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<tr>
<th>TAB</th>
<th>DESCRIPTION</th>
<th>ACTION</th>
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<tbody>
<tr>
<td>1</td>
<td>SUPERINTENDENT’S UPDATE</td>
<td>Information Item</td>
</tr>
<tr>
<td>2</td>
<td>TEMPORARY/PROPOSED RULE – IDAPA 08.02.03.004 – IDAHO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA) ACHIEVEMENT STANDARDS</td>
<td>Motion to Approve</td>
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<tr>
<td>3</td>
<td>EMERGENCY PROVISIONAL CERTIFICATES</td>
<td>Motion to Approve</td>
</tr>
<tr>
<td>4</td>
<td>CLARK COUNTY SCHOOL DISTRICT NO. 161 – TUITION WAVER</td>
<td>Motion to Approve</td>
</tr>
<tr>
<td>5</td>
<td>PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS</td>
<td>Motion to Approve</td>
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</tbody>
</table>
SUBJECT
   Superintendent of Public Instruction update to the State Board of Education

BACKGROUND/DISCUSSION
   Superintendent of Public Instruction, Sherri Ybarra, will provide updates on the State Department of Education.

BOARD ACTION
   This item is for informational purposes only. Any action will be at the Board's discretion.
SUBJECT
Temporary and Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporation by Reference – Idaho English Language Proficiency Assessment Achievement Standards

REFERENCE

November 2009  Board adopted The Idaho English Language Assessment (IELA) Achievement Standards and incorporated them into a temporary rule by reference.

August 2010  Board approved a proposed rule incorporating the IELA Achievement standards approved in November 2009 by reference.

November 2010  Board approved pending rule incorporating the IELA Achievement standards approved in November 2009 by reference.

August 2015  Board approved pending rule amendments to IDAPA 08.02.03 including removal of outdated IELA Achievement Standards Adopted by the Board November 11, 2009.

November 2015  Board approved pending rule Docket No. 08-0203-1511 removing outdated IELA Achievement Standards adopted by the Board November 11, 2009. (Rulemaking rejected by 2016 Legislature)

August 2016  Board approved proposed rule changes to the state accountability system (IDAPA 08.02.03), including incorporation of changes approved in 2015 removing of outdated reference to the November 2009 IELA Achievement Standards.

November 2016  Board approved pending rules changes to the state accountability system including incorporation of changes approved in 2015 removing of outdated reference to the November 2009 IELA Achievement Standards.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-105, 33-1612, and 33-1617, Idaho Code
IDAPA 08.02.03.004, Rules Governing Thoroughness

BACKGROUND/DISCUSSION
This temporary and proposed rule will address the Idaho English Language Assessment (IELA) Achievement Standards that will be removed from code upon sine die of the 2017 Legislature. New English Language Proficiency Assessment (ELPA) Achievement Standards need to be added in place of the old standards so schools have accurate identification of a student’s cut scores and corresponding six (6) achievement levels. Additionally, IDAPA 08.02.03.112.05.b refers to the Idaho English Language Proficiency Assessment definitions for levels of language
proficiency and will no longer be referencing the correct incorporated by reference document when the standards are removed. The new standards will take place of the old standards and allow this reference in code to point to the correct incorporated by reference document.

**IMPACT**

Idaho is required to assess our identified English Learner students in English language proficiency, annually, under the Elementary Secondary Education Act (ESEA), reauthorized under the Every Student Succeeds Act (ESSA). If we do not test English Learner students, we will not meet federal requirements. Additionally, the new state accountability framework uses the state English language assessment for evaluating schools and school districts as part of the State Accountability System (IDAPA 08.02.03.112).

**ATTACHMENTS**

Attachment 1 – Temporary and Proposed Rule change to IDAPA 08.02.03.004
Attachment 2 – WIDA ACCESS 2.0 Assessment Standards (Cut Scores) and Proficiency Levels
Attachment 3 – WIDA Performance Definitions

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board last approved English Language Assessment Achievement Standards in 2009. Since that time these achievement standards have become outdated. In 2015 the Board approved the removal of the 2009 Achievement Standards from administrative rule. The 2015 Pending Rule was not approved by the legislature due to concern over other changes to IDAPA 08.02.03 that were included in the docket. During the rule making process in 2016 the Department of Education requested the removal of the outdated IELA Achievement Standards be included with other changes to the state assessment and accountability system that were being promulgated that year. The Board approved these changes along with the creation of a new school accountability framework. The 2017 Legislature accepted all of the changes and they became effective at the close of the 2017 legislative session. The Department is now bringing forward updated achievement standards and updating the name of the assessment.

Approved proposed rules have a 21 day public comment period, following publication in the Administrative Bulletin, prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules will be brought back to the board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration during the next session and become effective at the end of the legislative session in which they are reviewed, if they are not rejected by the legislature.
Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of public health, safety, or welfare; is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. Adoption of the updated achievement standards and approval of the temporary and proposed rule will allow for accurate scoring of the Idaho English Proficiency Assessment and allow for the identification of students who need additional assistance. The temporary rule meets the requirements of conferring a benefit.

Staff recommends approval.

BOARD ACTION

I move to approve The WIDA ACCESS 2.0 Achievement Standards as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to approve the Temporary and Proposed Rule amendment to IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

   a. Arts and Humanities Categories:
      i. Dance, as revised and adopted on August 11, 2016;
      ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016;
      iii. Media Arts, as adopted on August 11, 2016.
      iv. Music, as revised and adopted on August 11, 2016;
      v. Theater, as revised and adopted on August 11, 2016;
      vi. Visual Arts, as revised and adopted on August 11, 2016;
      vii. World languages, as revised and adopted on August 11, 2016.
   c. Driver Education, as revised and adopted on August 21, 2008.
   d. English Language Arts/Literacy, as revised and adopted on November 28, 2016.
   e. Health, as revised and adopted on August 11, 2016.
   f. Information and Communication Technology, as revised and adopted on April 22, 2010.
   g. Limited English Proficiency, as revised and adopted on August 21, 2008.
   h. Mathematics, as revised and adopted on August 11, 2016.
      i. Physical Education, as revised and adopted on August 11, 2016.
      j. Science, as revised and adopted on April 17, 2009.
      k. Social Studies, as revised and adopted on November 28, 2016.
   l. Career Technical Education Categories:
      i. Agricultural and Natural Resources, as adopted on June 16, 2016.
      iii. Engineering and Technology Education, as adopted on June 16, 2016.
      iv. Family and Consumer Sciences, as adopted on June 16, 2016.
      v. Skilled and Technical Sciences, as adopted on June 16, 2016.
      vi. Workplace Readiness, as adopted on June 16, 2016.

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

0304. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)

0405. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-14-16)

0506. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)

0607. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-12)

0708. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

0809. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

### WIDA ACCESS 2.0 Assessment Cut Scores & Proficiency Levels

**WIDA Cut Scores Per Domain and Grade:**

<table>
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<tr>
<th>Grade</th>
<th>WIDA Proficiency Levels: Reading</th>
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**WIDA Cut Scores Per Domain and Grade:**

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WIDA Cut Scores Per Domain and Grade:

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WIDA Cut Scores Per Domain and Grade:

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## WIDA Performance Definitions - Listening and Reading Grades K–12

### Within sociocultural contexts for processing language...

<table>
<thead>
<tr>
<th>Discourse Dimension</th>
<th>Sentence Dimension</th>
<th>Word/Phrase Dimension</th>
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</thead>
<tbody>
<tr>
<td>Linguistic Complexity</td>
<td>Language Forms and Conventions</td>
<td>Vocabulary Usage</td>
</tr>
</tbody>
</table>

#### Level 6 - Reaching

English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

<table>
<thead>
<tr>
<th>Level 5 Bridging</th>
<th>Level 4 Expanding</th>
<th>Level 3 Developing</th>
<th>Level 2 Emerging</th>
<th>Level 1 Entering</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rich descriptive discourse with complex sentences</td>
<td>• Connected discourse with a variety of sentences</td>
<td>• Discourse with a series of extended sentences</td>
<td>• Multiple related simple sentences</td>
<td>• Single statements or questions</td>
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<tr>
<td>• Cohesive and organized, related ideas across content areas</td>
<td>• Expanded related ideas characteristic of particular content areas</td>
<td>• Related ideas specific to particular content areas</td>
<td>• An idea with details</td>
<td>• An idea within words, phrases, or chunks of language</td>
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</table>
Within sociocultural contexts for language use...

