

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	TEMPORARY/PROPOSED RULE – IDAPA 08.02.03.004 – IDAHO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA) ACHIEVEMENT STANDARDS	Motion to Approve
3	EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve
4	CLARK COUNTY SCHOOL DISTRICT NO. 161 – TUITION WAIVER	Motion to Approve
5	PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Motion to Approve

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STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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.

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STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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August 2015	Board approved pending rule amendments to IDAPA 08.02.03 including removal of outdated IELA Achievement Standards Adopted by the Board November 11, 2009.
November 2015	Board approved pending rule Docket No. 08-0203-1511 removing outdated IELA Achievement Standards adopted by the Board November 11, 2009.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to the state accountability system (IDAPA 08.02.03), including incorporation of changes approved in 2015 removing of outdated reference to the November 2009 IELA Achievement Standards.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rules changes to the state accountability system including incorporation of changes approved in 2015 removing of outdated reference to the November 2009 IELA Achievement Standards.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

STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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	Page 5
Attachment 2 – WIDA ACCESS 2.0 Assessment Standards (Cut Scores) and Proficiency Levels	Page 7
Attachment 3 – WIDA Performance Definitions	Page 11

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.

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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 _____

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STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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;
- i. 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.
- b.** Computer Science, adopted on November 28, 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.
 - ii. Business and Marketing Education, 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)

03. Idaho English Language Proficiency Assessment (IEPA) Achievement Standards. The Idaho English Proficiency Assessment (IEPA) Achievement Standards as adopted by the State Board of Education on April 20, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.

STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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)

0910. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Bo of Education on *November 28*, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.

WIDA ACCESS 2.0 Assessment Cut Scores & Proficiency Levels

WIDA Cut Scores Per Domain and Grade:

Grade	WIDA Proficiency Levels: Reading				
	2	3	4	5	6
K	241	259	279	289	310
1	264	286	304	315	334
2	283	307	326	337	355
3	297	323	342	352	370
4	307	335	354	364	382
5	316	345	364	373	391
6	323	353	373	382	399
7	329	360	380	389	406
8	335	366	386	395	412
9	340	372	392	401	418
10	344	377	397	406	423
11	348	382	402	410	427
12	352	386	407	414	432

WIDA Cut Scores Per Domain and Grade:

Grade	WIDA Proficiency Levels: Listening				
	2	3	4	5	6
K	229	251	278	286	308
1	236	259	291	303	327
2	245	283	314	330	354
3	262	300	331	349	374
4	275	313	343	363	388
5	285	323	354	375	401
6	294	332	363	385	411
7	302	340	370	394	420
8	308	347	377	402	427
9	314	353	383	409	434
10	325	358	389	415	441
11	335	364	394	420	447
12	342	368	398	426	452

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

WIDA Cut Scores Per Domain and Grade:

Grade	WIDA Proficiency Levels: Speaking				
	2	3	4	5	6
K	191	250	301	349	392
1	205	261	311	361	403
2	220	273	322	374	415
3	234	283	332	386	425
4	246	293	342	397	435
5	258	302	350	407	443
6	268	310	360	417	451
7	277	317	369	425	457
8	284	323	377	433	463
9	290	328	385	440	468
10	295	333	393	446	471
11	299	337	400	451	474
12	302	340	406	455	476

WIDA Cut Scores Per Domain and Grade:

Grade	WIDA Proficiency Levels: Writing				
	2	3	4	5	6
K	234	271	311	367	389
1	238	275	337	382	405
2	242	279	341	388	411
3	247	283	346	394	418
4	266	288	351	401	425
5	267	293	356	407	433
6	268	298	361	413	441
7	273	305	367	419	450
8	281	311	372	424	459
9	289	319	378	430	469
10	298	326	385	436	479
11	308	335	391	441	490
12	318	344	398	447	501

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

WIDA Cut Scores Per Domain and Grade:

Grade	WIDA Proficiency Levels: Overall				
	2	3	4	5	6
K	229	261	293	325	350
1	242	274	315	344	368
2	254	289	329	359	383
3	265	300	340	371	396
4	279	309	350	382	406
5	286	317	358	390	415
6	291	324	365	399	423
7	298	331	372	406	431
8	304	337	378	412	438
9	311	344	385	418	446
10	318	350	391	424	453
11	325	356	397	429	459
12	331	362	402	434	466

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WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<p style="text-align: center;">Level 6 - Reaching</p> <p>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.</p>			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas specific to particular content areas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social, instructional and some content-related words and phrases

WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<p style="text-align: center;">Level 6 - Reaching</p> <p>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.</p>			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**



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:

6 Reaching	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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

STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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.

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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 _____

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**APPLICATION PACKET
FOR
STATE BOARD OF EDUCATION
EMERGENCY PROVISIONAL
CERTIFICATE
2016-2017**

**REVISED
MAY 2016**

**STATE BOARD OF EDUCATION
EMERGENCY PROVISIONAL CERTIFICATE**

**TITLE 33
EDUCATION**

**CHAPTER 12
TEACHERS**

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 DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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>
- 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.

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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.

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

**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:

School District/Charter Name and District # (or other Educational Agency)		Name of Superintendent
Name of Contact Person	Email Address	Phone #
Mailing Address or PO Box #		
City, State, and Zip Code		

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

Last Name	First Name	Middle Initial	EDUID #
Date of Birth	Email Address	Phone #	
Mailing Address or PO Box #			
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?

<input type="checkbox"/> Elementary	Endorsement(s) _____
<input type="checkbox"/> Secondary	Endorsement(s) _____
<input type="checkbox"/> Exceptional Child	Endorsement(s) _____
<input type="checkbox"/> 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?
(Please consult the current Assignment Credential Manual at <http://sde.idaho.gov/tech-services/isee/index.html>)

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.)

