

**CONSENT
APRIL 18, 2019**

TAB	DESCRIPTION	ACTION
1	IRSA – GENERAL EDUCATION COMMITTEE APPOINTMENTS	Motion to Approve
2	IRSA – GRADUATE MEDICATION EDUCATION COMMITTEE APPOINTMENTS	Motion to Approve
3	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS REPORT	Motion to Approve
4	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS	Motion to Approve
5	SDE – PROFESSIONAL STANDARDS COMMISSION – NORTHWEST NAZARENE UNIVERSITY – MID-CYCLE FOCUS VISIT RECOMENDATION	Motion to Approve
9	SDE – EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve
7	SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Motion to Approve

BOARD ACTION

I move to approve the consent agenda.

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SUBJECT

State General Education Committee Appointments

REFERENCE

October 2014	The Board approved membership of the General Education Committee.
June 2016	The Board appointed Jana McCurdy (CWI), Dr. Margaret Johnson (ISU), and Kenton Bird (UI) to the General Education Committee.
December 2016	The Board appointed Dr. Joanne Togle (ISU) and John Bieter (BSU) to the General Education Committee.
August 2017	The Board appointed Lori Barber, representing EITC, to the General Education Committee.
October 2017	The Board appointed Cher Hendricks, representing UI, to the General Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

Consistent with Board Policy III.N, the state General Education Committee is responsible for reviewing the competencies and rubrics of the general education framework for each institution to ensure its alignment with the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes. Board Policy III.N also provides that faculty discipline groups have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a representative from each Idaho public postsecondary institution appointed by the Board; a representative from the Division of Career Technical Education, as an ex officio member; a representative from the Idaho Registrars Council; and the Office of the State Board of Education Chief Academic Officer, who serves as chair to the committee.

The University of Idaho (UI) and College of Southern Idaho (CSI) have forwarded names for consideration to replace committee members due to administrative/structural changes on campuses.

IMPACT

The proposed appointment replaces UI's and CSI's representative on the Committee.

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ATTACHMENTS

Attachment 1 – Current Committee membership

STAFF COMMENTS AND RECOMMENDATIONS

Dean Panttaja is the Director of General Education in the Vice Provost for Academic Initiatives Department at the University of Idaho (UI). He has been with the UI for more than 30 years and has served in several administrative roles. These experiences, along with his interest in and enthusiasm for general education, make him well-prepared to lead the UI's general education efforts. Dr. Panttaja will be resuming responsibilities on the State General Education Committee for Cher Hendricks.

Whitney Smith-Schuler is the Department Chair of General and Liberal Studies at the College of Southern Idaho (CSI). Ms. Smith-Schuler strongly believes a foundation in general education enriches not only students' individual lives, but also enhances and improves the collective communities we serve. Being part of the State General Education Committee will allow her to continue to champion a cause she cares deeply about and will assist her to better fulfill her role as General Education Chair at CSI. Ms. Smith-Schuler will be taking over responsibilities on the State General Education Committee for Cindy Bond.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Dean Panttaja, representing the University of Idaho to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Ms. Whitney Smith-Schuler, representing the College of Southern Idaho to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education
General Education Committee

Cindy Bond is an Instructional Dean at the College of Southern Idaho – Cindy Bond was appointed in **October, 2014**

Larry Briggs is the Dean of General Studies at North Idaho College – Larry Briggs was appointed in **October, 2014**

Mary Flores is the Dean for Academic Programs at Lewis-Clark State College – Mary Flores was appointed in **October, 2014**

Cher Hendricks is the Vice Provost for Academic Initiatives at the University of Idaho – Cher Hendricks was appointed in **October, 2014**

Jana McCurdy is the General Education Coordinator at the College of Western Idaho – Jana McCurdy was appointed in **June, 2016**

John Bieter is the Director of the Foundational Studies Program at Boise State University – John Bieter was appointed in **December, 2016**

Joanne Tokle is Acting Dean, College of Business and Associate Vice President for Academic Affairs at Idaho State University – Joanne Tokle was appointed in **December, 2016**.

Lori Barber is the General Education Director at College of Eastern Idaho – Lori Barber was appointed in **August, 2017**

Adrian San Miguel is the Director of Program Standards at the Division of Career Technical Education, a representative from the Division of Career Technical Education, as an ex officio member.

Kris Collins is the Interim Associate Vice President of Enrollment Services at Boise State University, a representative from the Idaho Registrars Council, as an ex officio member.

Randall Brumfield is the Chief Academic Officer at the Office of the State Board of Education, who serves as Chair of the Committee.

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SUBJECT

Graduate Medical Education – Committee Appointment

REFERENCE

December 5, 2017	Board approved a Graduate Medical Education 10-year plan.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
October 2018	Board approved initial appointments to the newly established Graduate Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.

ALIGNMENT WITH STRATEGIC PLAN

Goal 3 (Workforce Alignment), Objective B (Medical Education)

BACKGROUND/DISCUSSION

The Graduate Medical Education (GME) committee will play a vital role in the further refinement of the 10-year GME plan and the development of recommendations to the Board on the implementation of the plan. Consistent with Board Policy III.C, the purpose of the GME Committee is to provide recommendations to the Board on ways to enhance graduate education in the state of Idaho and the development, implementation, and monitoring of the Board's graduate medical education short and long-term plans. The committee will report to the Board through the Instruction, Research and Student Affairs Committee.

A maximum of thirty (30) members serve on the committee, which are appointed by the Board. Committee members represent postsecondary institutions providing graduate medical education for Idaho, residency sites, the Idaho Medical Association, and the Office of the State Board of Education. Representatives from medical organizations will include a physician and an administrator.

IMPACT

Approval of the proposed appointment will add Dr. Clay Prince to the committee and complete membership.

ATTACHMENTS

Attachment 1 – GME Committee List
Attachment 2 – CV for Dr. Prince

STAFF COMMENTS AND RECOMMENDATIONS

Staff reviewed qualifications of nominee and recommends approval.