<table>
<thead>
<tr>
<th>Discourse Dimension</th>
<th>Sentence Dimension</th>
<th>Word/Phrase Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Complexity</td>
<td>Language Forms and Conventions</td>
<td>Vocabulary Usage</td>
</tr>
</tbody>
</table>

**Level 6 - Reaching**

English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners’ strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

<table>
<thead>
<tr>
<th>Level 5 Bridging</th>
<th>Level 4 Expanding</th>
<th>Level 3 Developing</th>
<th>Level 2 Emerging</th>
<th>Level 1 Entering</th>
</tr>
</thead>
</table>
| • Multiple, complex sentences  
• Organized, cohesive, and coherent expression of ideas characteristic of particular content areas | • Compound and complex grammatical structures  
• Sentence patterns characteristic of particular content areas | • Simple and compound grammatical structures  
• Sentence patterns across content areas | • Formulaic grammatical structures  
• Repetitive phrasal and sentence patterns across content areas | • Words, phrases, or chunks of language  
• Single words used to represent ideas |
| • A variety of complex grammatical structures matched to purpose  
• A broad range of sentence patterns characteristic of particular content areas | • Compound and complex grammatical structures  
• Sentence patterns characteristic of particular content areas | • Technical and abstract content-area language, including content-specific collocations  
• Words and expressions with precise meaning across content areas | • General content words and expressions  
• Social and instructional words and expressions across content areas | • Phrase-level grammatical structures  
• Phrasal patterns associated with familiar social and instructional situations |
| • Technical and abstract content-area language, including content-specific collocations  
• Words and expressions with precise meaning across content areas | • Specific and some technical content-area language  
• Words and expressions with expressive meaning through use of collocations and idioms across content areas | • Specific content language, including cognates and expressions  
• Words or expressions with multiple meanings used across content areas | • General content-related words  
• Everyday social and instructional words and expressions | • General content-related words  
• Everyday social and instructional words and expressions |
Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6 Reaching | • specialized or technical language reflective of the content areas at grade level  
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
• oral or written communication in English comparable to English-proficient peers |
| 5 Bridging | • specialized or technical language of the content areas  
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports  
• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material |
| 4 Expanding | • specific and some technical language of the content areas  
• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs  
• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support |
| 3 Developing | • general and some specific language of the content areas  
• expanded sentences in oral interaction or written paragraphs  
• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support |
| 2 Beginning | • general language related to the content areas  
• phrases or short sentences  
• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support |
| 1 Entering | • pictorial or graphic representation of the language of the content areas  
• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support  
• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support |
SUBJECT
   Emergency Provisional Certificates

REFERENCE
   December 2016  Board approved six (6) provisional certificates (Jerome SD – 3, Madison SD – 1, Mountain Home SD – 1, West Jefferson SD – 1)
   February 2017  Board approved seventeen (17) provisional certificates (Bear Lake SD – 2, Blaine County SD – 1, Cambridge SD – 2, Challis Joint SD – 2, Council SD – 1, Grace Joint SD – 1, Boise SD – 2, Jerome Joint SD – 1, West Ada SD – 1, Marsh Valley SD – 1, Sage International – 1, St. Maries SD – 1, Twin Falls SD – 1)

APPLICABLE STATUTE, RULE, OR POLICY
   Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION
   Three (3) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district or charter school to request one-year emergency certification for a candidate who does not hold a current Idaho certificate, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

   **Challis Joint School District #181**
   **Applicant Name:** Robb, Brian  
   **Content & Grade Range:** All Subjects K/8  
   **Educational Level:** BA, History, 2013  
   **Declared Emergency:** August 9, 2016, Challis Joint School District Board of Trustees declared an area of need exists for the 2016-2017 school year.  
   **Summary of Recruitment Efforts:** Mr. Robb was employed 2015-2016 on an Alternative Authorization – Content Specialist. Mr. Robb has decided to not pursue certification and no longer plans to teach after this school year. District requests a provisional certificate for 2016-2017.

   **Preston School District #201**
   **Applicant Name:** Jamieson, Roxanne  
   **Content & Grade Range:** All Subjects K/8  
   **Educational Level:** BA, Interdisciplinary Studies (K-8), 2013  
   **Declared Emergency:** February 15, 2017, Preston School District Board of Trustees declared an area of need exists for the 2016-2017 school year.  
   **Summary of Recruitment Efforts:** Ms. Jamieson had an Idaho Interim Certificate valid from July 2013 until August 2016 based on an out of state certificate. During
that time, she did not complete the conditions on the Interim certificate (MTI and ICLC). In addition, she was employed by Preston School District for 2015-2016. Her Interim Certificate expired, and she is currently signed up for courses that will fulfill interim requirements. District requests a provisional certificate for 2016-2017 to provide additional time for Ms. Jamieson to meet conditions.

**Jerome Joint School District #261**

**Applicant Name:** Hopkins, Eric  
**Content & Grade Range:** Mathematics 6/12  
**Educational Level:** BS Ed., Education, 2015  
**Declared Emergency:** November 22, 2016, Jerome Joint School District Board of Trustees declared an area of need exists for the 2016-2017 school year.

**Summary of Recruitment Efforts:** District posted math position on July 11, 2016, in multiple job search sites. There were six applicants; two applicants had a teaching certificate. District felt Mr. Hopkins was the most qualified candidate. He is a certified teacher endorsed in Social Science, but not mathematics. District requests a provisional certificate for 2016-2017.

**IMPACT**

If the emergency provisional certificates are not approved, the school districts will have no certificated staff to serve in these classrooms. Section 33-1201, Idaho Code requires every person who is employed to serve in an elementary or secondary school in the capacity of a teacher to “have and to hold a certificate issued under authority of the state board of education.”

**ATTACHMENTS**

Attachment 1 – Application Packet for Emergency Provisional Certificate  Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-1203, Idaho Code, except in occupational fields, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in emergency situations. When an emergency is declared Section 33-1203, Idaho Code authorizes the Board to grant one-year provisional certificates based on not less than two (2) years of college training.

The Department receives applications from the school districts for requests for provisional certifications, Department staff work with the school districts to assure the applications are complete. Requests for one-year provisional certificates are then reviewed by the Professional Standards Commission, those that are complete and meet the minimum requirements are then brought forward by the Department for consideration by the Board.
BOARD ACTION

I move to approve one-year emergency provisional certificates for Brian Robb, Roxanne Jamieson, and Eric Hopkins to teach the content area and grade ranges at the specified school districts as provided herein.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

OR

I move to approve a one-year emergency provisional certificate for Brian Robb to teach all subjects kindergarten through grade eight (8) in the Challis Joint School District #181.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Roxanne Jamieson to teach all subjects kindergarten through grade eight (8) in the Preston School District #201.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Eric Hopkins to teach Mathematics grades six (6) through twelve (12) in the Jerome Joint School District #261.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
APPLICATION PACKET
FOR
STATE BOARD OF EDUCATION
EMERGENCY PROVISIONAL CERTIFICATE
2016-2017

REVISED
MAY 2016
33-1203. ACCREDITED TEACHER TRAINING REQUIREMENTS. Except in the limited fields of trades and industries, and specialists certificates of school librarians and school nurses, the state board shall not authorize the issuance of any standard certificate premised upon less than four (4) years of accredited college training, including such professional training as the state board may require; but in emergencies, which must be declared, the state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training.

History:
[33-1203, added 1963, ch. 13, sec. 145, p. 27.]
STATE BOARD OF EDUCATION - EMERGENCY PROVISIONAL CERTIFICATE

INFORMATION:

- The State Board of Education (SBOE) will now review all applications for one-year emergency provisional certification. The Professional Standards Commission will continue to review all applications for the Alternative Authorization-Teacher to New, Content Specialist, and Pupil Personnel Services.

- **Emergency Provisional Certificate** application allows a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement.

- **Emergency Provisional Certificate** is a district request, and the application must be submitted as one complete packet.

- The district/charter must provide documented proof that an emergency exists.

- The candidate for whom the authorization is being requested must have at least two (2) years of college training.

- In order to determine what endorsement is needed for specific assignments, please access the annual SDE Assignment Credential Manual which is posted under the ISEE Manuals drop down toward the bottom of the following ISEE website: [http://sde.idaho.gov/tech-services/isee/index.html](http://sde.idaho.gov/tech-services/isee/index.html)

- The SBOE will review the application(s) submitted. The SBOE will review only complete packets. If approved, the emergency provisional certification will be valid for the school year for which the application is submitted and approved.

- The candidate for whom the **Emergency Provisional Certificate** is approved can teach under the emergency provisional certification one time only. If the candidate wishes to continue teaching with a district/charter the following school year, the candidate must be enrolled in an educator preparation program and be eligible for the Alternative Authorization-Teacher to New, Content Specialist, or Pupil Personnel Services.

- Candidates who have previously taught under the Provisional Authorization and/or Alternative Authorization-Content Specialist are not eligible for emergency provisional certification.

- While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

- Review of all applications for emergency provisional certificates will adhere to the SBOE’s formal meeting schedule.