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

FORM B1-A

APPLICATION

FOR

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

THIS SECTION FOR OFFICIAL USE ONLY	Fee	Date Paid	Check #	Date Entered	Date Issued	Date Expired	FP Status
---	-----	-----------	---------	--------------	-------------	--------------	-----------

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

<input type="checkbox"/>	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).
<input type="checkbox"/>	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).
<input type="checkbox"/>	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).
<input type="checkbox"/>	Interim ABCTE (applicant has a valid ABCTE certificate and is applying for the Idaho interim certificate).
<input type="checkbox"/>	Interim School Nurse (applicant has a current valid Idaho professional nursing (RN) license but has not completed a school nurse program).
<input type="checkbox"/>	Emergency Provisional Certificate (Emergency Use ONLY) - applicant has at least two (2) years college training.
<input type="checkbox"/>	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.)
<input type="checkbox"/>	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		Last 4 digits of SS#
Maiden/Other Name		EDU ID #
Email Address		Birth Date
Street or PO Box #		Phone #
City, State, Zip Code		Gender <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE

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

Certificate # 1		Certificate # 3	
Certificate # 2		Certificate # 4	

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

Endorsement # 1		Endorsement # 4	
Endorsement # 2		Endorsement # 5	
Endorsement # 3		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).

	College/University Name	Course Title	Semester Attended	Credits Earned
a.				
b.				
c.				

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

	School District Name	Assignment
a.		
b.		

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)

Consortium Member	Name	Title	Phone #
College/university contact (NA for ABCTE)			
School District Representative (Principal/Administrator)			
Mentor			

continued on next page

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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?**

Check one ☐ YES ☐ NO

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.

- 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.

Check one ☐ YES ☐ NO

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, REVOCATION 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

Revised 5-25-16

STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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

STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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.clarkcountyschools161.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

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**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

**Clark County School District 161
School Board Work Meeting
March 27, 2017**

MINUTES

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.

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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
-------------	------

STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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.

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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 – Resumé for Charlotte McKinney	Page 6
Attachment 3 – Resumé for Clara Allred	Page 7
Attachment 4 – Resumé for Marjean McConnell	Page 10
Attachment 5 – Resumé 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 interest 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 ____

STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017

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 ____

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**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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 6/30/19

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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STATE DEPARTMENT OF EDUCATION

APRIL 20, 2017

Charlotte McKinney

644 Wall Creek Road.
Clearwater, ID 83552

208-926-4676
mckinneyc@sd244.org

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

STATE DEPARTMENT OF EDUCATION

APRIL 20, 2017

Clara Ann Allred Ed.S

912 Hankins Road, Twin Falls, ID 83301 - 208-308-2789 (Cell)

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

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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, Chapple Hill, NC.
2002-2003	Autism Team, Twin Falls School District, Twin Falls, ID.
2002-2007	MANDT Training, Twin Falls, and Gooding School Districts.
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.
Summer-1995	American Psychological Association Careers Program, Studied Psychology in France, England, and Switzerland.
1987-1992	Emergency Medical Technician, (EMT) Howe, 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

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

Clara Ann Allred Ed.S

Presentations

Idaho Special Education Manual, 2005 and 2016

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

Elliot, S.N., Braden, J.P., White, J.L., (2001), Assessing One and All, Chris, (pp 69, 106-109) Council for Exceptional Children, Arlington, Virginia

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

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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@d93.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 |

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APRIL 20, 2017**

- 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

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APRIL 20, 2017**

Jennifer L. Snow

College of Education
Boise State University
1910 University Drive
Boise, ID 83725-1745
(208) 426-2260

jennifersnow@boisestate.edu

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.

2014-15 – Liaison to elementary and secondary partner schools. Total: 15 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)

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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

2014–Present. *Associate Dean*. Coordinate, facilitate, supervise. Accreditation reporting.

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

2002–2003. *Professional Development Associate* – University-based partner in State College Area School District-Penn State University Elementary PDS Partnership (ATE2002 Distinguished Program Award Winner). Supervised elementary school interns in a yearlong, integrated PDS program. Observed weekly, promoted reflective teaching, supported teacher inquiry, and lead field experience seminars. Collaborated with mentor teachers on teacher development and performance-based assessment of interns. Conducted annual program evaluations.

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:

- 1997-1999** *High School Teacher.* North Marion High School, **Professional Development School**, Marion County, WV. Taught *Journalism I, II, and III; Creative Writing* – introductory and advanced courses in journalism, newspaper, yearbook, and school publicity (grades 9 – 12). Contributed to the creation of county and state standards for journalism curriculum. Advised monthly publication of award-winning student newspaper and yearbooks. Managed Journalism Department finances. Handled news releases and school publicity.
- 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

- Snow, J.L.**, Dismuke, S.D., Zenkert, A.J., & Loffer, C. (in press). Re-culturing Educator Preparation Programs: A Collaborative Case Study of Continuous Improvement. Re-submitted to *The Teacher Educator*.
- Snow, J.L.**, Martin, S.D., & Dismuke, S. (2015). "We do more than discuss good ideas": A Close Look at the Development of Professional Capital in an Elementary Education Liaison Group. *Teacher Education Quarterly* (42), 2, pp. 43-63.
- 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.
- Snow, J.L.** & Martin, S.D. (2014). Confessions of Practice: Multi-dimensional Interweavings of our Work as Teacher Educators. *The New Educator*, 10 (4), 331 – 353.
- Snow, J.L.** & Zenkert, A. J. (2012). Positions toward Inquiry: Partners in Knowledge Construction and Teacher Development Across the Professional Life Span. *Swiss Journal of Education*.

Research and Scholarship (continued):

Refereed Articles (continued)

- Martin, S. **Snow, J.L.** & Torrez, C. (2011). Navigating the Terrain of Third Space: Tensions With/In Relationships in School-University Partnerships. *Journal of Teacher Education*, 62 (3) 299 - 311.
- Snow-Gerono, J.L.** (2010). Living an Inquiry Stance Toward Teaching in School-University Partnerships. *Teacher Education and Practice*, 23(3), 331 – 334.
- Snow-Gerono, J.L.** (2009). Voices less silenced: What do veteran teachers value in school-university partnerships and initial teacher preparation? *The Teacher Educator*, 44 (4).
- Snow-Gerono, J.L.** & Gregory, A. (2009). Which path to educational equity? External policy influences internal school goals. *Interchange*, 40 (1), 1 - 22.
- Snow-Gerono, J.L.**, Dana, N.F., & Nolan, J.F. (2008). Following up with PDS graduates: An emergent theory of novice teacher leadership. *School-University Partnership Journal*, (2), 2, 55 - 68.
- Snow-Gerono, J.L.** (2008). Locating supervision: A reflective framework to negotiating tensions within conceptual and procedural foci for teacher development. *Teaching and Teacher Education* (24), 1502 - 1515.
- Hale, A., **Snow-Gerono, J.L.**, & Morales-Brendefur, F., (2008). Transformative education for culturally diverse learners through narrative and ethnography. *Teaching and Teacher Education*. (24), 6, 1413-1425.
- Snow-Gerono, J.L.** & Budge, K. (2008). Subject, self, and social for leadership of place. *Academic Exchange Quarterly* (12), 2, 150 - 154.
- Franklin, C.A. & **Snow-Gerono, J.L.** (2007). Perceptions of Teaching in an Environment of Standardized Testing: Voices from the Field. *The Researcher*(21), 1, 2 - 21.
- Freedman, D. M., **Snow, J.**, Slonaker, A., Antrop-Gonzalez, R., Duo, P. C., Huang, Hsiu-Ping (2006). Yearbook Disclosure In/Ex-Clusion: Excavating Past Dirt, Identity, and Memory. *Journal of Curriculum Theorizing* (22) 4, 123 - 134.
- Snow-Gerono, J.L.** & Franklin, C.A. (2006). Mentor Teachers Share Views on NCLB Implementation: What are the Affects on Initial Teacher Preparation? *Kappa Delta Pi Record* (43), 1, 20 - 24.
- Henning, M.B., **Snow-Gerono, J.L.**, Reed, D. & Jones, A. (2006). Listening to children think critically about Christopher Columbus. *Social Studies and the Young Learner* (10), 2, 19 - 22.