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BOARD ACTION

I move to approve the appointment of Dr. Clay Prince to the Graduate Medical Education Committee for the current two (2) year term, effective immediately and expiring on June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS - TWO AND FOUR YEAR TERMS					
Institution	Name	Program Director or (Designees)	Hospital Representative	Other Organizations	Term Expiration
Office of State Board of Education	Randall Brumfield, EdD				Ex Officio
Idaho Medical Association	Susie Pouliot, CEO				June 30, 2022
Idaho Hospital Association	Brian Whitlock				June 30, 2020
Family Medicine Residency of Idaho		Justin Glass, MD			June 30, 2022
			Mark Roberts, MD	St. Luke's	June 30, 2020
			Chad Boulton, MD	St. Alphonsus	June 30, 2020
			Joshua Kern, MD	St. Luke's	June 30, 2020
			Kim Stutzman, MD	St. Alphonsus	June 30, 2022
		Mary Barinaga, MD		University of Washington School of Medicine	June 30, 2022
			Samantha Portenier, MD	St. Alphonsus	June 30, 2022
Idaho State University Family Medicine Residency		Bill Woodhouse, MD			June 30, 2022
		Dan Snell, MD			June 30, 2022
Madison Memorial Hospital - Idaho		Clay Prince, MD			June 30, 2022
University College of Osteopathic Medicine - Idaho	Kevin Wilson, DO			St. Alphonsus	June 30, 2022
Coeur d' Alene Family Medicine Residency		Dick McLandress, MD			June 30, 2020
			Jon Ness		June 30, 2020
			Andy Wilper, MD		June 30, 2020
Eastern Idaho Regional Medical Center: Internal Medicine Residency		Doug Whatmore, MD			June 30, 2022
			Lee Biggs, DO		June 30, 2020
West Valley Medical Center/HCA - Idaho		Betsy Young Hunsicker			June 30, 2020
Bingham Memorial Internal Medicine Residency - Idaho		Shields Stutts, MD			June 30, 2022
			Jake Erickson		June 30, 2022
University of Washington Boise Internal Medicine Residency		Moe Hagman, MD			June 30, 2022
University of Washington Psychiatry Program - Idaho		Kirsten Aaland, MD			June 30, 2020
University of Utah School of Medicine				Ben Chan, MD	June 30, 2020

Clay C. Prince, MD

mdprince73@gmail.com

655 Harvest Drive
Rexburg, Idaho 83440

208-656-9467 (work)
208-317-7544 (cell)

Experience/Employment

Location EZCareMD
Title CEO/Co-Founder
Dates March 2018-Present

Location Madison Memorial Hospital, Rexburg, Idaho
Title Chief Medical Officer (part-time)
Dates March 2015-Present

Location Complete Family Care, Rexburg, Idaho
Title Physician, Full Scope Family Medicine
Practice Owner/Manager
Dates January 30, 2014 – Present

Location Madison Memorial Hospital, Rexburg, Idaho
Title Physician, Emergency Medicine (part-time)
Dates August 1, 2004 - July 1, 2014

Location Rexburg Medical Center, Rexburg, Idaho
Title Physician, Full Scope Family Medicine
Dates August 1, 2004 - January 12, 2014

Location Community Care, Rigby, Idaho
Title Physician/Owner, Urgent Care (part-time)
Dates August 1, 2004 - December 31, 2012

Leadership

Location Madison Memorial Hospital, Rexburg, Idaho
Title Chief of Staff
Dates October 1, 2010 - September 30, 2012

Location Madison Memorial Hospital, Rexburg, Idaho
Title Member, Medical Executive Committee
Dates October 1, 2008 - September 30, 2014

Education

Residency Fort Wayne Medical Education Program, Fort Wayne, Indiana
Specialty Family Practice
Completion Date June 30, 2004

Medical School University of Utah School of Medicine, Salt Lake City, Utah
Degree Doctor of Medicine (MD)
Completion Date May 19, 2001

Undergraduate Utah State University, Logan, Utah
Degree Bachelor of Science
Major English (Technical Writing)
Minor Chemistry
Completion Date June, 1997

Licensure

<u>State</u>	<u>Date</u>
Indiana	June 22, 2001 (lapsed)
Idaho	July 16, 2004 (current, uninterrupted, unrestricted)

National Certifications

<u>Name</u>	<u>Date</u>
American Board of Family Medicine	November 2014 (Recertification)
American Board of Family Medicine	July 2004 (Board Certification)
USMLE Step 3	April 9, 2002
USMLE Step 2	August 12, 2000
USMLE Step 1	June 29, 1999

Special Training Certificates

Name
Certificate of Advanced Obstetric Qualification
ALSO

Professional Affiliations & Memberships

American Academy of Family Physicians	American Board of Family Medicine
Idaho Medical Association	Idaho Academy of Family Physicians

Areas of Professional Interest

Obstetrics	Patient Education	Healthcare Management
Procedural Medicine	Electronic Medical Records	Physician Leadership

Procedures

*Current procedure volume data are available upon request

References

Available upon request

Personal Information

Citizenship: USA

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SUBJECT

Data Management Council Appointments

REFERENCE

June 2016	The Board reappointed Georgia Smith, Don Coberly, Chris Campbell, Matthew Rauch and Shari Ellertson to the Data Management Council. The Board appointed Connie Black to the Data Management Council.
June 2017	The Board reappointed Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller to the Data Management Council.
October 2017	The Board appointed Luke Schroeder to the Data Management Council.
June 2018	The Board reappointed Chris Campbell, Don Coberly, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen McHugh to the Data Management Council.
August 2018	The Board appointed Dale Pietrzak and Dianna J. Renz to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Data Access and Transparency

BACKGROUND/DISCUSSION

The Data Management Council (Council) is established by the Board pursuant to Board policy I.O. to make recommendation to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. The SLDS consists of three areas of data and is referred to as a P-20W system in recognition of the P-20 education to workforce data. The P-12 data managed by the Department of Education is commonly referred to as the Idaho System for Education Excellence (ISEE), and the postsecondary data managed by the Office of the State Board of Education is referred to as the Educational Analytics System of Idaho (EASI). The Council consists of:

- One representative from the Office of the State Board of Education.
- Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.
- One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in the section above.
- Two representatives from the State Department of Education.

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- Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.
- One representative from the Division of Career Technical Education.
- One representative from the Department of Labor.

Each term is two years commencing on July 1st.

Each year half of the seats are up for appointment. The candidates wishing to be reappointed this year are:

- Cathleen McHugh (State Board of Education) – Original Appointment June 2018, representing the Office of the State Board of Education.
- Heather Luchte (Division of Career Technical Education) – Original Appointment February 2014, representing the Division of Career Technical Education.
- Todd King (State Department of Education) – Original Appointment January 2013, representing the Department of Education.
- Tami Haft (Registrar – North Idaho College) – Original Appointment October 2011, representing Idaho public postsecondary institution registrars.

After considering reappointments, two seats are left vacant. A seat reserved for a rural school district becomes open July 1, due to the completion of Luke Schroeder's term. A seat reserved for a public postsecondary institution becomes open July 1, due to the completion of Vince Miller's term. The Data Management Council sought nominations of individuals who would be willing to fill those roles and considered those nominations during its monthly meeting in March.

IMPACT

Appointment of these individuals will result in all seats on the Data Management Council being filled.

ATTACHMENTS

- Attachment 1 – Current Data Management Council Membership
- Attachment 2 – Letter of Interest from Scott Thomson
- Attachment 3 – Letter of Interest from Grace L. Anderson

STAFF COMMENTS AND RECOMMENDATIONS

All of the individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve. For the open seats, the Board staff reached out to constituents to solicit applicants. Board staff emailed all superintendents of rural school districts to notify them of the opening and to ask interested parties to apply. Board staff also reached out to the office of the Charter School Commission and the Idaho Education Technology Association. Board Staff emailed all postsecondary institution Institutional

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Research Directors to solicit applicants for the postsecondary institution representative.