- Applications for emergency provisional certificates will be reviewed within two SBOE meetings (i.e., if the application does not make it onto the agenda for the upcoming SBOE meeting, it will be put on the agenda for the next SBOE meeting).

IMPORTANT: The emergency provisional cannot be used for Special Education, per IDEA.
A COMPLETE APPLICATION MUST INCLUDE THE FOLLOWING (use this as a checklist):

1. Completed and signed **District Request for State Board of Education – Emergency Provisional**
   - This form is located in the packet and is to be completed by the District Administrator of the school you will be teaching in.

2. Declaration
   - Include a declaration by the local school board, documented in board minutes that an area of need exists in the district for this particular position. An agenda for the next school board meeting can be used in lieu of board minutes in an emergency situation, but minutes must follow as soon as available.

3. Letter from the district
   - A letter from the district that details how the vacancy was advertised
   - How many applicants the district had for the vacancy
   - How many applicants were interviewed
   - Why the district has chosen the candidate for whom the emergency provisional certification is being requested.

4. Copy of the advertised vacancy announcement
   - This should be an actual screen shot of the vacancy announcement.
   - Include the length of time the vacancy was advertised.

5. Form B1-A
   - This form is located in the packet and must be completed and signed by the individual for which the request is for.

6. Official transcripts
   - Attach transcripts verifying at least two (2) year of college training.

7. Completed fingerprint card and forms for a Criminal History Check, if applicable
   - Include a completed fingerprint card, the associated forms, and the applicable $32.00 fee. An Idaho certificate/credential will not be issued unless the applicant has cleared a Criminal History Check.
   - Fingerprint cards are **NOT** available on the State Department of Education website. Please contact fingerprintrequest@sde.idaho.gov to obtain the fingerprint card, forms, and instructions or call (208) 332-6883 or further information regarding fingerprint requirements.
   - Packets will be considered incomplete and returned to the district if it does not contain a new fingerprint card, forms, and fees. Please review all guidelines by accessing the following website: http://www.sde.idaho.gov/cert-psc/cert/background-check.html

8. Criminal History Check fee - $32.00*, if applicable

9. Application fee - $100*
   - Checks and money orders are to be made payable to the State Department of Education. Credit cards are not accepted. Cash in the exact amount will be accepted for walk-ins. Payment is non-refundable.

*One check or money order for both fees is acceptable.
DISTRICT REQUEST FORM
FOR APPROVAL OF
STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL CERTIFICATE

(TO BE FILLED OUT BY A DISTRICT ADMINISTRATOR – Please make sure all items are completed.)

1. This request for approval of an Emergency Provisional Certificate is being made by:

<table>
<thead>
<tr>
<th>School District/Charter Name and District # (or other Educational Agency)</th>
<th>Name of Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Contact Person</th>
<th>Email Address</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mailing Address or PO Box #</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

City, State, and Zip Code

2. This request for an Emergency Provisional Certificate is being made on behalf of:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
<th>EDUID #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Email Address</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mailing Address or PO Box #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

City, State, and Zip Code

3. What is the specific school year for which the request is being made?

_______________________________

4. What is the certificate/endorsement for which this request is being made?

- [ ] Elementary Endorsement(s) ____________________________________________________________________________
- [ ] Secondary Endorsement(s) ___________________________________________________________________________
- [ ] Exceptional Child Endorsement(s) ______________________________________________________________________
- [ ] Other (Administrator, Pupil Personnel, etc.) Endorsement(s) ___________________________________________________________________

5. What is the specific ISEE assignment code and assignment title for which this request is being made?


____________________________________________________________________________________
____________________________________________________________________________________

6. Who will be the designated supervisor/mentor and what is the title of the mentor (e.g. Teacher-Math, Principal, Director of Special Education, etc.)

____________________________________________________________________________________

____________________________________________________________________________________
7. Have you verified there is a copy of the school board minutes indicating emergency with the application packet?  
☐ YES    ☐ NO  

8. Is a letter from the district that details how the vacancy was advertised, how many applicants the district had for the vacancy, how many applicants were interviewed, and why the district has chosen the candidate for whom the emergency certification is being applied included in the application packet?  ☐ YES  ☐ NO  

We, the undersigned, have:  
   a. declared an area of emergency need exists in our district for this particular position and included necessary documentation demonstrating the measures taken to hire the appropriately certificated and endorsed person;  
   b. recorded this declaration in official minutes of the Board of Trustees meeting; and,  
   c. included a copy of the board minutes and a letter from the district with this application (must be included or packet will be returned).

__________________________
Printed name of Chairperson of the Local School Board or Educational Agency  

__________________________
Signature of Chairperson of the Local School Board or Educational Agency  

Date

__________________________
Printed name of Superintendent/Charter Administrator  

__________________________
Signature of Superintendent/Charter Administrator  

Date
APPLICATION
FOR
Alternative Authorization - Teacher to New Certificate/Endorsement, Content Specialist, Provisional (Emergency) and Interim ABCTE, School Nurse or Speech Language Pathologist

Item #1  Indicate Type of Application: Please check the one which applies.

☐ Alternative Authorization – Teacher to New Certificate/Endorsement (the request is for an individual who already holds a current valid Idaho certificate/credential and is will to work toward meeting the requirements of an additional certificate/endorsement).

☐ Alternative Authorization – Content Specialist (the applicant has a baccalaureate degree or higher and has a letter from a college or university indicating the completion of 8-16 weeks of pedagogy and the passage of the appropriate Praxis II assessment).

☐ Alternative Authorization – Pupil Personnel Services Certificate (the applicant has a master’s degree and a valid license from the Bureau of Occupational License in the area they are seeking a certificate/endorsement).

☐ Interim ABCTE (applicant has a valid ABCTE certificate and is applying for the Idaho interim certificate).

☐ Interim School Nurse (applicant has a current valid Idaho professional nursing (RN) license but has not completed a school nurse program).

☐ Emergency Provisional Certificate (Emergency Use ONLY) - applicant has at least two (2) years college training.

☐ Postsecondary Specialist (applicant is a current faculty member at an Idaho university/college and is teaching in the content area for which certification is desired.)

☐ Interim Speech Language Pathologist (applicant has bachelor’s degree in speech/language pathology but has not completed an SLP master’s program).

Item #2  Personal Information: Please enter your name exactly as you want it to appear on the certificate.

Legal Name

Maiden/Other Name

EDU ID #

Email Address

Birth Date

Street or PO Box #

Phone #

City, State, Zip Code

Gender ☐ MALE ☐ FEMALE

Item #3  Certificates: List the certificate(s) for which you are applying (i.e., Elementary, Secondary, Administration etc.).

Certificate # 1

Certificate # 2

Certificate # 3

Certificate # 4

Item #4  Endorsements: List the educational endorsement(s) for which you are applying (i.e., English, Principal, etc.).

Endorsement # 1

Endorsement # 2

Endorsement # 3

Endorsement # 4

Endorsement # 5

Endorsement # 6

Item #5  Educational Institutions: List the colleges/universities you have attended (start with the most recent). You will need to include official transcripts from each institution listed, (if not already on file).

<table>
<thead>
<tr>
<th>College/University Name</th>
<th>Course Title</th>
<th>Semester Attended</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Item #6  Teaching Assignment: List the employing school district(s)/educational agency(s) and the assignment

<table>
<thead>
<tr>
<th>School District Name</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
</tbody>
</table>

Item #7  Assessment(s): Attach verification of the Praxis II score(s), if applicable (i.e., photocopy of score sheet) OR the notarized photocopy of the ABCTE certificate of completion. (Not required for Emergency Provisional applications)

Item #8  Consortium: List the name, title and phone number of the consortium members, if applicable. (Not applicable for Emergency Provisional applications)

<table>
<thead>
<tr>
<th>Consortium Member</th>
<th>Name</th>
<th>Title</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/university contact (NA for ABCTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School District Representative (Principal/Administrator)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

continued on next page
Item #9 Licensing and Legal History:

Important note: For each question under Item 8, you must answer “yes” to each question that applies to you, even if you have already answered “yes” in a previous application. Answering “yes” to a question does not lead to the automatic denial of your application.

1. Have you ever had a professional license or certificate (such as a teacher certificate) denied by any professional licensing authority, whether federal, state, local, or tribal?
   
   Check one  ☐ YES  ☐ NO

2. Have you ever had disciplinary action taken against, or in lieu of disciplinary proceedings have you ever voluntarily relinquished a professional license or certificate (such as a teacher certificate) that you hold or have held, issued by a federal, state, local, or tribal licensing authority? Disciplinary action includes revocation, suspension, probation, letters of reprimand or conditions.
   
   Check one  ☐ YES  ☐ NO

3. Is there an action or investigation (that you know of) pending against a professional license or certificate held by you from any professional licensing authority, whether federal, state, local, or tribal?
   