Research and Scholarship (continued):

Refereed Articles (continued)

- Dana, N.F., Yendol-Silva, D. & **Snow-Gerono, J.L.** (2006). Deconstructing Inquiry: Exploring the Domains and Contents of Teachers' Questions. *Action in Teacher Education*, 27 (4), pp. 59 - 71.
- Snow-Gerono, J.L.** (2005). Naming inquiry: PDS teachers' perceptions of teacher research and living an inquiry stance toward teaching. *Teacher Education Quarterly*, 32 (4) pp. 79 - 95.
- Snow-Gerono, J.L.** (2005). Professional Development in a Culture of Inquiry: PDS Teachers Identify the Benefits of Professional Learning Communities. *Teaching and Teacher Education*, 21(3) 241-256.
- Gregory, A., Rawley, M.A., Rogien, L.R., **Snow-Gerono, J.**, & Yates, D.L. (2005). A Factious Analogous Analysis of *No Child Left Behind* Through the Lens of *Harry Potter and the Order of the Phoenix*. *The Researcher*, 19 (1) pp. 42 - 52.
- Snow-Gerono, J.L.**, Yendol-Silva, D. & Nolan, J.F. (2002). Reconceptualizing curriculum for the PDS: University faculty negotiate tensions in collaborative design of methods courses. *Action in Teacher Education*, 24 (3), 63 - 73.
- Dana, N.F., Yendol-Silva, D., & **Snow-Gerono, J.** (2002). Building a culture of inquiry in a Professional Development School. *Teacher Education & Practice*, 15(4), 71-89.
- Bullock, P., Park, V., Rodriguez, E., & **Snow, J.L.** (2002). Redefining interdisciplinary curriculum: Collaboration and change in secondary teacher education. *Interchange*, 33 (2), 159 - 182.
- Snow-Gerono, J.**, Dana, N.F., & Silva, D.Y. (2001). Where are they now? PDS interns emerge as first-year teacher leaders. *The Professional Educator*, 24 (1), 35 - 48.

Book Chapters

- Torrez, C.A. F., **Snow-Gerono, J.L.**, & Martin, S. (2011). Negotiating Complex Relationships in School-University Partnerships: Befuddled, Bewildered, and Even Bemused. In Nath, J.L., Ramsey, J., Guadarrama, I. (Eds.) *Investigating University/School Partnerships: A Volume in Professional Development School Research. Professional Development School Research Volume IV.* (249 - 268), Information Age Publishing.
- Osguthorpe, R. & **Snow-Gerono, J.L.** (2010). Decorating for NCATE. In Pinnegar, S. (Ed.) *Tensions in Teacher Preparation: Accountability, Assessment, and Accreditation, Volume 12* within the *Advances in Research on Teaching*. (pp. 35 - 54). Emerald Group Publishing Inc.

Research and Scholarship (continued):

Book Chapters (continued)

- Gregory, A. & **Snow-Gerono, J. L.** (2010). Embracing alternatives: Examining family constructs in the stories of early childhood. In Carole Rhodes & Lori Wolf (Eds.). *Exploring social justice issues in teacher education*. (pp. 77 – 105).
- Snow-Gerono, J.L.** (2008). Portraits of an inquiry stance toward teaching: Exploring explicit relationships between inquiry and PDS. In Guadarrama, I., Ramsey, J., & Nath, J. (Eds.) *Research in Professional Development School Series, Volume 3*. (pp. 295 – 317). Charlotte, NC: Information Age Publishing.
- Gregory, A. & **Snow-Gerono, J.L.** (2008). Understanding early literacy learning and teaching. In Larocque, M. & Darling, S.M. (Eds.) *Blended curriculum in the inclusive K-3 classroom: Teaching ALL young children*. Boston: Pearson Education.
- Snow-Gerono, J.L.** & Franklin, C.A. (2007). Accountability System's Narrowing Effect on Curriculum in the United States: A Report Within an Elementary Education Teacher Certification Program. L. Deretchin & C. Craig (Eds.) *ATE Teacher Education Yearbook XV: International Perspective on Accountability Systems and Their Impact on Students, Society and Teacher Preparation* (pp. 97 – 112). Scarecrow Education Publications.
- Snow-Gerono, J.L.** (2007). Calling for democratic education through curriculum work... In J.D. Marshall, J. Sears, Allen, L., Roberts, P., & Schubert, W. *Turning points: A contemporary American memoir*, (Afterword), (pp. 273-277) New Jersey: Prentice-Hall.
- Antrop-Gonzalez, R., Freedman, D. M., **Snow-Gerono, J.**, Slonaker, A., Duo, P. C., & Huang, Hsiu-Ping (2006). Understanding school culture: In/Exclusion within yearbook discourses. In D. E. Armstrong and B. J. McMahon (Eds.). *Inclusion in urban educational environments: Addressing issues of diversity, equity, and social justice*. Greenwich, CT: Information Age Publishing.
- Snow-Gerono, J.L.** & Franklin, C.A. (2006). Teacher Education in an Era of Standardization and Accountability: Elementary School Teachers Share their Perceptions of Teaching and Mentoring in an Environment of Testing. Proceedings for the 4th Annual Hawaii International Conference on Education, January, ISSN# 1541-5880.
- Snow-Gerono, J.L.** & Slonaker, A.L. (2004). Finding our discursive selves: Examining positionality and (silent) voices in school-university partnerships. In L. Coia, N. Brooks, S.J. Mayer, P. Pritchard, E. Heilman, M.L. Birch, & A. Mountain. (Eds.) *Democratic Responses in an Era of Standardization* (pp. 51 - 69), Troy, NY: Educators International Press, Inc.