The Data Management Council met and voted to recommend Scott Thomson to the Board for appointment on the Data Management Council. Mr. Thomson is currently serving as the Executive Director of North Idaho STEM Charter Academy in Rathdrum, Idaho. The Data Management Council also voted to recommend Grace L. Anderson to the Board for appointment on the Data Management Council. Dr. Anderson is currently Director of Institutional Research and Effectiveness at Lewis-Clark State College.

Staff recommends approval.

BOARD ACTION

I move to approve the reappointment of Cathleen McHugh to the Data Management Council as the representative of the Office of the State Board of Education for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Heather Luchte to the Data Management Council as the representative of the Division of Career Technical Education for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Todd King to the Data Management Council as a representative of the State Department of Education for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Tami Haft to the Data Management Council as the registrar representative for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to approve the appointment of Scott Thomson to the Data Management Council as the representative of a rural school district for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Grace L. Anderson to the Data Management Council as a representative from a public postsecondary institution for a term commencing July 1, 2019 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
DATA MANAGEMENT COUNCIL
Current Membership – February 27, 2019

Tami Haft
North Idaho College
Term: July 1, 2017 – June 30, 2019
Original appointment by Executive
Director in 2011. Authorized by Board
October 2011.

Dianna J. Renz
North Idaho College
Term: July 1, 2018 – June 30, 2020
Original appointment: August 2018

Cathleen McHugh - Chair
Office of the State Board of Education
Term: July 1, 2017 – June 30, 2019
Original appointment: June 2018

Chris Campbell – Vice Chair
State Department of Education
Term: July 1, 2018 – June 30, 2020
Original appointment: June 2015

Todd King
State Department of Education
Term: July 1, 2017 – June 30, 2019
Original appointment: January 2013

Don Coberly
Boise School District
Term: July 1, 2018 – June 30, 2020
Original appointment: October 2015

Heather Luchte - Secretary
Career Technical Education
Term: July 1, 2017 – June 30, 2019
Original appointment: February 2014

Dale Pietrzak
University of Idaho
Term: July 1, 2018 – June 30, 2020
Original appointment: August 2018

Vince Miller
Idaho State University
Term: July 1, 2017 – June 30, 2019
Original appointment: August 2012

Matthew Rauch
Kuna School District
Term: July 1, 2018 – June 30, 2020
Original appointment: February 2015

Luke Schroeder
Kimberly School District
Term:
November 1, 2017 – June 30, 2019
Original appointment: October 2017

Georgia Smith
Department of Labor
Term: July 1, 2018 – June 30, 2020
Original appointment: January 2014

March 1, 2019

Cathleen McHugh
Office of the State Board of Education.

RE: Data Council Opening

Dear Ms. McHugh,

My name is Scott Thomson and I am interested in serving in the opening in Idaho's Data Management Council (DMC) for a representative from a rural school. I am a co-founder and the Executive Director of North Idaho STEM Charter Academy where I essentially operate as a Superintendent, Principal, and Business Manager.

I believe I have the requisite skills to be of assistance to the council. I have a 10-year background of successful business experience and I have 20 years of successful educational experience in both the classroom and administration. I believe my knowledge of accounting, economics, and a common sense approach to problem solving would be an asset in this position. Our school is in a rural area and services students from several surrounding districts. While I'm sure there is plenty to learn, I will gladly learn whatever I don't know.

Please call me with any questions you may have. Thank you for your consideration.

Sincerely,

Scott Thomson

Scott Thomson
Executive Director
STEM Charter Academy
A Free K-12 Public School of Choice
STEMCharter.org
208-687-8002

February 27th, 2019

Dr. Cathleen McHugh
Chief Research Officer
Idaho State Board of Education
650 West State St., 3rd Floor
Boise, Idaho 83702

Dear Dr. McHugh and members of the Data Management Council,

Please accept this letter as indication of my interest in serving on the Data Management Council. I have been a researcher for sixteen years, eleven as an academic social science researcher and five as an institutional researcher working for both 2-year and 4-year institutions. I have experience building my own datasets, as well as working with large institutional datasets and publically available datasets. Some of my other relevant research experience includes:

- Helping develop a statewide performance funding model for institutions of higher education in Montana.
- Strategic enrollment management and planning.
- Federal reporting of student outcomes and grant outcomes.
- Economic reports for potential academic program growth.

Thank you for your consideration of whether I would be a good fit as a member of the Data Management Council.

Best wishes,
Grace L. Anderson, Ph.D.
Director of Institutional Research & Effectiveness
Lewis-Clark State College
500 8th Ave., ADM #6
Lewiston, ID 83501
208-792-2456

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SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institution's mission of educating students.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy I.J. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the Regular February 2019 Board meeting. Since that meeting, Board staff has received thirty-one (31) permits from Boise State University, nine (9) permits from Idaho State University, twenty-nine (29) permits from the University of Idaho and two (2) permits from Lewis-Clark State College.

Attachment 1 lists the alcohol permits that have been approved by the presidents and submitted to the Board office since the last Board meeting.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

BOARD ACTION

I move to accept the report on institution president approved alcohol permits as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY January 2019 – June 2019				
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Celebration of Life – Sallie Fogg	Stueckle Sky Center		X	1/26/2019
Hardwood Club MBB Social	Taco Bell Arena	X		1/26/2019
LeVonne Bennett Going Away Tailgate Party	Stueckle Sky Center		X	1/27/2019
Albertsons Dinner	Stueckle Sky Center		X	1/29/2019
Tek-Hut Customer Appreciation	Stueckle Sky Center		X	1/15/2019
Bronco Letter of Intent	Stueckle Sky Center	X		2/06/2019
Idaho Museum of International Diaspora Stakeholder Kickoff Meeting	Yanke Research Park, Rm 207	X		2/06/2019
Ballet of Idaho After Party	Morrison Center		X	2/09/2019
Hardwood Club MBB Social	Taco Bell Arena	X		2/09/2019
Albertsons Manufacturing Awards Ceremony	Stueckle Sky Center		X	2/21/2019
Be Inspired Dinner	Stueckle Sky Center		X	3/01/2019
LED – Jabberwock	Morrison Center		X	3/02/2019
President’s Office Reception for Rick Bass	Student Union Building – Bishop Barnwell	X		3/05/2019
Wicked – Week 1	Morrison Center		X	3/06 - 10/2019
A Brave Night 2019	Stueckle Sky Center		X	3/09/2019
Wicked – Week 2	Morrison Center		X	3/12 - 17/2019
Jimmy Buffett Concert	Taco Bell Arena		X	3/13/2019
2019 ASCE Southern Idaho Section Conference	Student Union Building – Jordan ABC Ballroom	X		3/19/2019
Faculty Reception	Stueckle Sky Center	X		3/29/2019
Rural Education Convening Dinner	Alumni and Friends Center		X	4/04/2019