   Required documentation if you answer “yes” to question 1, 2, or 3
   All applicants answering yes - Include a detailed written explanation of each licensing issue. If you have provided a written explanation with a previous application, you do not need to re-submit a written statement, even though you must answer yes to the question.

   Check one  ☐ YES  ☐ NO

4. Have you ever been investigated for (that you know of), arrested for, taken into custody for, cited for, charged with, indicted for, tried for, pleaded guilty to, or were convicted of a felony or misdemeanor, or found to have committed a probation or parole violation? Exclude minor traffic violations such as infractions, parking tickets, and speeding tickets.

   In responding to this question, include any pending investigation (that you know of) or charge. Include all cases from federal, state, tribal, and military tribunals. You must also include all cases that were dismissed, settled, sealed, expunged, closed by a withheld judgment or through retained jurisdiction, etc., or handled through juvenile proceedings. Even if you pleaded nolo contendere (no contest) or entered an Alford plea, you must disclose this.

   Required documentation if you answer “yes” to question 4
   All applicants answering yes - Include a detailed written explanation of each criminal issue indicating what happened, date of arrest/conviction and what the final disposition was. If you have provided a written explanation with a previous application, you do not need to re-submit a written statement, even though you must answer yes to the question.

   Applicants with a misdemeanor conviction - If you were convicted of a misdemeanor and the conviction occurred less than five years ago from the date of this application; you must include a copy of the judgment of conviction. If you have provided the judgment with a previous application, you do not need to re-submit the judgment, even though you must answer yes to the question.

   Applicants with a felony conviction - If you were convicted of a felony, at any time, you must include a copy of the judgment of conviction. If you have provided the judgment with a previous application, you do not need to re-submit the judgment, even though you must answer yes to the question.

   NOTE: A printout from the State Judiciary repository will NOT be accepted as relevant court documents. Please obtain court records from the courthouse.

   IMPORTANT: FAILURE TO ANSWER THE ABOVE QUESTIONS COULD RESULT IN DENIAL OF A CERTIFICATE, REVOCAITION OR SUSPENSION OF AN EXISTING CERTIFICATE.

I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators. (For a copy of the Code of Ethics, go to www.sde.idaho.gov/site/teacher_certification.)

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

I understand that penalties, which may include revocation, suspensions, denial, or conditions, will be imposed under Section 33-1208, Idaho Code, for making any false statement(s) on this application or required documents.

_________________________  __________________________
Signature of Applicant  Date

RETURN FORM, TRANSCRIPTS AND FEE IN ONE PACKET TO:

State Department of Education
Teacher Certification/Professional Standards
PO Box 83720
Boise, ID 83720-0027

SDE  TAB 3  Page 12
SUBJECT
Clark County School District No. 161 Tuition Waiver

REFERENCE
February 16, 2012 M/S (Goesling/Soltman): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2011-12, 2012-13, 2013-14 and 2014-15 school years, subject to annual review by the Weiser School District Board of Trustees.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1401 through 33-1405, Idaho Code

BACKGROUND/DISCUSSION
Clark County School District No. 161 is seeking a waiver of the tuition charge for the kindergarten-aged child of one of its elementary school teachers. The teacher resides in Monida, Montana, and commutes to Dubois, Idaho, to teach at Lindy Ross Elementary. The nearest school in Montana is in the opposite direction of her commute, and there is no bus route for her child to ride to school.

The financial and logistical burden of schooling the child in Montana may result in the teacher’s inability to continue to work in the district. Given the number and quality of applicants who apply for open positions in the district, it would be difficult, at best, to replace the teacher with one of equal quality.

Clark County School District is requesting the State Board of Education waive the tuition rate charge for the requested student for the duration of the teacher’s employment in the school district. Pursuant to Idaho Code § 33-1405, the waiver may be requested for up to four (4) years, subject to annual review by the local board of trustees.

IMPACT
The tuition rate charge to be waived this year is $5,256.00. The addition of one student increases the cost of supplies but has little effect on the other budget lines and expenditures. The student’s parent will provide transportation.

The ability of the school district to retain an excellent teacher will positively impact the students of the school district.

ATTACHMENTS
Attachment 1 – Request for Waiver – Clark County School District Page 3
Attachment 2 – Clark County School District Board Meeting Minutes, March 27, 2017 Page 5
STAFF COMMENTS AND RECOMMENDATIONS
Section 33-1404, Idaho Code, authorizes school districts to accept out of district, including out-of-state, students when their tuition is paid by the student’s home district. Section 33-1405, Idaho Code, establishes how the tuition rate is calculated and authorizes the State Board of Education to waive any portion of the tuition rate for out-of-state students. A waiver request must be made for each individual student and may be made for up to four (4) years.

BOARD ACTION
I move to approve the request by Clark County School District No. 431 to waive the tuition rate charge for the kindergarten-aged child of one of its teachers for the 2017-2018; 2018-2019; 2019-2020 and 2020-2021, school years, subject to annual review by the Clark County School District Board of Trustees.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
Clark County School District #161
43 West 2nd South
P.O. Box 237
Dubois, ID 83423
www.clarkcountyschoools161.org
Phone: 208-374-5215 Fax: 208-374-5234
Superintendent: Dan Lantis

March 29, 2017

Matt Freeman, Executive Director
State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Freeman:

We are requesting a waiver of out of state tuition for the child of one of our elementary teachers. Her oldest child is Kindergarten age.

She lives in Monida, Montana which is at exit “0” just over the border into Montana on Interstate 15. She commutes each day to work in Dubois at Lindy Ross Elementary. The nearest school in Montana is at Lima, which is in the opposite direction of her commute to Dubois. In addition there is no school bus route between Lima and Monida for her child to have transportation. If she were to enroll the child in Montana, it would present serious difficulties since she must leave home quite early to get to work, and in instances of emergencies where the parent must go to school to pick up a child during school hours.

Considering the low salaries for teachers, the family would not be able to afford the cost of tuition to have her child attend school in Dubois. This would undoubtedly result in her being unable to continue working in this school system.

She is an excellent teacher, and knowing that in the past we have had only one applicant for a previous recent elementary position, losing her would put the education of Idaho students at risk. It would be difficult, if not impossible to replace her with a teacher of equal quality.

We are requesting this waiver of out of state tuition for the child of this teacher for the duration of her employment in Clark County School District #161. We hope that you will understand that this is an effort to benefit both the teacher and the Idaho students for which she provides exemplary teaching in this school district.

Thank you,

Orvin Jorgensen
CCSD #161 Board Chair
Call to Order 6:30 p.m.

Pledge of Allegiance

Roll Call
Orvin Jorgensen Laurie Small
Stephanie Eddins Melissa Farr

Attendance
Daniel Lantis, Superintendent
Erica Perez, Interpreter
Parents of Student 1
Student 1

Agenda

A motion was made by Mrs. Small and seconded by Mrs. Eddins to delete item 6. Delegations/Patron Input and replace it with 6. Waiver for Out of State Student Tuition. Motion passed unanimously.

Waiver for Out of State Student Tuition

A motion was made by Mrs. Small and seconded by Mrs. Eddins to request a Waiver for Out of State Tuition for the children of Melissa Smith. Mrs. Smith lives just on the other side of the Montana border and teaches in the Clark County School District. Mrs. Smith has been teaching in the district for several years and there are no schools in her area that are closer than the Clark County District. Motion passed unanimously.

Executive Session

A motion was made by Ms. Farr and seconded by Mrs. Eddins to move into Executive Session. A roll call vote was taken to move into Executive Session pursuant to Idaho Code 74-206 (1) (d). All voted aye.

The board returned from Executive Session and moved to the next item awaiting the arrival of Student 1.

A motion was made by Mrs. Eddins and seconded by Ms. Farr to return to Executive Session pursuant to Idaho Code 74-206 (1) (d). A roll call vote was taken. All voted aye.
Upon return from Executive Session, a motion was made by Ms. Farr and seconded by Mrs. Eddins to allow Student 1 to continue attendance at Clark County High School on a conditional basis. The conditional requirements will be:

1. No more than seven (7) total tardies to class during this semester
2. No unexcused absences
3. No Student Incident Reports (SIRS)
4. Have a “C” average or better in classes
5. Apologize to all of his teachers

Motion passed unanimously.

Superintendent Selection Process

The board members reviewed and discussed the applications received for the superintendent position.

Adjourn 9:00 p.m.

__________________________________________
Board Chairman                   Date

__________________________________________
Board Clerk                   Date
PROFESSIONAL STANDARDS COMMISSION

SUBJECT
Appointments to the Professional Standards Commission

REFERENCE
August 2015 Board approved one (1) appointment to the Professional Standards Commission.
April 2016 Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.
June 2016 Board approved six (6) appointments and two (2) re-appointments to the Professional Standards Commission.
August 2016 Board approved one (1) appointment to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION
Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC).

