </ul>	11/94 – 6/04
	Grove Street Academy Children’s Home of Kingston Kingston, NY	<u>Special Education Teacher</u> <ul style="list-style-type: none"> <li>▪ Self-contained class (5<sup>th</sup> – 10<sup>th</sup>)</li> <li>▪ Coordination and implementation of IEPs</li> <li>▪ Supervision of paraprofessionals</li> <li>▪ Supervision of students</li> <li>▪ Development of individual remedial programs</li> <li>▪ Supervision of Master Level student teacher (1993)</li> </ul>	10/88 – 10/94
	Red Hook Central Schools Red Hook, NY	<u>Special Education Teacher: contract sub</u> <ul style="list-style-type: none"> <li>▪ Self-contained teacher (1<sup>st</sup> – 3<sup>rd</sup>)</li> <li>▪ Coordination and implementation of IEPs</li> <li>▪ Supervision of paraprofessionals</li> <li>▪ Supervision of students</li> <li>▪ Development of individual remedial programs</li> </ul>	9/86 – 6/87

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
MAY 19, 2016**

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Leslie Stevens

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Employment	Children's Rehabilitation Center of Kingston Kingston, NY	<u>Special Education Teacher: contract sub</u> <ul style="list-style-type: none"> <li>▪ Self-contained teacher (preschool)</li> <li>▪ Coordination and implementation of IEPs</li> <li>▪ Development of individual remedial programs</li> <li>▪ Supervision of paraprofessionals</li> <li>▪ Supervision of students</li> </ul>	9/85 – 6/86
	Onteora Central Schools Boiceville, NY	<u>Special Education Teacher: contract sub</u> <ul style="list-style-type: none"> <li>▪ Remedial class teacher (Jr/Sr High School)</li> <li>▪ Self-contained teacher(Jr/Sr High School)</li> <li>▪ Coordination and implementation of IEPs</li> <li>▪ Supervision of aide</li> <li>▪ Supervision of students</li> <li>▪ Development of individual remedial programs</li> </ul>	9/84 – 8/85
	Rhinebeck Country School Rhinebeck, NY	<u>Special Education Teacher</u> <ul style="list-style-type: none"> <li>▪ Self-contained teacher (3<sup>rd</sup> – 8<sup>th</sup>)</li> <li>▪ Coordination and implementation of IEPs</li> <li>▪ Development of individual remedial programs</li> <li>▪ Supervision of students</li> </ul>	9/82 – 8/84

Certifications	State of Idaho: Standard Exceptional Child: Generalist State of New York: Special Education: Generalist K/12	Current: Issued: 9/1/13 Permanent
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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 166 310 Willow Ave E. Fairfield, ID 83327 <a href="mailto:jvouch@d121.k12.id.us">jvouch@d121.k12.id.us</a>	(208) 539-2963 (cell)
Jeff Rast, Ed.S. Principal Camas County Schools	610 Soldier Road Fairfield, ID 83327	(208) 764-3140 (direct Line – school) (208) 764-2472 (school office)



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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**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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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**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 \_\_\_\_\_

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: Q. Accountability Oversight Committee**

**February 2016**

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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 1<sup>st</sup> and end on June 30<sup>th</sup> 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**MAY 19, 2016**

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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.