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ATTACHMENT 1

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Gene Harris Jazz Festival 2019	Morrison Center		X	4/04/2019
The Mikado	Morrison Center		X	4/06/2019
Albertsons Corporate Marketing and Advertising Team Summit	Stueckle Sky Center		X	4/10/2019
Something Rotten	Morrison Center		X	4/12/2019
Graduate Student Awards Ceremony	Student Union Building – Lookout Room	X		4/18/2019
Jim Gaffigan Concert	Taco Bell Arena		X	4/27/2019
BSU Hazard and Climate Resiliency Consortium	Alumni and Friends Center	X		5/02/2019
Student Affairs Faculty Reception	Alumni and Friends Center	X		5/07/2019
New Kids on the Block	Taco Bell Arena		X	6/04/2019
WWE	Taco Bell Arena		X	6/08/2019
Larsen and Dorey Wedding	Stueckle Sky Center		X	6/29/2019

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
January 2019 – April 2019**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Grower Speaker Social	Stephens Performing Arts Center		X	1/23/2019
Hospice Fundraiser	Student Union Building		X	1/26/2019
Lincoln Day Dinner	Student Union Building		X	2/02/2019
Opportuni-Tea	Stephens Performing Arts Center	X		3/02/2019
Idaho Business Leader of the Year	Stephens Performing Arts Center	X		3/14/2109
ISUCU Annual Meeting	Student Union Building		X	3/20/2019
Scholarship Brunch	Stephens Performing Arts Center	X		4/13/2019
Gem Legacy donor Recognition Dinner	Stephens Performing Arts Center	X		4/24/2019
Inauguration Fundraising Dinner	Stephens Performing Arts Center	X		4/25/2019

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO February 2019 – May 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
College of Business Career Fair Social	Albertson Building	X		2/05/2019
College of Education, Health and Human Sciences Reception	University of Idaho Boise	X		3/06/2019
Bitterwolf Family Reception/Memorial	Bruce Pitman Student Union Building	X		2/08/2019
Hamp's Gala President's Reception	President's Office, Administration Building	X		2/21/2019
Red Carnation Backstage Reception	Kibbie Dome	X		2/23/2019
Vandal Ski Day Kick-off	McCall Field Campus	X		3/01/2019
UI Confluence Lab Opening	IRIC Atrium/Step Auditorium	X		3/07/2019
Rocky Mountain Elk foundation Dessert and Live Auction	Bruce Pitman Student Union Building		X	3/16/2019
29 th Annual Big Game Banquet	Bruce Pitman Student Union Building		X	3/16/2019
Committee Dinner and Networking Reception with Large RMEF Donors	Bruce Pitman Student Union Building		X	3/16/2019
Sketch Your Science	IRIC Atrium	X		3/21/2019
WIE Networking Dinner	Bruce Pitman Student Union Building	X		3/25/2019
CAA Advisory Board Reception	Prichard Art Gallery	X		4/01/2019
Dine with Style Etiquette Dinner	Bruce Pitman Student Union Building	X		4/03/2019
Idaho State Bar Appellate Section Reception	Menard Law Building	X		4/03/2019
Mom's Weekend Dinner and Entertainment	Bruce Pitman Student Union Building	X		4/06/2019
College of Science Alumni Reception and Research Presentation	University of Idaho Boise	X		4/11/2019
2019 Pacific Northwest Regional Student Veterans of America Conference	Commons Building	X		4/11/2019

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ATTACHMENT 1

Alcohol, Agriculture, and the Law	Menard Law Building	X		4/12/2019
Landscape Architecture Student Networking Event	College of Art and Architecture, Room 305	X		4/12/2019
North Idaho Entrepreneurship Sprint	University of Idaho Research Park	X		4/13/2019
CAAP Provost Reception	Bruce Pitman Student Union Building	X		4/16/2019
Barristers Ball	Bruce Pitman Student Union Building	X		4/20/2019
University Awards for Excellence	Bruce Pitman Student Union Building	X		4/23/2109
EXPO Deans Reception	Bruce Pitman Student Union Building	X		4/25/2019
Idaho Pitch	Commons Building	X		4/26/2019
Sigma Alpha Epsilon Celebration Dinner	Bruce Pitman Student Union Building	X		4/27/2019
UI Research and Economic Development	IRIC Atrium	X		5/07/2019
College of Business and Economics	Kibbie Dome	X		5/10/2019

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE April 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
29 th Annual Confluence Grape and Grain Fundraiser	Center for Arts and History	X		4/19/2019
Gatsby Gala Concert	Center for Arts and History	X		4/27/2019

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

April 2018	Board approved three (3) provisional certificates for the 2017-18 school year.
June 2018	Board approved six (6) provisional certificates for the 2017-18 school year.
October 2018	Board approved one (1) provisional certificate for the 2018-19 school year.
December 2018	Board approved twenty-two (22) provisional certificates for the 2018-19 school year.
February 2019	Board approved (48) provisional certificates for the 2018-19 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Seven (7) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a school 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. While the candidate is under emergency provisional certification, they are considered “certified” and may be assigned the same duties and responsibilities as an individual with a standard certificate and the school district or charter school receives the same state funding for the certificated individual.

Anser of Idaho, Inc. Charter School #492

Applicant Name: Curry, Michael

Content & Grade Range: All Subjects K-8

Educational Level: BA, Earth Science 9/2015

Declared Emergency: October 16, 2018, Anser of Idaho, Inc. Charter School Board of Directors declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were seven applicants for two positions and five interviews for those positions. Mr. Curry was selected due to his alignment with the schools educational philosophy and school mission.

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PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends Anser of Idaho, Inc. Charter School's request for Michael Curry without reservation.

Boise Independent School District #001

Applicant Name: Reifman, Jeffrey

Content & Grade Range: Health K-12

Certified: She currently holds the instructional certificate with a Physical Education K-12 endorsement.

Educational Level: Must have bacalaurete or higher to hold an instructional certificate.

Declared Emergency: December 10, 2018, Boise School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were no applicants. The employee was accidentally misassigned for one period. The employee is already a certified physical education teacher in the district.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends Boise Independent School District's request for Jeffrey Reifman without reservation.

Coeur D'Alene School District #271

Applicant Name: Smith, Madison

Content & Grade Range: All Subjects K-8

Certified: Standard Instructional interim certificate for All Subjects K-8 and Literacy K-12 but failed to meet the requirements to convert to a five-year certificate.

Educational Level: Must have bacalaurete or higher to hold an instructional certificate.

Declared Emergency: December 3, 2018, Coeur D'Alene School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: Interim certificates are not eligible for renewal. This position was not opened as it was not anticipated that she would not be eligible for renewal. The district anticipates that this extra time will allow her to complete the missing MTI (offered only in the summer) requirements.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends Coeur D'Alene School District's request for Madison Smith without reservation.

Jerome Joint School District #261

Applicant Name: Sheen, Jonathan

Content & Grade Range: Natural Science 6-12

Educational Level: BS, Behavioral Science 4/2005

Declared Emergency: August 28, 2018, Jerome Joint School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were eight applicants and four interviews. The candidate was employed as a Science teacher in Jerome High

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School with an Alternative Authorization from 2017-18. The candidate is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends Jerome Joint School District's request for Jonathan Sheen without reservation.