The PSC consists of eighteen (18) members: one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Nominations were sought for the positions from the Idaho Education Association, Northwest Professional Educators, the Idaho Association of Special Education Administrators, the Idaho School Superintendents Association, and the Idaho Association of Colleges for Teacher Education. Resumes for interested individuals are attached.
Secondary Classroom Teacher:
Charlotte McKinney, Mountain View School District (reappointment)

Special Education Administrator:
Clara Allred, Retired (reappointment)

School Superintendent:
Marjean McConnell, Bonneville Joint School District (reappointment)

Public Higher Education:
Jennifer Snow, Boise State University

ATTACHMENTS
Attachment 1 – Current Professional Standards Commission Members Page 5
Attachment 2 – Resume for Charlotte McKinney Page 6
Attachment 3 – Resume for Clara Allred Page 7
Attachment 4 – Resume for Marjean McConnell Page 10
Attachment 5 – Resume for Jennifer Snow Page 13

STAFF COMMENTS AND RECOMMENDATIONS
At the June 2016 Board meeting it was determined that the Department would amend its practices when filling positions on the Professional Standards Commission. The new practice would be to reach out not only to the identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications the opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with our underserved populations to have the opportunity to serve on the community, including our American Indian educators. The Board’s Indian Education Committee expressed an interested in nominating individual educators to the Commission if notified of openings.

BOARD ACTION
I move to reappoint Charlotte McKinney as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing Secondary Classroom Teachers.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____

I move to reappoint Clara Allred as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing Special Education Administrators.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____
I move to reappoint Marjean McConnell as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing School Superintendents.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____

I move to appoint Jennifer Snow as a member of the Professional Standards Commission for a three-year term beginning July 1, 2017, and ending June 30, 2020, representing Public Higher Education.

Moved by __________ Seconded by __________ Carried: Yes ____ No ____
Professional Standards Commission Members – 2016-2017

Clara Allred  
Special Education Administrator  
Twin Falls SD #411  
Term expires 6/30/17

Margaret Chipman  
School Board Member  
Weiser SD #431  
Term expires 6/30/18

Steve Copmann  
Secondary School Principal  
Cassia County Joint SD #151  
Term expires 6/30/19

Kathy Davis  
Secondary Classroom Teacher  
St. Maries Joint SD #41  
Term expires 6/30/19

Kristi Enger  
Career Technical Education  
Division of Career Technical Education  
Term expires 6/30/18

Mark Gorton  
Secondary Classroom Teacher  
Lakeland Joint SD #272  
Term expires 6/30/19

Dana Johnson  
Private Higher Education  
Brigham Young University – Idaho  
Term expires 6/30/18

Pete Koehler  
State Department of Education  
Term expires 6/30/18

Marjean McConnell  
School Superintendent  
Bonneville Joint SD #93  
Term expires 6/30/17

Charlotte McKinney, Chair  
Secondary Classroom Teacher  
Mountain View SD #244  
Term expires 6/30/17

Mark Neill  
Public Higher Education  
Idaho State University  
Term expires 6/30/17

Taylor Raney  
Public Higher Education  
University of Idaho  
Term expires 6/30/18

Tony Roark  
Public Higher Education – Letters and Sciences  
Boise State University  
Term expires 6/30/19

Elisa Saffle  
Elementary School Principal  
Bonneville Joint SD #93  
Term expires 6/30/18

Donna Sulfridge, Vice Chair  
Elementary Classroom Teacher  
Mountain Home SD #193  
Term expires 6/30/18

Ginny Welton  
Exceptional Child Education  
Coeur d’Alene SD #271  
Term expires 6/30/19

Mike Wilkinson  
School Counselor  
Twin Falls SD #411  
Term expires 6/30/19

Kim Zeydel  
Secondary Classroom Teacher  
West Ada SD #2  
Term expires 6/30/18
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Position Sought:

A continued position on the Professional Standards Commission

Professional Qualifications:
- Current PSC Chairman
- Actively involved with local community and students
- Proven organizational skills
- Elected and appointed various positions for several community and professional organizations

Education:
- American College of Education, Indianapolis, IN
  M.Ed. Leadership 2016
- Lewis-Clark State College, Lewiston, ID
  PACE secondary teaching endorsements 2009
  Passing Praxis scores-Social Studies, History, English, Completed the required courses for secondary certification
- The Ohio State University, Columbus, OH
  B.A. Communications 1995
  President Griffin Honor Society, Dean's List, Emerge Program for returning adult students, Cultural Optimist Club, Mentoring program for 'at-risk' elementary/middle school students

Experience:
- Clearwater Valley High School, Kooskia, ID
  Teacher Aug 2010 to present
  High School classroom teacher. Current assignments include; Early American History, U.S. History, Government, DC Psychology and English
- Clearwater Valley High School, Kooskia, ID
  Plato Aide August 2004 to August 2010
  Credit recovery and online courses not offered at the school. Program administrator for PLATO
- Lifework, Prospect, OH
  Vocational Rehabilitation Counselor November 1999 to February 2002
  Assisted injured workers on re-entering the workforce; Assessed each client needs and matched skills and abilities with jobs; Dealt with employers on hiring and job applications in addition to tax credits;

References: Available upon request
Curriculum Vita

Academic Degrees

Ed.S  Idaho State University, 2005 (Administrator)

Administrator Certificate, 2004 (Special Education)

M.Ed. Idaho State University, 1997 (Special Education)

B.S. Idaho State University, 1995 (Psychology, Focus of study, Brain and Behavior)

A.A. College of Southern Idaho, 1992 (Psychology)

Phi Kappa Phi, Active-for-Life

Professional Education Experience

2017-present   Retired from Education

2017-present   Certified Nursing Assistant

2010-2017   Professional Standards Commission

2007-2017   Director Support Services/Gifted and Talented, Ancillary Services, Graduation Dropout Coordinator, 504 Coordinator, Special Education Testing Coordinator, Supervise Nursing, Twin Falls School District

2008-2016   Adjunct Teacher, Northwest Nazarene College

2005-2016   Idaho State Department of Education, IEP Facilitator/Mediator

2006-2008   Council for Exceptional Children, State Representative

2003-2006   Director Special Programs, Federal Programs, Safe and Drug Free Schools, Title 1, Testing Coordinator, Gooding School District, Gooding ID.

2001-2004   Instructor, Idaho State University, Pocatello, ID

2004-2016   Student Teacher Supervisor, Idaho State University, Pocatello, ID.

1999-2003   Special Education Teacher, Twin Falls High, Twin Falls, ID

1997-1999   Special Education Teacher, Morningside Elementary, Twin Falls, ID.

1996-1997   Practicum, O’Leary Middle School, Twin Falls, ID.

1996-1999   Reading Specialist, Southern Idaho Learning Center, Twin Falls, ID.

Professional Activities and Certificates

2015-2016   Idaho Special Education Manual Committee Member

2010-2016   Member Kiwanis, Twin Falls, ID
Clara Ann Allred Ed.S

2006-2007 Special Education Director of the Year, Idaho Association of School Administrators Award

2007-2016 Dropout Prevention Committee, Twin Falls School District, Twin Falls, ID.

Summer-2002 TEACCH Training for Autism, University of North Carolina, Chapel Hill, NC.

2002-2003 Autism Team, Twin Falls School District, Twin Falls, ID.


2002-2003 Professional Development Committee, Twin Falls School District, Twin Falls, ID.

2001-2016 Teacher Evaluation Committee, Twin Falls School District, Twin Falls, ID.

2001-2002 Quality Schools Committee Member, Twin Falls School District, Twin Falls, ID.

2000-2001 Drug Testing Committee, Twin Falls School District, Twin Falls, ID.

1999-2004 State Committee Member, Idaho Alternate Assessment, Idaho State Department Special Education.

1999-2003 RIAT Assistive Technology Certificate, University of ID, Mosco, ID.

1999-2003 Assistive Technology Team, Twin Falls School District, Twin Falls, ID.