Invited Commentary

Snow-Gerono, J.L. & Franklin, C. (2007). Unintended consequences: Raising the bar on achievement may narrow the scope of learning. *Idaho Issues Online*.

Research and Scholarship (continued):

Book Reviews

Invited

Dismuke, S. & Snow, J.L. (2015). *IN/Exclusion in Elementary Education Learning Environments: A Book Review of Effective Inclusion Strategies for Elementary Teachers*. Teachers College Record on-line publication www.tcrecord.org

Snow-Gerono, J.L. (2004). Journeying for Social Justice: A Review of Walking the Road: Race, Diversity, and Social Justice in Teacher Education. *Teachers College Record* on-line publication www.tcrecord.org, May 10, 2004 issue.

Snow-Gerono, J.L. (2003). Who is asking the questions? A review of Disturbing PrActice: Reading teacher education as text. *Teaching Education*, 14 (3) 339 - 341.

Snow, J.L. and Marshall, J.D. (2002). The more things change...: Rediscovering stubbornness and persistence in school-university collaborations [A review of *Collaborative reform and other improbable dreams*]. *Journal of Curriculum Studies*, 34 (4), 481 – 494.

Publications Under Review

Snow, J.L., Wenner, J., & Dismuke, S., (2017). Professional Positioning as Inquiry: A Key to the Early Years of Teaching. *Journal of Teacher Education*.

Snow, J.L., Dismuke, S., Loffer, C. & Eliaison, M. (2016). Complicating Complexity in Teacher Development: Inquiry Communities in Induction. *The New Educator*.

Grants

Enright, E. **Snow, J.L.**, Dismuke, S. (2016, Summer). Investigating the Phenomenon of Feedback in Teacher Preparation: How Might it Influence Teacher Development and K-12 Student Learning? Grant proposal submitted to the Institute of Education Sciences.

Thiede, K., Semmelroth, C., **Snow, J.L.**, Cross, K., & Seibert, C. (2016). *Evaluating teachers with Danielson Framework for Teaching*. Grant proposal accepted by Idaho State Board of Education, (\$200,000). Not Funded

Grants (continued):

Thiede, K., Osguthorpe, R.D., Brendefur, J. & Snow, J. (2012). *Improving teaching and classroom assessment by investigating the accuracy of student performance monitoring*. Grant proposal submitted to the U.S. Department of Education, Institution of Education Sciences (CASL) (\$1,391,745). Funded

Professional Development in Content Area Literacy. No Child Left Behind Act of 2001 Eligible Partnership Subgrants. (Submitted with **Co-Principal Investigators** Anne Gregory, **Jennifer L. Snow-Gerono**, and Lee Dubert; and Susan Martin, Rosemary Palmer, Tanya Peters, Stan Steiner, and Roger Stewart (2006-2007). **Funded: \$200,000.**

Social Justice Through Literacy. Research project in Southwestern Idaho elementary school. **Jennifer L. Snow-Gerono** and Anne Gregory (2004 – 2005). Boise State University Faculty Research Grant **funded: \$4,998.**

Helping Adolescent Readers and Their Teachers: Collaborative Virtual Professional Development. Teacher Quality Research – Reading and Writing Grants (Total Budget Requested: \$1,500,000). Submitted and denied with Principal Investigator Lee Dubert; Susan Martin, Anne Gregory, Rosemary Palmer, Roger Stewart, **Jennifer L. Snow-Gerono**, and Mary Ann Rawley (2005 – 2008).

Changing the Nature of Instruction: Professionalizing Teaching and Learning. Teacher Quality Grant submitted and denied (\$676,726) Jonathan Brendefur, Anne Gregory, and **Jennifer L. Snow-Gerono** (2004 – 2007).

Evaluation/Technical Reports

Snow, J.L. (2015). *Boise State Self-Study*. Submitted to Council for Accreditation of Educator Preparation.

Snow-Gerono, J.L. (2002). *The Professional Development School Story continued: Assessing the impact of year four (2001 – 2002) of the State College Area School District – Pennsylvania State University Elementary Professional Development Schools*. Submitted to the State College Area Board of School Directors.

Snow-Gerono, J.L., Dana, N.F., & Nolan, J.F. (2002). *The Professional Development School Story continued: Assessing the impact of year three (2000 – 2001) of the State College Area School District – Pennsylvania State University Elementary Professional Development Schools*. Submitted to the State College Area Board of School Directors.

SCASD-Penn State Elementary PDS Partnership. (2002). *Simultaneous Renewal Through Inquiry*. Application report submitted to the Association of Teacher Educators for the 2002 Distinguished Program in Teacher Education.

Evaluation/Technical Reports (continued):

Nolan, J., **Snow, J.**, and Lehman, H. (2000). *The Professional Development School Story continued: Assessing the impact of year two (1999 – 2000) of the State College Area School District – Pennsylvania State University Elementary Professional Development Schools*. Submitted to the State College Area Board of School Directors.

International/National Conference Presentations

Snow, J.L. & Dismuke, S. (2016, October). Complicating Complexity. Paper presented at the annual COPIS Conference, Tampa, FL.

Enright, E., **Snow, J.L.**, & Dismuke, S. (2016, October). Investigating the Phenomenon of Supervisor Feedback. Paper presented at the annual COPIS Conference, Tampa, FL.

Snow, J.L., Dismuke, S., Zenkert, A.J., Loffer, C. (2016, April). Teacher Performance Assessment: Living an Inquiry Stance Toward Teaching Teachers, Paper presented at the annual American Educational Research Association, Washington, D.C.

Dismuke, S., **Snow, J.L.**, & Eliaison, M. (2016, April). The First Years: A Case Study of Educator Preparation Program Completer Effectiveness. Paper presented at the annual American Educational Research Association, Washington, D.C.

Dismuke, S., **Snow, J.L.**, Eliaison, M., & Loffer, C. (2016, April). Re-Visioning Teacher Education Program Evaluation and Teacher Induction: A Mutually Beneficial Inquiry of Teacher Effectiveness. Paper presented at the annual American Educational Research Association, Washington, D.C.