Minidoka County Joint School District #331

Applicant Name: Harris, Patricia

Content & Grade Range: All Subjects K-8

Educational Level: AA, Liberal Arts 7/2006 and AA, History 12/2006

Declared Emergency: December 17, 2018, Minidoka County Joint School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. Two of the applicants were not certified and the one certified was from California and could not meet the district timeline. Ms. Harris was already a paraprofessional in the district and she was selected. She is currently enrolled in Western Governors University teacher preparation program. She is scheduled for student teaching in 2020.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends Minidoka County Joint School District's request for Patricia Harris without reservation.

North Gem School District #149

Applicant Name: Barnes, Jodie

Content & Grade Range: School Counselor K-12

Educational Level: MS, Clinical Mental Health Counseling 10/2018

Declared Emergency: August 21, 2018, North Gem School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. Mrs. Barnes has completed a master's program in clinical counseling and has teaching credentials and classroom experience. She was the better candidate. She is seeking a school counselor program for certification.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends North Gem School District's request for Jodie Barnes without reservation.

St. Maries Joint School District #41

Applicant Name: Guidry, Michelle

Content & Grade Range: All Subjects K-8

Educational Level: BS, General Studies 5/2014

Declared Emergency: December 10, 2018, St. Maries Joint School District Board of Trustees declared an emergency area of need for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. Of the three people interviewed Ms. Guidry was the best candidate.

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She has worked for the district since August 2017. She works well with the students and is aware of the district policies and procedures. She has agreed to work toward the appropriate degree for certification and has a plan of study at University of Idaho.

PSC Review: The Professional Standards Commission Authorizations Committee met January 24, 2019. The committee recommends St. Maries Joint School District's request for Michelle Guidry without reservation.

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education..." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in "trades and industries" (occupational fields) or emergency situations.

When an emergency is declared, the Board is authorized to grant emergency provisional certificates based on not less than two (2) years of college training. The two-year college training minimum requirement could be interpreted to mean the individual has attended a postsecondary institution without regard to the number of credits taken each year, or the individual attended full time for two or more years. The Board defines a full time student as a student taking 12 or more credits (or equivalent) per semester pursuant to Board policy III.P.7. Full-Time Students. Based on the Board's definition of full time student an individual, with 48 or more credits would then be considered as receiving two years of college training.

The Emergency Provisional Certificate is technically applicable at the certificate level for individuals who do not have an existing certificate and for individuals who may hold an existing certificate that does not meet the requirements of the position the school district wishes to place them in. An example would be an individual with a pupil services staff certificate and a school counselor endorsement being placed in a teaching position, which would require an instructional staff certificate with a content area endorsement. The statutory language authorizing the approval of emergency certificates, does not address adding endorsements.

The process for adding endorsements are contained in IDAPA 08.02.02. Individuals with an existing certificate, including occupational specialist certificates, could use the Teacher to New alternate route to receive a three-year interim certificate while pursuing the alternate route. Individuals with an existing certificate

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who wish to add an endorsement could pursue any of the four (4) alternative authorization to endorsement options available to them in IDAPA 08.02.02.021.

Due to the lack of more specific direction regarding the Board's authorization for approving emergency certificates in Idaho Code, there can be multiple interpretations of the limited requirements. The Professional Standards Commission recommendations are based on an interpretation of "two years of college training" as not less than two years of full time attendance. The Commission has interpreted the emergency certificate as an additional instructional certificate with a new endorsement for those individuals who have an existing instructional certificate and are teaching outside of the area of their endorsement.

The Department receives applications from the school districts for requests for provisional certifications. Department staff then work with the school districts to ensure the applications are complete. The Professional Standards Commission then reviews requests for the one-year emergency provisional certificates. The Department then brings those that are complete forward to the Board for consideration with a recommendation from the Professional Standards Commission.

The Professional Standards Commission for approval of Emergency Provisional Certificates provides a separate agenda item on the regular portion of the agenda for Board consideration and feedback in order to better define the parameters for review and recommendation.

BOARD ACTION

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Michael Curry to teach All Subjects grades kindergarten through eight (8) in the Anser of Idaho, Inc. Charter School #492 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Jeffrey Reifman to teach Health grades kindergarten through twelve (12) in the Boise Independent School District #1 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Madison Smith to teach All Subjects grades kindergarten through eight (8) in the Coeur D'Alene School District #271 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Jonathan Sheen to teach Natural Science grades six (6) through twelve (12) in the Jerome Joint School District #261 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Patricia Harris to teach All Subjects grades kindergarten through eight (8) in the Minidoka County Joint School District #331 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Jodie Barnes to act as School Counselor grades kindergarten through twelve (12) in the North Gem School District #149 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Michelle Guidry to teach All Subjects grades kindergarten through eight (8) in the St. Maries Joint School District #41 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission Appointments

REFERENCE

August 2015	Board approved one 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 appointments and two re-appointments to the Professional Standards Commission and discussed changing practices and reaching out to broader communities when filling openings on the Commission in order to assure more equal representation and diversity of the members.
August 2016	Board approved one appointment to the Professional Standards Commission.
April 2017	Board approved one appointment and three reappointments to the Professional Standards Commission.
August 2017	Board approved one appointment to the Professional Standards Commission.
April 2018	Board approved seven appointments/reappointments to the Professional Standards Commission.
June 2018	Board approved one appointment to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including 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) in pupil personnel services. The Idaho School Superintendents'

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Association, the Idaho Association of Secondary School Principals, 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 (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 seven (7) positions from the Idaho Association of Colleges for Teacher Education (IACTE), the Idaho Education Association (IEA), Northwest Professional Educators (NWPE), the Idaho Indian Education Committee, and the Idaho Association of Secondary School Principals (IASSP). In some cases three (3) nominations were not found. The Public Higher Education – Letters & Sciences position received two (2) nominations. The Exceptional Child Education position received one (1) nomination. The Secondary School Principal position received one (1) nomination for reappointment. The Pupil Service Staff position received one (1) nomination for reappointment. Resumes for interested individuals are attached.

Public Higher Education – Letters & Sciences:

- Mary Flores, Lewis-Clark State College, IACTE
- Kandi Jo Turley-Ames, Idaho State University, IACTE

Public Higher Education:

- Mark Haynal, Lewis-Clark State College, IACTE
- Melinda Tompkins, Lewis-Clark State College, IACTE
- Gail Ballard, North Idaho College, IACTE

Secondary School Principal:

- Steve Copmann (reappointment), Cassia County Joint School District, IASSP

Secondary Classroom Teacher:

- Kathy Davis (reappointment), St. Maries Joint School District, IEA
- Mark Gorton (reappointment), Lakeland Joint School District, NWPE
- Sheila Miller, Boise School District, IEA
- Pierette Madrid-Harris, New Plymouth School District, IEA
- Dawn Anderson, Madison School District, IEA

Pupil Service Staff:

- Mike Wilkinson (reappointment), Twin Falls School District, IEA

Exceptional Child Education:

- Marianne Sletteland (reappointment), Potlatch School District, IEA

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IMPACT

Board action allows for appointment and reappointment of members to the Professional Standards Commission, solidifying membership for the 2019-2020 meeting year.