**Professional and Academic Association Membership**

Active-for-Life Phi Kappa Phi

Past President Idaho Association Special Education Administrators (IASEA)

Member Idaho Association of School Administrators (IASA)

Member Idaho Association Special Education Administrators (IASEA)

Member Council of Special Education Administrators (CASE)

20 Year Member Council for Exceptional Children (CEC) Idaho Representative

Past Member Association for Direct Instruction

Past Member American Psychological Association (APA)

Idaho State Department IEP Facilitator and Mediator

Board Member Student Automated System Software (SEAS)

Certificate, Idaho Project Leadership
Presentations
ADHD Presentation, Project Leadership, 2009-2010
Idaho Council for Exceptional Children Leadership Presentation 2009
Idaho Alternate Assessment Trainings, School Districts across Idaho, 2000-2004
High Schools That Work Presentation, Twin Falls, ID, 2003
TEACCH Presentation, Twin Falls School District
Picture Exchange Communication System presentation, 2000

Publications

Teaching and Administrative Load, Idaho State University
Summer 2004
Development and Individual Differences

Spring 2004
Precision Teaching
Direct Instruction
Development and Individual Differences
Special Education Student Teaching Supervision
Advisor Student Council for Exceptional Children

Spring 2003
Precision Teaching

Fall 2002
Policy and Procedures

Summer 2002
Direct Instruction
May 16, 2016

To Whom It May Concern:

I am writing to express my interest in serving on the board of the Professional Standards Commission. I have 38 years of experience in education, which includes 17 years of classroom teaching and 21 years of administrative experience. I was the Director of Human Resources at Bonneville School District 93 from 2004 to 2011, so I am very aware of the roles and responsibilities of the Professional Standards Commission. I currently serve as the Deputy Superintendent.

My experience will be an asset to the Professional Standards Commission. I am a strong advocate for Idaho students, committed to providing the best education to all students. I believe it is crucial for Idaho schools to have competent and qualified teachers. I am excited to collaborate with others to work towards that common goal.

Attached is a copy of my resume. I received a Bachelor’s Degree in Elementary Education from Boise State University, as well as a Master’s Degree and Ed.S degree in Educational Administration from Idaho State University. I look forward to hearing from you.

Sincerely,

Marjean McConnell
Deputy Superintendent
Marjean McConnell
Deputy Superintendent Bonneville School District 93
3497 North Ammon Road Idaho Falls, Idaho 83401
Office 208-557-6850    Fax 208-529-0104    email mcconnem@d 93.k12.id.us

Education:

- Educational Specialist, Idaho State University, Pocatello, Idaho
- M. Ed. Educational Administration, Idaho State University, Pocatello, Idaho
- B. A., Elementary Education, Boise State University, Boise, Idaho

Experience:

- Deputy Superintendent, Bonneville School District 93, Idaho Falls, Idaho [1 year] 11,000 students, 535 certified staff, 652 classified staff, and 92 million in budgetary responsibility
- Assistant Superintendent, Bonneville School District 93, Idaho Falls, Idaho [4 years] 9,000 students, 502 certified staff, 487 classified staff, and 86 Million in budgetary responsibility
- Human Resources Director, Bonneville School District 93, Idaho Falls, Idaho [4 years], 8000 students, 462 certified staff, 435 classified staff, and $350,000.00 budgetary responsibility
- Principal, Clair E. Gale Junior High School, Idaho Falls School District #91, Idaho Falls, Idaho [5 years], 850 students, 50 certified staff, 35 classified staff, $125,000.00 budgetary responsibility
- Principal, Longfellow Elementary School, Idaho Falls School District #91, Idaho Falls, Idaho [5 years], 500 students, 32 certified staff, 17 classified staff, $18,000.00 budgetary responsibility
- Head Teacher, Osgood Elementary School, Idaho Falls School District #91, Idaho Falls, Idaho [3 years], 200 students, 10 certified staff, 8 classified staff, $9,000.00 budgetary responsibility
- Classroom Teacher, Idaho Falls School District #91, Idaho Falls, Idaho, Grades K, 3 and 5, [6 years]
- Classroom Teacher, Bonneville School District Number 93, Idaho Falls, Idaho, Grades 3, 5, and 6, [7 years]

Professional Associations and Activities

- Idaho Leads Studio Group
- Idaho Association of School Administrators
- Bonneville School District Number 93 Negotiating Team
- Idaho Falls School District #91 Negotiating Team
- Albertson’s Schools of Excellence Leadership Team
- Selection Committee for the Dean of Education, Idaho State University
- Association of Supervision and Curriculum Development
- Idaho Association of Supervision and Curriculum Development; Secretary
- National Science Foundation Grant Reading Team
- Idaho Association of Supervision and Curriculum Development; Board of Directors
- Idaho Reading Association
- Idaho Reading Association; Reading Conference Chair
- State of Idaho Textbook and Improvement of Instruction Committee
- Eastern Idaho Reading Council; Vice President/Chair Regional Conference
- District Compliance Officer

University Classes Taught:

- Developing Capable People    Brigham Young University-Idaho
- Crucial Conversations Crucial Confrontations    Northwest Nazarene College
- Differentiation of Instruction    Northwest Nazarene College
• Assessment Literacy

Brigham Young University-Idaho

Professional Presentations:

• Idaho School Board Association Annual Conference
  Understanding Assessment
• Idaho Association of School Administrators
  Working With Adolescents
• Kiwanis Club
  Emergent Readers
• Chamber of Commerce
  Gifted Students
• Chamber of Commerce Education Committee
  Student Government

Committee Work:

• Superintendent's Cabinet
• District Professional Leadership Team
• District Improvement Team
• Administrative Professional Development
• District Staff Professional Development
• Alternative Compensation Review Committee
• Consolidated Plan Title II
• Teacher Evaluation Instrument, Chair
• Extracurricular Pay Committee, Chair
• Policy Review and Revision
• Professional Council
• Risk Management
• Sick Leave Bank
• Strategic Planning
• District Chair Report Cards Committee

Community Affiliations:

• Kiwanis
• Selective Service Board Member
• Bonneville County Small Claims Court Negotiator
• Advantage Management Cooperation; Board of Directors
• Saint Mark's Soup Kitchen
• Community Thanksgiving Dinner
• Idaho Falls Quilt Guild

References

• Charles Shackett, Superintendent of Schools, 3497 North Ammon Road, Idaho Falls, Idaho 83401, 208-525-4400, cshackett@d93.k12.id.us
• Bruce Roberts, Former Deputy Superintendent of Schools, 4180 Wanda Street Ammon Idaho, 83401
• Michaelena Hix, Director of Curriculum and Instruction, 3497 North Ammon Road Idaho Falls, Idaho 83401 208-557-6820
• Craig Lords, School Board Chairman, 2440 Bodily Circle, Idaho Falls, Idaho 83401, 208-612-8249
• Doug Nelson, School District Attorney, 490 Memorial Drive, Idaho Falls, Idaho, 83401, 208-522-3001
• Dr. John Murdoch, Superintendent of Schools West Jefferson, 289 Marjacq Drive, Idaho Falls, Idaho
• Sharron Parry, City Council Member, 2705 Homestead Lane, Idaho Falls, Idaho, 208-523-6339
Education:

Ph.D.  **Curriculum and Instruction** The Pennsylvania State University.  May 2003
*Emphasis Area* – Curriculum and Supervision.
**Dissertation Title:** *Living an Inquiry Stance Toward Teaching: Teachers’ Perceptions of Teacher Inquiry within a Professional Development School Context.*

M.A.  **Secondary Education** West Virginia University.  December 1995
*Emphasis Area* – Curriculum and Instruction, Secondary English Education.

M.S.  **Journalism** West Virginia University.  May 1995
**Professional Project Title:** *The Benedum Project: A Professional Development School Portfolio.*

B.S.  **Journalism (1993)** West Virginia University.  May 1993
*Emphasis Area* – Public Relations.

Academic Positions:

2014–present  *Associate Dean and Professor*, College of Education, Boise State
2012–2014  *Professor, Teacher Education Coordinator*, CIFS Department, Boise State
2008–present  *Associate Professor, Chair*, CIFS Department, Boise State University, ID
2003–2008  *Assistant Professor*, CIFS Department, Boise State University, Boise, ID

Teaching Assignments:

Boise State University, College of Education, Boise, ID

2015–16  – Liaison to elementary and secondary partner schools. Total: 11 candidates each semester.


Summer 2014
**ED-CIFS 506, Issues in Education.** Course required for all master’s degree candidates in education focusing on historical and contemporary social, economic, and organizational issues influencing education. (21 students enrolled; overall instructor rating: 4.8)
Teaching (continued):

**Fall 2013**
ED-CIFS 692, *Capstone Course*. Capstone course for MA in C&I students. Write and defend a synthesis paper (4 students)

**Partner School Liaison.** 11 Interns and Student Teachers in 6 different elementary, junior high, and high schools in four different school districts.