Snow, J.L. (2015, April). *Supervisor Feedback Based on Purpose and Role: A Self-study of Observation Feedback for Teacher Candidates*. Paper presented at the annual American Educational Research Association, Chicago, IL.

Snow, J.L. (2015, April). *Implementing the Common Core State Standards in Elementary Schools: A Case Study of Voices from the Field*. Paper presented at the annual American Educational Research Association, Chicago, IL.

Dismuke, S. **Snow, J.L.**, Zenkert, A. J., & Loffer, C. (2015, April). *Embracing Transformation in Teacher Preparation: A Collaborative Case Study of Piloting Initiatives for Program Improvement*. Paper presented at the annual American Educational Research Association, Chicago, IL.

Dismuke, S., **Snow, J.L.**, & Martin, S. (2015, April). *Developing Professional Capital in an Elementary Education Liaison Group*. Paper presented at the annual American Educational Research Association, Chicago, IL.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Thiede, K. W., Brendefur, J., Carney, M., Osguthorpe, R., Snow, J., Bremner, A., Oswalt, S., & Woodard, S. (2013). *A Metacognitive Model of Teaching*. Poster presented at the 2013 Annual Meeting of the Psychonomic Society, Toronto, Canada.

Snow, J.L., & Martin, S.M. (2013, April). Confessions of Practice. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Martin, S. M., **Snow, J.L.**, Osguthorpe, R.D., Coll, K. & Boothe, D. (2012, *February*). Engaging in Third Space: Implementing a Shared Leadership Model in One Teacher Education Unit. Symposium presented at the annual meeting of the American Association of Colleges and Teacher Education, Chicago, IL.

Snow, J.L. & Zenkert, A. J. (2012, *February*). Shared Supervision Structures for Enhanced Partnerships and Meaningful Clinical Experience. Paper presented at the annual meeting of the Association of Teacher Educators, San Antonio, TX.

Martin, S. M., **Snow, J.L.**, & Torrez, C.A. (2011, April). Navigating the Terrain of Third Space: Tensions With/In Relationships in School-University Partnership. Paper presented at the annual meeting of American Educational Research Association, New Orleans, LA.

Snow, J.L., Hansen, F.B., Zenkert, A. J., & Gregory, A.E. (2011, April). Studying High-Quality Teachers Through Responsibly Just Engagement. Paper presented at the annual meeting of American Educational Research Association, New Orleans, LA.

Snow, J.L. & Zenkert, A. J. (2011, April). Inquiry Communities for an Inquiry Stance Toward Teaching at Multiple Levels. Poster presented at the annual meeting of American Educational Research Association, New Orleans, LA.

Snow, J.L., Coll, K., Martin, S. M., Osguthorpe, R.D. & Boothe, D. (2011, February). Telling the Story of Teacher Education Team (TET): Insights, Challenges and Connections to Outcomes. Interactive Dialogue at the annual meeting of the American Association of Colleges of Teacher Education, San Diego, CA.

Snow, J.L. & Zenkert, A. J. (2010, October). Cultivating Inquiry Stance. . . . Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Akron, Ohio.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

- Snow, J.L.**, Hansen, F.B., Zenkert, A. J., & Gregory, A. E. (2010, April/May). Responsibly Just Engagement: Designing Systems and Frameworks for High Quality Teaching. Paper presented at the annual meeting of American Educational Research Association, Denver, CO.
- Snow, J.L.** & Zenkert, A. J. (2010, April/May). Cultivating an inquiry stance toward teaching: Authentic modeling and practice. Paper presented at the annual meeting of American Educational Research Association, Denver, CO.
- Torrez, C.A. & **Snow, J.L.** (2010, February). Four Years Later--Not Much Has Changed: Teaching in a Testing Environment. Paper presented at the annual meeting of Association of Teacher Educators, Chicago, IL.
- Snow, J.L.**, Hansen, F.B., Zenkert, A. J., & Gregory, A. (2009, October). Educating for responsibly just engagement: What will it take to ensure high quality experiences. Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.
- Bullock, P. & **Snow, J.L.** (2009, October). Teacher educator and LGBTQ issues: Why are we seeing straight? Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.
- Gregory, A.E., Cahill, M.A., **Snow-Gerono, J.L.**, Zenkert, A. J., Walther, J. VonMaur, A. (2008, December). Questioning texts: An analytic look at the texts of research-based programs. Paper presented at the annual meeting of the National Reading Conference,
- Snow-Gerono, J.L.** (2008, October). Supervision in teacher education: Collaborative inquiry groups to move 'beyond the triad.' Paper presented at annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.
- Zenkert, A.J. & **Snow-Gerono, J.L.** (2008, October). Male elementary school teachers: Characteristics with/in the life of 'other.' Paper presented at annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.
- Snow-Gerono, J.L.** (2008, March). Voices less silenced? Perceptions of inservice teachers in education reform for initial teacher preparation. Paper presented at annual meeting of American Educational Research Association, New York, NY.
- Franklin, C.A., **Snow-Gerono, J.L.** Martin, S. (2008, March). Befuddled, bewildered, and even bemused: A self-study of teacher educators in school-university partnerships. Paper presented at annual meeting of American Educational Research Association, New York, NY.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Bullock, P.L., Slonaker, A., **Snow-Gerono, J.L.**, Espinosa-Dulanto, M., Duque, G., & Slonaker, B. (2008, March). Social justice educators. Roundtable presented at annual meeting of American Educational Research Association, New York, NY.

Budge, K. & **Snow-Gerono, J.L.** (2007, November). *A 'Red' State, White Aspiring Leaders, and 'Blue' Faculty: Place, Politics, and Social Justice*. Paper presented at 21st Annual University Council for Education Administration Conference, Washington, D.C.

Snow-Gerono, J.L. (2007, October). *Balancing Teacher and Student Inquiry for Growth in a Democracy: A School-University Partnership in an Age of Accountability*. Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Budge, K. & **Snow-Gerono, J.L.** (2007, October). *Critical Place-conscious Leaders: "Blue" Faculty and White Aspiring Leaders in a Red State*. Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Gregory, A., **Snow-Gerono, J.L.**, Loffer, C., & Cahill, M.A. (2007, October). *Constructing Critical Literacy: Self-reflexive Ways for Curriculum and Pedagogy*. Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Bullock, P., Slonaker, A., **Snow-Gerono, J.**, Slonaker, B., Espinosa, M., Duque, G. (2007, October). *Coming out as social justice educators: Conflicts and dilemmas in mainstream institutions*. Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Snow-Gerono, J.L., Peters, T., Gregory, A., & Palmer, R. (2007, April). *Professional development for teacher leadership: Democracy within and across secondary schools for teaching for understanding*. Paper presentation at annual meeting of American Educational Research Association, Chicago, Illinois.