ATTACHMENTS

- Attachment 1 – Current Professional Standards Commission Members
- Attachment 2 – Resume for Mary Flores
- Attachment 3 – Resume for Kandi Jo Turley-Ames
- Attachment 4 – Resume for Mark Haynal
- Attachment 5 – Resume for Melinda Tompkins
- Attachment 6 – Resume for Gail Ballard
- Attachment 7 – Resume for Steve Copmann
- Attachment 8 – Resume for Kathy Davis
- Attachment 9 – Resume for Mark Gorton
- Attachment 10 – Resume for Sheila Miller
- Attachment 11 – Resume for Pierette Madrid-Harris
- Attachment 12 – Resume for Dawn Anderson
- Attachment 13 – Resume for Mike Wilkinson
- Attachment 14 – Resume for Marianne Sletteland

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1252(2), Idaho Code, “Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.”

Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) member be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the commission is an elementary or

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secondary school teacher to assure a balance in the representation on the Commission.

BOARD ACTION

I move to appoint Mary Flores as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Public Higher Education – Letters & Sciences.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Mark Haynal as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Public Higher Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Steve Copmann as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Secondary School Principals.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Kathy Davis as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Mark Gorton as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Mike Wilkinson as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Pupil Service Staff.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to reappoint Marianne Sletteland as a member of the Professional Standards Commission for a three-year term beginning July 1, 2019, and ending June 30, 2022, representing Exceptional Child Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Professional Standards Commission Members 2018-2019

Clara Allred

Special Education Administrator
Twin Falls School District #411
Term expires 06/30/2020

Nominated by: Idaho Association of Special Education Administrators

Iris Chimburas

Elementary Classroom Teacher
Lapwai School District #341
Term expires 06/30/2021

Nominated by: Idaho Indian Education Committee

Margaret Chipman

School Board Member
Weiser School District #431
Term expires 06/30/2021

Nominated by: Idaho School Boards Association

Steve Copmann

Secondary School Principal
Cassia County Joint School District #151
Term expires 06/30/2019

Nominated by: Idaho Association of Secondary School Principals

Kathy Davis

Secondary Classroom Teacher
St. Maries Joint School District #041
Term expires 06/30/2019

Nominated by: Idaho Education Association

Kristi Enger

Career Technical Education
State Board of Education
Term expires 06/30/2021

Nominated by: Career Technical Education

Mark Gorton

Secondary Classroom Teacher
Lakeland Joint School District #272
Term expires 06/30/2019

Nominated by: Northwest Professional Educators

Marjean McConnell

School Superintendent
Bonneville Joint School District #093
Term expires 06/30/2020

Nominated by: Idaho School Superintendents' Association

Charlotte McKinney

Secondary Classroom Teacher
Mountain View School District #244
Term expires 06/30/2020

Nominated by: Idaho Education Association

Peter McPherson

Chief Deputy Superintendent
Department of Education
Term expires 06/30/2021
Nominated by: Department of Education

Dr. Terah Moore

Private Higher Education
College of Idaho
Term expires 06/30/2021
Nominated by: Idaho Association of the Colleges of Teacher Education

Dr. Taylor Raney

Public Higher Education
University of Idaho
Term expires 06/30/2019
Nominated by: Idaho Association of the Colleges of Teacher Education

Dr. Tony Roark

Public Higher Education: Letters & Sciences
Boise State University
Term expires 06/30/2019
Nominated by: Idaho Association of the Colleges of Teacher Education

Dr. Elisa Saffle

Elementary School Principal
Bonneville Joint School District #093
Term expires 06/30/2021
Nominated by: Idaho Association of Elementary School Principals

Marianne Sletteland

Exceptional Child Education
Potlatch School District #285
Term expires 06/30/2019
Nominated by: Idaho Education Association

Dr. Jennifer Snow

Public Higher Education
Boise State University
Term expires 06/30/2020
Nominated by: Idaho Association of the Colleges of Teacher Education

Topher Wallaert

Elementary Classroom Teacher
Mountain Home School District #193
Term expires 06/30/2021
Nominated by: Idaho Education Association

Mike Wilkinson

School Counselor
Twin Falls School District #411
Term expires 06/30/2019
Nominated by: Idaho Education Association

Mary J. Flores
524 N. Blaine
Moscow, ID 83843
(208) 882-6508
mflores@lcsc.edu

ACADEMIC EXPERIENCE:

2018 - Dean for School of Liberal Arts and Sciences, Lewis-Clark State College
2012 - 2018 Dean for Academic Programs, Lewis-Clark State College
2005 - 2012 Chair of Humanities, Associate Professor of English, Director of
the Writing Center, Lewis-Clark State College
2004 -2005 Interim Chair of Humanities, Lewis-Clark State College
2001-2004 Associate Professor of English and Director of Composition, Lewis-Clark
State College
1988-2001 Assistant Professor of English and Director of Composition, Lewis-Clark
State College
1982-1987 Graduate Student Teaching Assistant, Department of English, The
University of Michigan, Ann Arbor, Michigan
1987 Huron Shores Summer Writing Institute, Rogers City, Michigan
1981-1982 Instructor, Washtenaw Community College, Ann Arbor, Michigan
1981-1982 Substitute Teacher (long term assignment), Milan High School, Milan,
Michigan

EDUCATION:

1983 M.A., University of Michigan, Ann Arbor
Major Emphasis: English Literature

1980 B.A., University of Oregon, Eugene
Major: English Literature and Secondary Education

DOCTORAL COURSEWORK:

Advanced to candidacy for Ph.D. English, 1986, The University of Michigan

AWARDS and HONORS:

2016-17 Cameron & Marilyn Hinman LCSC Employee Excellence Award
1992-93 Burlington Northern Foundation Faculty Achievement Award, Lewis-
Clark State College
1999-00 President's Award for Outstanding Teaching, Lewis-Clark State College
1989-90 Excellence in Teaching, Lewis-Clark State College School of Arts and
Sciences Award
1987-88 Rackham Predoctoral Fellowship
1987 University of Michigan Distinguished Teaching Assistant Award
1987 Department of English Graduate Student Teaching Assistant Distinguished
Teaching Citation

1986 Finalist, University of Michigan Distinguished Teaching Assistant Award
1985-86 Continuing Education for Women Scholar
1984 Laura Hutchins Heberle Award for Outstanding Achievement in Critical Writing
1982-83 Michigan English Teaching Assistantship Fellowship
1980 Phi Beta Kappa, University of Oregon, Eugene

PROFESSIONAL SERVICE:

College Service: 2018 – current: Provost’s designee, General Education Committee. Member, LCSC Complete College America Momentum Pathways Team. Member, President’s Council, Provost’s Council. Leadership for Low-Cost Education Resources project (GEM-TRAC).

College Service: 2012 – 2018: Provost’s designee, General Education Committee, Curriculum Committee. Chair, Petition Committee. Member of multiple task forces, including First Year Curriculum, First Year Experience, Pre-Professional Program development. Leadership for online course development, internship showcases, High Impact Practice, Prior Learning Assessment, Summer Session, New Adjunct Orientation, Guest Teaching initiative in public schools. Mentoring of participants in the AASC&U Emerging Leaders Program.