**Summer 2013**
ED-CIFS 506, *Issues in Education*. (20 students enrolled; overall instructor rating: 4.85)
ED-CIFS 536, *Curriculum Planning and Implementation*. (11 students enrolled; overall instructor rating: 4.71)
ED-CIFS 692, *Capstone Course*. (1 student; overall instructor rating: 5.0)

**Spring 2013**
ED-CIFS 664, *Curriculum Seminar*. (6 students enrolled; overall course instructor rating: 4.67)

**Partner School Liaison.** 18 elementary and secondary students in two districts.

**Fall 2012**
ED-CIFS 692, *Capstone Course*. (1 student; overall instructor rating: 5.0)
ED-CIFS 692, *Directed Research*. (1 student)

**Partner School Liaison.** 14 elementary and secondary students in four districts.

**Summer 2012**
ED-CIFS 692, *Capstone Course*. (3 students)
ED-CIFS 506, *Issues in Education*. (17 students enrolled; overall instructor rating: 4.29)

**Spring 2012**
PDS Liaison. 19 Interns and Student Teachers in Elementary. 3 secondary student teachers

**Fall 2011**
ED-CIFS 332, *Elementary Classroom Learning Environments*. Course focusing on principles of classroom management for democratic classroom communities for student teacher interns pursuing elementary certification. Taught in “hybrid” format. (29 students enrolled; overall instructor rating: 4.24)

**PDS Liaison,** 19 Elementary Interns and Student Teachers
Teaching (continued):

Summer 2011
ED-CIFS 600, Capstone Course. Capstone course for MA in C&I students. Write and defend a synthesis paper. (7 students)

ED-CIFS 332, Elementary Classroom Learning Environments. (30 students enrolled; overall instructor rating: 4.24)

Spring 2011
ED-CIFS 600, Capstone Course. (7 students)

ED-CIFS 664, Doctoral Curriculum Seminar. Doctoral course serving as a capstone seminar study of curriculum. Includes a scholarly writing emphasis. (7 students)

ED-CIFS 332, Elementary Classroom Learning Environments. (30 students enrolled)

PDS Liaison, 5 student teachers

Fall 2010
ED-CIFS 600, Capstone Course. (7 students; overall instructor rating: 4.6)

ED-CIFS 506, Issues in Education. (30 students enrolled).

ED-CIFS 332, Elementary Classroom Learning Environments. (27 students enrolled; overall instructor rating: 4.93)

PDS Liaison, 5 Professional Year Interns; 1 Student Teacher

Summer 2010
ED-CIFS 600, Capstone Course. (7 students enrolled; overall instructor rating: 4.6)

ED-CIFS 536, Curriculum Planning and Implementation. (10 students enrolled – 2 instructors. Only narrative comments provided on evaluation.)

ED-CIFS 506, Issues in Education. (45 students enrolled – 2 instructors; overall instructor rating: 4.17)

ED-CIFS 332, Classroom Learning Environments. (21 students enrolled; overall instructor rating: 4.72)

Spring 2010
ED-CIFS 664, Doctoral Curriculum Seminar. (8 students; overall instructor rating: 4.67)

ED-CIFS 332, Elementary Classroom Learning Environments. (28 students enrolled; overall instructor rating: 4.76)

PDS Liaison, 6 student teachers, 2 PY Interns at 2 elementary schools
Teaching (continued):

**Fall 2009**
ED-CIFS 661, *Pedagogical Practices in Education*. Doctoral level course focusing on pedagogical issues in teaching and teacher education. (13 students enrolled; overall instructor rating: **4.69** with **5.0** being the highest rating)

ED-CIFS 506, *Issues in Education*. (24 students enrolled)

PDS Liaison, 1 student teacher, 6 PY Interns at 2 elementary schools

**Summer 2009**
ED-CIFS 506, *Issues in Education*. (38 students enrolled – 2 instructors; overall instructor rating: **4.6**)

ED-CIFS 332, *Classroom Learning Environments*. (20 students enrolled; overall instructor rating: **4.8**)

**Spring 2009**
PDS Liaison, 7 student teachers at 1 elementary and 1 junior high school

**Fall 2008**
ED-CIFS 661, *Current Issues in Teaching*. (10 students enrolled; overall instructor rating: **1.10** with **1.0** being the highest rating)

ED-CIFS 506, *Issues in Education*. (2 sections – 10 and 12 enrolled respectively; **1.0** overall instructor rating.)

PDS Liaison, 6 PY interns at 1 elementary school

**Summer 2008**
ED-CIFS 506, *Issues in Education*. (15 students; **1.2** overall instructor rating.)

ED-CIFS 332, *Elementary Classroom Learning Environments*. (22 students enrolled; **1.09** overall instructor rating.)

**Spring 2008**
ED-CIFS 664, *Doctoral Curriculum Seminar*. (6 students; **1.0** overall instructor rating.)

PDS Liaison, 6 student teachers at 1 elementary school

**Fall 2007**
ED-CIFS 661, *Current Issues in Teaching*. (6 students enrolled; 1.4 overall instructor rating.)

ED-CIFS 506, *Issues in Education*. (13 students enrolled; 1.15 overall instructor rating.)

PDS Liaison, 6 PY interns at 1 elementary school
Teaching (continued):

**Summer 2007**
ED-CIFS 332, *Elementary Classroom Learning Environments.* (11 students; 1.18 overall instructor rating.)

**Spring 2007**
ED-CIFS 577, *Leading Teaching and Learning.* Module for students in new educational leadership program. Particular area of emphasis was reflective supervision of teaching and learning by and for school leaders. (17 students enrolled; 1.6 overall instructor rating.)

ED-CIFS 664, *Doctoral Curriculum Seminar.* (7 students enrolled; 1.0 overall instructor rating.)

**Other Teaching Assignments:**

ED-CIFS 575, *Teacher Leadership*
ED-BLESL 600, *Capstone Seminar*
ED-CIFS 231, *Introduction to Teaching and Learning*
ED-LTCY 597, *Social Justice Through Literacy*
ED-CIFS 581, *School Law*
ED-CIFS 597, *School, Family, and Community Partnerships*
ED-CIFS 230, *Introduction to Teaching/Block 1 Field Experience*

**Graduate Assistantships:**

1999-2003 *Teaching-Research Assistant*, Department of Curriculum & Instruction, The Pennsylvania State University, University Park, PA. Taught the following courses: *Teacher as Researcher, Classroom Learning Environments, Principles of Instructional Supervision, Secondary Teaching*

1993-1995 *Teaching-Research Assistant*, The Benedum Collaborative, College of Education, West Virginia University, Morgantown, WV. Taught *Foundations of Education* and conducted research/evaluation for PDS as well as published newsletter.
Supervision and School Partnership Work:

Boise State University, College of Education, Boise, ID  
2012–2014, Teacher Education Coordinator – Coordinate all field placements/experiences for elementary and secondary teacher education; facilitate unit governance meetings and work committees; participate in unit assessment and reporting.  
2003–Present, Liaison – Supervise elementary and secondary school student teacher interns in placements at local partnership schools. Serve as university liaison to partnership school, hold meetings with interns and mentor teachers, facilitate intern placements at elementary and middle schools, and meet with ad-hoc Professional Development School committee. Served on the committee to revise Professional Year Field Guides and assessments. Developed PDS partnership with area elementary school.

The Pennsylvania State University, College of Education, University Park, PA  
1999–2001, Field Experience Supervisor – Supervised prospective teachers in pre-student teaching field experience in secondary social studies, math, and foreign languages at selected secondary level schools. Conducted a weekly seminar on field experience issues.

North Marion High School, Professional Development School, Marion County, WV  
1998 – 1999, Teacher Education Coordinator – School-based partner in West Virginia University’s Benedum Collaborative, a PDS partnership involving 21 public schools in a five county range from WVU. Coordinated placement of prospective teachers (interns). Observed and evaluated performance and planned orientations and professional development seminars during three-year program. Assisted with and provided guidance for intern action research projects. Contributed to the creation of assessment instruments for prospective teachers and the planning of field experience curriculum.

West Virginia University, College of Education and Human Resources, Morgantown, WV  
1993 – 1995, Assistant to PDS Director – Served as graduate assistant in The Benedum Collaborative. Published the Collaborative’s monthly newsletter concerning school reform and PDS, handled publicity for public events, and constructed news releases. Participated in meetings and conferences with university and public school personnel on simultaneous renewal, served as a liaison between the University and various PDS sites in West Virginia and planned with colleagues for professional development and the implementation of WVU’s redesigned teacher preparation program (Holmes Group model). Analyzed data for program evaluation and conducted interviews for assessment data set.
Professional Teaching Positions:


1996  *Adjunct Instructor.* Fairmont State College, Department of Language and Literature, Fairmont, WV. Taught: *Journalism History, The Publications Process,* and *English Composition* and advised weekly college newspaper.

1995  *Student teacher/Intern.* Morgantown High School, Morgantown, WV. Taught in 7th – 9th grade English classes as well as 11th grade English and journalism classes in middle and high school level Professional Development Schools. Advised monthly publication of the student newspaper. Taught an integrated *Linking the Humanities* course with social studies teacher.