Franklin, C.A. & **Snow-Gerono, J.L.** (2007, April). *Novice teachers and accountability: Realities of working towards quality education*. Paper presentation at annual meeting of American Educational Research Association, Chicago, Illinois.

Franklin, C.A. & **Snow-Gerono, J.L.** (2007, February). *Accountability Systems' Narrowing Effect on Curriculum in the United States: A Report Within an Elementary Education Teacher Certification Program*. Invited presentation at the annual meeting of the Association of Teacher Educators, San Diego, CA.

Snow-Gerono, J.L. & Gregory, A. (2006, October). *Imagining safe (con)texts: Curriculum of family constructs and stories of early childhood*. Roundtable discussion at annual meeting of the Curriculum and Pedagogy Group, Balcones Springs, Texas.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

- Bullock, P., **Snow-Gerono, J.L.**, Slonaker, A., Darcy, G.D., Slonaker, B., & Antrop-Gonzalez, R. (2006, October). *Curriculum workers network: Fostering support of social justice research action across diverse locations and contexts*. Paper presentation at annual meeting of the Curriculum and Pedagogy Group, Balcones Springs, Texas.
- Snow-Gerono, J.L.** & Gregory, A. (2006, April). *Working toward social justice through literacy within a 'standardized' context of professional development*. Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.
- Gregory, A. & **Snow-Gerono, J.L.** (2006, April). *Imagining alternatives: Family constructs, stories of early childhood, and making ready for children*. Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.
- Franklin, C.A. & **Snow-Gerono, J.L.** (2006, April). *Agency and frustration: Preservice teachers' perceptions of teaching in an environment of testing and accountability*. Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.
- Franklin, C.A. & **Snow-Gerono, J.L.** (2006, January). *Teacher education in an era of standardization and accountability: Elementary school teachers share their perceptions of teaching and mentoring in an environment of testing*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.
- Gregory, A. & **Snow-Gerono, J.L.** (2005, December). *Literacy as transformative practice: Teachers' inquiry into social justice*. Paper presented at the annual National Reading Conference, Miami, FL.
- Gregory, A. & **Snow-Gerono, J.L.** (2005, December). *Acknowledging alternatives: Examining family constructs in the stories of early childhood*. Study group conducted at annual National Reading Conference, Miami, FL.
- Gregory, A., **Snow-Gerono, J.** & Billetz, N. (2005, November). *Balancing literacy instruction in the prek-primary grades in the norms of NCLB*. Workshop presented at the 45th Biennial Convocation, Kappa Delta Pi, Orlando, Florida.
- Snow-Gerono, J.L.** & Gregory, A. (2005, October). *Embracing a federal mandate? Teachers join together to implement program and cultivate learning communities*. Paper presented at the 6th Annual Conference on Curriculum and Pedagogy, Miami, Ohio.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Snow-Gerono, J.L. & Franklin, C. (2005, October). *Elementary school teachers' perceptions of teaching and curriculum in an environment of increased testing and accountability: Walking the middle of the road*. Paper presented at the 6th Annual Conference on Curriculum and Pedagogy, Miami, Ohio.

Snow-Gerono, J.L. Cahill-Rawley, M.A., Yates, D., Gregory, A.E. & Rogien, L.R. (2005, April). *A factionous analogous analysis of No Child Left Behind through the lens of Harry Potter and The Order of the Phoenix*. NRMERA Distinguished Paper presented at the annual American Educational Research Association, Montreal, Canada.

Snow-Gerono, J.L. & Franklin, C.A. (2005, February). *Teaching in an environment of testing: Mentor teachers in a school-university partnership share the influences of high-stakes testing on their teaching and mentoring*. Paper presented at the annual Association of Teacher Educators, Chicago, IL.

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.

Slonaker, A., **Snow-Gerono, J.L.**, Slonaker, B., Bullock, P., & Duque, G. (2004, October). *Deliberating differently for social justice: A transparent, public democratic project*. Interactive discussion at the annual Curriculum and Pedagogy conference, Miami, OH.

Dana, N.F., **Snow-Gerono, J.L.** & Nolan, J.F. (2004, April). *Following up with PDS graduates: An emergent theory of teacher leadership*. Paper presented at the annual American Educational Research Association, San Diego, CA.

Snow-Gerono, J.L., Nolan, J.F., Hil Kirk, K., & Badialo, B. (2004, February). *Assessing the impact of Professional Development School partnerships*. Paper presented at the annual American Association for Colleges of Teacher Education, Chicago, IL.

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.

Slonaker, A. and **Snow-Gerono, J.L.** (2003, October). *Finding our discursive selves: Examining positionality and (silent) voices in school-university partnerships*. Presentation at the 4th Annual Curriculum and Pedagogy Conference, Decatur, GA.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Ruth, A.E. & **Snow-Gerono, J.L.** (2003, April). *Mentoring in a PDS: Exploring the Simultaneous Development of a Mentor Teacher and her Intern.* Paper Presentation at the American Education Research Association, Chicago, Illinois.

Snow-Gerono, J.L. (2003, April). *Professional Development in a Culture of Inquiry: A PDS Partnership and its Impact on Teacher Researchers.* Paper Presentation at the American Education Research Association, Chicago, Illinois.

Snow-Gerono, J.L. (2003, April). *A Portrait of an Inquiry Stance: Teachers Researchers' Perceptions of Inquiry and how it Impacts Professional Development.* Paper Presentation at the American Education Research Association, Chicago, Illinois.

Snow-Gerono, J.L., Nolan, J.F., Dana, N.F., Ruth, A.E., McCarty, C., Alekna, M., Fanelli, S., & Jacobs, J. (2003, February). *Developing teacher leaders within a Professional Development School internship: Following up with PDS graduates.* Professional Clinic Presentation at the Association of Teacher Educators 83rd Annual Meeting, Jacksonville, Florida.