Program Reviewer, North Idaho College Humanities and Interdisciplinary programs, April, 2017.

Chair, Search Committee for CTE Dean, Lewis-Clark State College, 2016-17.
Member, General Education Committee, Idaho State Board of Education, 2014 - .
Member, Remediation Reform Task Force, Idaho State Board of Education, 2012 – 2014.

Member, Prior Learning Assessment Task Force, Idaho State Board of Education, 2013 – 2015.

Member, Presidential Guidance PG 15-03, Institutional Assessment, Lewis-Clark State College, 2014-15.

Member, Presidential Guidance PG 15-15, Institutional Accreditation, Lewis-Clark State College, 2014 - .

Member, Teaching-Learning Center Advisory Committee, Lewis-Clark State College, 2015 - .

Member, Athletic Advisory Committee, Lewis-Clark State College, 2015 - 2017.

Member, General Education Task Force, Idaho State Board of Education, 2012 – 2014.

Member, Silverthorne Planning Committee, Lewis-Clark State College, 2013 – 2014.

Member, Presidential Guidance PG 14-68, Summer Session Assessment, Lewis-Clark State College, 2013-14.

Academic Dean Designee, General Education Committee, Lewis-Clark State College, 2011-12.

Member, Program Review Team, North Idaho College Humanities & Interdisciplinary Programs, November, 2011.
Chair of Chairs, Lewis-Clark State College, Fall 2010.
Liaison, LCSC Dual Credit Courses at Clarkston High School, Clarkston, Washington and Prairie High School, Cottonwood, Idaho.
Chair, Idaho Chairs of English and Directors of Writing, Annual Meeting, Boise, Idaho, October, 2009.
Co-Chair with Dean A. Hanson, Presidential Guidance PG 10 62 Taskforce on Advising, Lewis-Clark State College, 2009 – 2010.
Chair, Presidential Guidance PG 09 58 Taskforce on Reducing Textbook Costs, Lewis-Clark State College, Spring 2009.
Member, Title III Grant Committee, Lewis-Clark State College, Spring 2009.
Member, Idaho English Placement Task Force, 2008 – 2009.
Member, Accreditation Self-Study Writing Group, Lewis-Clark State College, 2007-2008
Member, Program Review Team,, North Idaho College Department of Communication, Coeur d'Alene, February 23 – 24, 2006.
Chair of Chairs Council, Lewis-Clark State College, Fall 2005.
Member, Program Review Team, North Idaho College Department of English and Foreign Languages, Coeur d'Alene, March 9 – 11, 2005.
Member, Title III Grant Committee, Lewis-Clark State College, 2004 – 05
Member, Curriculum Committee, Lewis-Clark State College, 2004 - 05
Chair, Academic Dishonesty Task Force, Lewis-Clark State College, 2004
Assessment Coordinator for Humanities Division, Lewis-Clark State College, Spring, 2004.
Participant, Annual Meeting of Idaho Chairs of English and Directors of Writing, 2002 – present.
Member, Standing Tenure and Promotion Review Committee, Lewis-Clark State College, 2002-04.
Chair, Academic Dean Search Committee, Lewis-Clark State College, 2003-04.
Chair, Composition Steering Committee, Lewis-Clark State College, 2003-04.
Member, Natural Sciences Search Committee for Asst. Professor of Biology, Lewis-Clark State College, 2003-04.
Participant, LERN “Teaching Online” Workshop, Idaho Technology Incentive Grant, Lewis-Clark State College, October 27 – 31, 2003.
Member, Reorganization Task Force, Lewis-Clark State College, 2001-02, 2004.
Chair, Writing Across the Curriculum Committee, Lewis-Clark State College, 1989-2004.
Chair, Faculty Affairs Committee, Lewis-Clark State College, 2000-2001.
Chair, Literature & Languages Search Committee for Asst. Professor of English, Lewis-Clark State College, 2000-2001.
Member, Idaho Technology Incentive Grant Implementation Committee, Lewis-Clark State College, 2001.

Member, Natural Sciences Search Committee for Asst. Professor of Biology, Lewis-Clark State College, 2000-2001.

Member, Hearing Board, Lewis-Clark State College, 1989 -1991; 1999 – 2001; 2002–2003.

Member, Student Success Committee, Lewis-Clark State College, 2000 - 2001.

Member, Search Committee for Assoc. Vice President for Instruction, Lewis-Clark State College, 1999-2000.

Member, Search Committee for Asst. Professor of Chemistry, Lewis-Clark State College, 1999-2000.

Member, Advisory Committee, Secondary Education—English, Lewis-Clark State College, 1999-2000.

Senator, Faculty Senate, Lewis-Clark State College, 1989 – 1992; 1999-2002.

Member, Admissions, Financial Aid, and Scholastic Standards Committee, Lewis-Clark State College, 1997-2000.

Member, Northwest Association of Schools and Colleges Accreditation Steering Committee, Lewis-Clark State College, 1997-99

Member, Literature & Languages Search Committee for Asst. Professor of English, Lewis-Clark State College, 1999

Participant, Northwest Association of Schools and Colleges Workshop on Accreditation, Seattle, Washington, February 3-5, 1998

Member, General Education Sub-Committee, Lewis-Clark State College, 1997

Member, Literature & Languages Curriculum Committee, Lewis-Clark State College, 1997

Participant, SBOE Technology Incentive Grant for dual credit enrollment courses, 1997-99

Participant, SBOE Technology Incentive Grant for LCSC-NIC Joint Degree partnerships, 1997-98

Participant, PHIL 201 course for faculty, Lewis-Clark State College, 1997

Editor, with Laurie Stegner, Pura Vida: Exemplary Essays from ENGL 101 and 102, Lewis-Clark State College, Lewiston, Idaho, 1996-97

Author and Editor, with Laurie Stegner, English 103 Student Guidebook. Lewis-Clark State College, 1995

Chair, Provost and Vice President for Academic Affairs Search Committee, Lewis-Clark State College, 1995-96

Member, Curriculum Committee, Lewis-Clark State College, 1995-99

Member, Pacific International Institute Appeals Board, 1994-95, 1995-96

Member, General Education Writing Courses Articulation Task Force, 1996

Participant, Title III/Center for Teaching Excellence, Lewis-Clark State College, 1994-95

Member, Promotion and Tenure Committees for Gail Dameworth, James Hepworth, Ed Miller, Betsy VanClief, Craig Steenburg, Bernice Harris, Susan Odom, Matthew Johnston

Member, Pacific International Institute Curriculum Committee, Lewis-Clark State College, 1994-95

Member, Pacific International Institute Appeals Board, Lewis-Clark State College, 1994-95

Introduction to ClarisWorks (faculty training), September, 1994

Writing Across the Curriculum at Lewis-Clark State College, faculty information table, LCSC Faculty Fair, August 18, 1994