Research and Scholarship:

**Refereed Articles**


Thiede, Keith W.; Brendefur, Jonathan L.; Osguthorpe, Richard D.; Carney, Michele B.; Bremner, Amanda; Strother, Sam; Oswalt, Steven; and Snow, Jennifer L. (2015). "Can Teachers Accurately Predict Student Performance?" *Teaching and Teacher Education, 49*, 36-44.


Research and Scholarship (continued):

Refereed Articles (continued)


Research and Scholarship (continued):

Refereed Articles (continued)


Book Chapters


Research and Scholarship (continued):

Book Chapters (continued)


Invited Commentary


Research and Scholarship (continued):

Book Reviews

Invited


Publications Under Review


Grants


Grants (continued):


Evaluation/Technical Reports


Evaluation/Technical Reports (continued):


International/National Conference Presentations


Research and Scholarship (continued):

International/National Conference Presentations (continued)


Research and Scholarship (continued):

International/National Conference Presentations (continued)


Research and Scholarship (continued):

International/National Conference Presentations (continued)


Research and Scholarship (continued):

International/National Conference Presentations (continued)


Research and Scholarship (continued):

International/National Conference Presentations (continued)


**Snow-Gerono, J.L.** (2004, October). *Social justice through literacy: Writing the story of teachers’ understandings.* Interactive discussion at the annual Curriculum and Pedagogy conference, Miami, OH.


**Snow-Gerono, J.L.** and Slonaker, A. (2003, October). *Balancing public and private purpose: Examining potentially productive tensions within teacher inquiry.* Presentation at the 4th Annual Curriculum and Pedagogy Conference, Decatur, GA.

Research and Scholarship (continued):

International/National Conference Presentations (continued)


Slonaker, A. & Snow-Geron, J.L. (2002, October). What are we educating for? Sustaining participatory democratic ideals through literacy as a social practice. Interactive Discussion at the 3rd Annual Curriculum and Pedagogy Conference, Decatur, GA.


Research and Scholarship (continued):

International/National Conference Presentations (continued)


Regional Conference Presentations

Research and Scholarship (continued):

Regional Conference Presentations (continued)


Local Conference Presentations


Discussant/Chair for Conference Sessions


Research and Scholarship (continued):

Discussant/Chair for Conference Sessions (continued)


General Professional:

2010. Member, University of Phoenix State Focused Review Team.
2007 – 2011. Council Member. Curriculum and Pedagogy Group (Membership Committee Chair; Program Committee Chair).
2009. Facilitator, Center for Teaching and Learning, Action Research Workshop.
2006–2007. Member, NNU State Review Team, NCATE.
2003–2006. *Inservice* – Presented inservices to Boise School District Special Education Paraprofessionals on Student Management (each semester).


2003. *Inservice* – Presented inservice with Dr. Nancy Dana on teacher inquiry for the Tyrone Area School District in Pennsylvania for secondary teachers and administration in line with their decision to focus on teacher research for self-directed supervision.

**Service:**

**International/National**

2013 - Present. *Editorial Board Member*, Journal of Teacher Education.

2009-Present. *Member*, Research Committee, Association of Teacher Educators.

2008-Present. *Member*, Dissertation Award Committee, Association of Teacher Educators.


2006-Present. *Manuscript Reviewer*, *Teaching and Teacher Education*.


**State**


Service:

University
2012–Present. Faculty Senate.
2012. Interdisciplinary Mentor.
2012–Present. Faculty Financial Affairs – Senate Liaison.
2009–Present. Virtual Teaching and Learning with Technology Roundtable
2008–Present. Honorary Doctorate Committee
2006 – 2009. Faculty Senator, Boise State University Faculty Senate.
2004–2008 Member, Diversity Requirement Committee, Boise State University.
2003–2005. Member, Student Affairs Committee, Boise State University.
2002 – 2003. Member, Faculty Council Faculty/Staff/Student Awards Committee, The Pennsylvania State University.

College
2010–Present. Clinical Field Experience Sub-committee, TECC.
2010–Present. Teacher Education Shared Leadership Team
2008–Present. Leadership Team(s), College of Education.
2009. NCATE Rejoinder Task Force.
2005 – 2008 Member, Curriculum Committee.

CIFS Department
2013. Member. Search Committee.(s)
2003–Present. Member, Educational Leadership Task Force and Search Committee.
2003 – 2004. Member, Post-Baccalaureate Certification Program Committee, CIFS Department Committee.

2003 – 2004. Member, Elementary Education Program Redesign, CIFS Department.

**Doctoral Committees:**

Brad Coats (Chair, 2017)  
Paul Sebastian (Chair, 2017)  
Tana Jons (Co-Chair, 2017)  
Leisl Milan (2016)  
Jamie Sand (Chair 2016)  
Bevin Etheridge (Co-Chair, Graduated December 2015)  
Darcie Rae (Co-Chair, Graduated May 2015)  
Jacob Skousen (Graduated May 2015)  
Jennifer Gardner (Graduated May 2015)  
Brady Webb (Graduated May 2015)  
Ezra Gwilliams (Co-Chair, Graduated Fall 2013)  
A.J. Zenkert (Graduated Fall 2013)  
Kelley Moneymaker (Graduated Fall 2013)  
Christina Ramirez-Nava (Graduated Fall 2013)  
Pamela Briggs (Chair, Graduated, Summer 2012)  
Josh Pfiester (Graduated, Summer 2012)  
Jane McKevitt (Co-Chair, Graduated, Spring 2012)  
Chris Haskell (Chair, Graduated, Spring 2012)  
Bevin Etheridge (Co-Chair, Comps Spring 12)  
Faith Beyer Hansen (Graduated, December 2011)  
Eun Kyoung Yu (Graduated, August 2011)  
Darlene Hartman-Hallam – (Graduated, May 2011)  
Donnie Hale – (Graduated, May 2011)  
Pam Gehrke (defended proposal, Spring 2011)  
Greg Hoetker - Graduated, May 2010  
Darcy Jack - graduated, May 2010  
Jane Walther – graduated, December 2009  
Julia Zarbnisky – graduated, December 2009  
Brian Whitney – graduated May 2009  
Linda Kirby - graduated December 2008  
Mary Ann Cahill – graduated, May 2007  
Jo Anne Lafferty – graduated, December 2005  
Ruth Calnon – graduated, December 2005  
Debra Yates – graduated December, 2005 (Co-chaired dissertation)  
Celia King – (completed Comps, 2006)  
Lisa Kinnaman (completed Comps, Spring 2008)
Master's Committees:
Christine Change Gillespie (December 2013)
Nate Dean (December 2015)
Pam Davis (July 2004)
Catherine Hazah (December 2004)
Christina Reggear (Thesis Defense, May 2005)
Nichole Billetz Moos (Undergraduate Honors Thesis, May 2005)
Jaime Campbell (July 2005)
Anabel Ortiz-Chavolla (October 2005)
Jason Draney (March 2006)
Dave Michael (March 2006)
Sheila Scott (March 2006)
Susan Hawke (July 2006)
Brooke Claridge (July 2006)
William Richard McClain (Chair, October 2006)
Jennifer McClain (October 2006)
Natalie Aurich (October 2006)
Roanna Barclay (October 2006)
Kimberly Hale (October 2006)
Phil Hiller (October 2006)
Johnna Anderson (Thesis defense, December 2006)
Annetta Brooks (March 2007)
Lindsey Truxel (Chair, March 2007)
Rebecca Franks (March 2007)
Kandy Stanford (March 2007)
Julie Matsushita (July 2007)
Leah Rencher (Chair, July 2007)
Danielle Stoddard (July 2007)
Marvin Schroeder (July 2007)
Gilberto Lara (July 2007)
Jaime Sand (October 2007)
Janine Balfour (October 2007)
Jared Hulme (December 2008)
Andrea Baerwald (July 2008)
Michelle Devine (May 2009)
LaRona Ezell (May 2009)
Linda Osgood (July 2009)
Gabriel Horn (Thesis defense, August 2009)
Camille Hammond (October 2009)
Troy Nickel (October 2009)
Julie Read (March 2010)
Jennifer Fish (July, 2010)
Heather Larsen (December, 2011)
Margaret Lisa Link (May, 2011)
Ghada Almarwazi (Thesis May 2013)
Professional Associations:

Awards and Recognitions:
Boise State University Faculty Research Associate (2007 – 2008), Phi Delta Kappa Andrew V. Kozak Fellowship (2003), Association of Teacher Educator’s Distinguished Program in Teacher Education (SCASD-Penn State Elementary PDS Partnership) (2002), Penn State Graduate Student Recognition Award for Outstanding Scholarship, Research, Dedication to Education and the Promise of Professional Excellence (2001), Eva Diefenderfer Graduate Fellowship (2000-2001), and Who’s Who Among America’s Teacher (1997-1999).