Snow-Gerono, J.L. & Slonaker, A. (2002, October). *Tipping the scales in school-university partnerships: Deconstructing a democratic dialectic.* Interactive Discussion at the 3rd Annual Curriculum and Pedagogy Conference, Decatur, GA.

Slonaker, A. & **Snow-Gerono, 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.

Dana, N.F., Abruzzo, S., Gimbert, B.G., Nolan, J., Silva, D.Y., **Snow-Gerono, J.,** Henning, M.B., Zembal-Saul, C. (2002, February). *Developing the teacher education curriculum for Professional Development Schools.* Professional Clinic Presentation at the Association of Teacher Educators 82nd Annual Meeting, Denver, Colorado.

Dana, N.F., Nolan, J.F., Abruzzo, S., Bradley, B., Easley, J., Henning, M.B., **Snow-Gerono, J.,** & Zembal-Saul, C., (2002, January). *Research and scholarship in the SCASD-Penn State Elementary PDS partnership.* Roundtable Presentation at The Holmes Partnership Sixth Annual Conference, San Antonio, Texas.

Dana, N.F., Nolan, J.F., Abruzzo, S., Bradley, B., Easley, J., Henning, M.B., **Snow-Gerono, J.,** & Zembal-Saul, C., (2002, January). *Preparing Future Teacher Educators Through Engagement in Collaborative Supervision and Program Development in the Professional Development School.* Paper Presentation at The Holmes Partnership Sixth Annual Conference, San Antonio, Texas.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

- Dana, N.F., Nolan, J.F., Abruzzo, S., Bradley, B., Easley, J., Henning, M.B., **Snow-Gerono, J.**, & Zembal-Saul, C., (2002, January). *SCASD - Penn State PDS Partnerships*. Roundtable Presentation at The Holmes Partnership Sixth Annual Conference, San Antonio, Texas.
- Rodriguez, E., Bullock, P., Freedman, D. **Snow-Gerono, J.** (2001, October). *Disrupting to create anew: exploring the possibilities of narratives in the classroom*. Paper Presentation at the Conference on Curriculum and Pedagogy, Victoria, Canada.
- Slonaker, A., **Snow-Gerono, J.**, & Slonaker, B. (2001, October). *Yearbook discourse In/Ex-clusion: Excavating past dirt, identity, and memory*. Interactive Discussion at the Conference on Curriculum and Pedagogy, Victoria, BC, Canada.
- Freedman, D., Duo, P., Antrop-Gonzalez, R., Huang, H., Slonaker, A., & **Snow-Gerono, J.** (2001, October). *Excavating meaning: past dirt, identity, and memory within/on/between yearbook discourses*. Paper Presentation at The Conference on Curriculum Theory and Classroom Practice (the Bergamo Conference), Dayton, Ohio.
- Snow, Jennifer L.** and Silva, Diane Y. (2001, April). *Reconceptualizing Curriculum for the Professional Development School: Methods Faculty Self-Reflections*. Paper Presentation at the American Education Research Association, Seattle, Washington.
- Snow, Jennifer L.**, Freedman, Debra; Rodriguez, Encarna; and Bullock, Patricia. (2000, November). *Narratives as emancipatory practice: The reconceptualizing of a secondary education course*. Paper Presentation at the 1st Annual Conference on Curriculum and Pedagogy, Austin, Texas.
- Snow, Jennifer L.**; Rodriguez, Encarna; and Bullock, Patricia. (2000, November). *Ask my paper doll who I am as a teacher...* Paper Presentation at the Arts-based Educational Research Conference, Austin, Texas.
- Snow, Jennifer L.** and Dempsey, Van. (1999, February). *Coordination of Teacher Education at a PDS*. Presentation at the 4th Annual Kansas University PDS Conference, Kansas City, Missouri.

Regional Conference Presentations

- Snow-Gerono, J.L.**, Gregory, A., & Rawley, M.A. (2005, October). *No teacher left behind: Teams benefit literacy learning*. Paper presented at the 23rd Annual Conference Northern Rocky Mountain Educational Research Association. Jackson Hole, Wyoming.

Research and Scholarship (continued):

Regional Conference Presentations (continued)

Franklin, C. & **Snow-Gerono, J.** (2005, October). *Teachers and testing: Mentor teachers share experiences*. Paper presented at the 23rd Annual Conference Northern Rocky Mountain Educational Research Association. Jackson Hole, Wyoming.

Gregory, A. & **Snow-Gerono, J.L.** (2005, October). *Embracing alternatives in the Stories of Early Childhood*. Paper presented at the 23rd Annual Conference Northern Rocky Mountain Educational Research Association. Jackson Hole, Wyoming.

Snow-Gerono, J.L. Cahill-Rawley, M.A., Yates, D., Gregory, A.E. & Rogien, L.R. (2004, October). *A factious analogous analysis of No Child Left Behind through the lens of Harry Potter and The Order of the Phoenix*. Paper presented at the annual Northern Rocky Mountain Educational Research Association, Custer, SD.

Gregory, A.E. & **Snow-Gerono, J.L.** (2004, October). *Literacy and social justice: Teachers' inquiry for transformative practice*. Paper presented at the annual Northern Rocky Mountain Educational Research Association, Custer, SD.

Snow-Gerono, J.L. & Ruth, A.E. (2002, October). *Exploring the journey of a PDS intern graduate into a PDS mentor teacher*. Paper Presentation at the 31st annual meeting of The Pennsylvania Association of College and Teacher Educators, Hershey, PA.

Snow-Gerono, J.L., Dana, N.F., Nolan, J.F., Ruth, A.E., McCarty, C., Thulin, J., Amond, M. & Alekna, M. (2002, October). *The cultivation of teacher leaders in a Professional Development School context*. Workshop presented at the 31st annual meeting of The Pennsylvania Association of College and Teacher Educators, Hershey, PA.

Local Conference Presentations

Snow, Jennifer L. (1995, June). *Public Relations in a PDS*. Workshop for PDS teachers in a partnership with the Benedum Collaborative.

Discussant/Chair for Conference Sessions

Snow, J.L. (2015, April). *Teacher Leadership*. Annual American Educational Research Association, Chicago, IL.

Snow, J.L. (2010, April/May). *Teaching in an Urban Context: Thoughts, Reflections, and Challenges*. Chair. American Educational Research Association, Denver, CO.

Snow, J.L. (2010, April/May). *Professional Development in Social Justice Education*. Chair. American Educational Research Association, Denver, CO.

Research and Scholarship (continued):

Discussant/Chair for Conference Sessions (continued)

- Snow, J.L.** (2010, April/May) *Exploring Discipline-Based Issues in Preservice Teacher Education*. Chair. American Educational Research Association, Denver, CO.
- Snow-Gerono, J.L.** (2008, March). *Early career to veteran teachers' professional development learning experiences*. Discussant (four papers). American Educational Research Association, New York, NY.
- Snow-Gerono, J.L.** (2008, March). *Learning from others: Mentoring and supervision*. (Chair). American Educational Research Association, New York, NY.
- Snow-Gerono, J.L.** (2006, April). *Bridging pre-service teachers' educational experiences through mentoring & practice in the classroom*. Discussant (four papers). American Educational Research Association, San Francisco, CA.
- Snow-Gerono, J.L.** (2006, April). *Teacher research and teacher learning through professional development*. (Chair). American Educational Research Association, San Francisco, CA.
- Snow-Gerono, J.L.** (2005, April). *Technological Innovations in Teacher Preparation and Teacher Development*. Discussant (four papers). American Educational Research Association, Montreal, Canada.
- Snow-Gerono, J.L.** (2005, February). *Research in Preservice Teacher Education*. (Invited Discussant for double session.) Association of Teacher Educators, Chicago, Illinois.
- Snow-Gerono, J.L.** (2003, April). *Supervision as a Moral Endeavor*. (Invited Discussant on Panel for "Stephen Gordon's Perspective on Supervision as a Moral Endeavor.") American Educational Research Association, Chicago, Illinois.

General Professional:

- 2013-Present.** *State Leadership Team Member*. Smarter Balanced Digital Library.
- 2011-Present.** *Co-facilitator*, Idaho IHE Coalition.
- 2010.** *Member*, University of Phoenix State Focused Review Team.
- 2010.** *Participant*, Professional Standards Commission, Elementary Standards Review.
- 2009-2010.** *Facilitator*, AERA Division B (Curriculum Studies) New Faculty Development Seminar.
- 2009-Present.** *Participant*, Association of Teacher Education, Research Committee.
- 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.
- 2005-2007.** *Participant*, Boise State Shared Leadership.

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

2003– 2006. *Inservice* – Presented inservices to Boise School District Special Education Paraprofessionals on Student Management (each semester).

2006. *Participant*, Boise State H3 Project Redesign Seminar.

2004, April. *Participant* – AERA Division K (Teacher Education) New Faculty Development Seminar.

2002-2004. *Book Editor*—Work with Dr. J. Daniel Marshall at Penn State University on the revisions for second edition of book, *Turning Points in Curriculum: A Contemporary American Memoir*.

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.

2009-2012. *Co-Chair*. Program Committee, C&P Council.

2007-Present. *Member*. Council Curriculum and Pedagogy Group.

2007-Present. *Manuscript Reviewer*. Curriculum and Pedagogy Conference Proceedings.

2007-Present. *Book Reviewer*. SAGE Publications, Classroom management texts.

2007-Present. *Member*. Finance Committee, Curriculum and Pedagogy Group.

2006 – Present. *Manuscript Reviewer*. *Journal of Curriculum and Pedagogy*.

2006 – Present. *Manuscript Reviewer*. *Journal of Teacher Education*.

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

2002-Present. *Manuscript Reviewer*, *Action in Teacher Education*.

2006-2010. *Member*, Communications Committee, Curriculum and Pedagogy Group.

2005-Present. *Manuscript Reviewer*. *Journal of School Leadership*.

2007-2009. *Member*. Dissertation Award Committee, Curriculum and Pedagogy Group.

2003-2009. *Chair*, Membership Committee, Curriculum and Pedagogy Group.

2006. *Book Reviewer*. Pearson Education, Curriculum texts.

2002. *Manuscript Reviewer*, *Teaching Education*.

2003. *Book Reviewer*, Allyn & Bacon, Classroom Management texts.

State

2011-Present. *Co-facilitator*. IHE Coalition – Idaho.

2010. *Participant*, Idaho Elementary Education Teacher Professional Standards Revision.

2010. *Reviewer*, Idaho State Department of Education Review of University of Phoenix.

2006. *Reviewer*, NCATE/Idaho State Department of Education Review of NNU teacher education programs – elementary education, master's level reading degrees.

2002. *Participant*, Professional Standards Commission Review of Rubrics and Standards for Elementary Teacher Certification.

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

Service:

University

2013-2014. COE Dean Search Committee.
2012-Present. *Faculty Senate.*
2012. *Interdisciplinary Mentor.*
2011-Present. Naming Committee.
2011-Present. Honorary Doctorate Committee.
2012-Present. Faculty Financial Affairs – Senate Liaison.
2012-Present. *Senate Liaison.* Faculty Financial Affairs Committee.
2009-Present. *Virtual Teaching and Learning with Technology Roundtable*
2007-Present. *Undergraduate Research Committee.*
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.
2002. *Participant,* PDS Digital Video Production Team, 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.
2008-Present. Teacher Education Coordinating Council.
2009-Present. Teacher Education Assessment Work Group.
2004-Present. *Counselor,* Kappa Delta Pi, Installation of Chapter at Boise State University.
2003-2011. *Co-Advisor,* Teacher Education Association, Boise State University.
2009. NCATE Rejoinder Task Force.
2006. *Member.* Bilingual Education Search Committee.
2005 – 2008 *Member,* Curriculum Committee.
2004 – 2008. *Member,* Doctoral Curriculum Committee.
2004-2006. *Member,* Field Guide Revisions.
2004-2005. *Member,* Literacy Search Committee.

CIFS Department

2013. *Member.* Search Committee.(s)
2009-Present. *Facilitator.* Elementary Education Task Force.
2008-2012. *Department Chair.*
2006 – Present. *Chair.* Policy Committee.
2005 – Present. *Member.* Curriculum Committee.
2003-Present. *Member,* Educational Leadership Task Force and Search Committee.
2006 – 2007. *Member.* Search Committees.
2003-2005. *Member,* Promotion and Tenure Committee.

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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 Pfister (Graduated, Summer 2012)

Jane McKeivitt (**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)

**STATE DEPARTMENT OF EDUCATION
APRIL 20, 2017**

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:

American Education Research Association, American Association of Colleges of Teacher Education, Curriculum and Pedagogy Group (Council Member 2007 – 2011), Association of Teacher Educators, and Curriculum Workers Society (Founding member, The Pennsylvania State University).

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).

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