Keynote Address, Annual Awards Banquet, Lewis-Clark State College, April, 1994

Judge, Japan Week Essay Competition, Lewis-Clark State College, April, 1994

"The Context(s) of Critical Thinking: Writing in the Discourse Community." Critical Thinking Lunchtime Discussions, Lewis-Clark State College, February 25, 1994

Tutoring ESL Writers, presentation to PII bridge tutors and faculty, January, 1994

"Writing Across the Curriculum at Lewis-Clark State College." Presentation to State Board of Education, Lewis-Clark State College, February, 1993

Coordinator, International Exchange Conference Essay Contest, Lewis-Clark State College, 1991-1994

Reviewer for Sterling Warner's Visions Across the Americas, Harcourt Brace College Publishers, Spring, 1993

Coordinator, LCSC Composition Faculty Retreat, Elk River, Idaho, March, 1993

Member, College Composition and Communication Regional Review Site Team, summer, June-August, 1993

Participant, Center for Critical Thinking and Moral Critique, Sonoma State University, Northwest Regional Institute, Seattle, Washington, May 16-17, 1992

Acting Chair, "The Last of Life, for Whom the First was Made: Adult Learners in the College Classroom." Conference on College Composition and Communication, Cincinnati, Ohio, March, 1992

"Writing for College" presentation to new students, Student Orientation and Registration, Lewis-Clark State College, January 15, 1990

"Writing Across the Curriculum: Strategies for Success." Presentation to the College Foundation Board, November, 1990

Presenter, LCSC Information Day, Lewis-Clark State College, October 17, 1990

Writing Across the Curriculum at Lewis-Clark State College, presentation to the North Idaho Chamber of Commerce Legislative Tour, November, 1988

Member, Consensual Relationships Policy Task Force, 1988-89

Manuscript Reviewer for Watkins and Dillingham, Practical English Handbook, 9th Ed. Boston: Houghton Mifflin Co., 1991

Member, Search Committee for Asst. Professor in Biology, and Search Committee for Asst. Professor in Physics, Natural Sciences (Biology), 1991

Member, Student Support Services Advisory Board, Lewis-Clark State College, 1991-92

Chair, "Nineteenth-Century American Literature," Rocky Mountain MLA, Salt Lake City, Utah, October, 1990

Secretary, Faculty Senate, Lewis-Clark State College, 1990-91

Member, Search Committee for Dean of Student Development, 1990

Chair, "Feminist Perspectives in the Classroom," Rocky Mountain MLA, Las Vegas, Nevada, October, 1989

Member, Instructional Computing Committee, Lewis-Clark State

College, 1988-90, 1991-92
Member, Introduction to Composition Committee, 1986-87, 1984-85,
University of Michigan, Ann Arbor
Representative, Composition Committee, 1979-80, University of
Oregon, Eugene

TEACHING INTERESTS:

Composition, American Literature, 19th-Century British Literature, Secondary Methods
in the Language Arts

PRESENTATIONS:

Speaker, "A Brief History of General Education Reform in Idaho, 2012-2016."
Boise, Idaho. October 6, 2016.

Panelist, "Creating a State GEM," with Larry Briggs, Rodney Frey, Margaret
Johnson, and Vicki Stieha. Association for General and Liberal Studies Conference,
Atlanta, GA, 2014.

Panelist, Faculty Development Workshop: Academic Integrity and Plagiarism, with
Brian Christenson and Barbara Barnes, Lewis-Clark State College, Fall 2009, Spring
2008.

Panelist, Plenary Session: "Transitions from High School to College Writing."
Passports and Passages, Hailey, Idaho, April 2007.

"What Students Learn from Writing Assessments Beyond First Year Composition"
in "WPA's Build Bridges too: The Rhetorical Value of Data, Reports, and Assessments."
Conference on College Composition and Communication, San Francisco, CA, March
2005.

English Creek, by Ivan Doig. Lecture for "Let's Talk About It" library series, Orofino,
Idaho, May, 2004.

"Assessment Matters: College Writing Assessments in and beyond the Writing
Program." Conference on College Composition and Communication, San Antonio, TX,
March 2004.

Bless Me, Ultima, by Rudolfo Anaya. Lecture for "Let's Talk About It" library series,
Lewiston, Idaho, February, 2004.

"*The Bean Trees* by Barbara Kingsolver." Lecture for "Let's Talk About It" library
series, Lewiston, Idaho, March, 2002.

Panel Organizer and Chair, "Advanced Alchemy in the Writing Lab: Methods for Developing the Potential of Experienced Tutors." Conference on College Composition and Communication, Denver, Colorado, March, 2001.

"Arcana Revealed: A Portfolio Approach to Tutor Assessment." Conference on College Composition and Communication, Denver, Colorado, March, 2001.

"Designing the Audience: Helping Writers Shape Their Readers." Northwest Inland Writing Project Conference, Spokane, Washington, March, 2000.

"At the Center: Determining a Writer's Latitude and Longitude through Conversation and Collaboration in the Writing Center." Idaho Lifelong Learning Association Conference, Sun Valley, Idaho, October, 1999.

"Your Witness: Reader as Judge, Jury, or Counselor," Inland Northwest Council of Teachers of English, Lewiston, Idaho, October, 1998

"The Metaphors that Link Us: WAC, the Web, and the Virtual University," Rocky Mountain Modern Language Association, Albuquerque, New Mexico, 1996

"Women's Autobiography: Eudora Welty." Lecture for "Let's Talk About It" library series, Grangeville, Idaho, 1995

"Having it Both Ways: Improving General Education and Specific Discourse Communities through Writing Across the Curriculum." Rocky Mountain Modern Language Association conference, Denver, Colorado, October, 1993

Hemingway Short Stories. Lecture for "Let's Talk About It" library series, Sandpoint, Idaho, November, 1992

The Great Gatsby. Lecture for "Let's Talk About It" library series, Grangeville, Idaho, March, 1992

"Design Basics: Writing Assignments that Promote Process and Thinking." Partnerships in Education Conference, Lewiston, Idaho, October, 1991

"Criteria-Based Responding to Student Essays." Inland Northwest Council of Teachers of English, Spokane, Washington, October, 1991

"From Hypothesis to Thesis: Writing to Learn Across the Curriculum." Partnerships in Education Conference, Lewiston, Idaho, October, 1990

When Opportunity Knocks: Improving the Campus Climate for Writing." Pacific Coast Writing Centers' Association Conference, La Grande, Oregon, October, 1990

"Crossing the Threshold: Who Visits (And Who Doesn't) the Writing Center," The Rocky Mountain Writing Centers Conference, Las Vegas, Nevada, October, 1989

"Writing Center Outreach," Inland Northwest Writing Centers Conference, Pullman, Washington, April, 1989

"On 'the Perimeter of the Circle': Redburn's First Story," in "Nineteenth-Century American Literature," Rocky Mountain MLA, Las Cruces, New Mexico, October, 1988

"Beyond Technology: Using Computers to Build Community in the Composition Class," in "Feminist Perspectives in the Classroom," Rocky Mountain MLA, Spokane, Washington, October, 1987

"The Student Essay: Sourcebook for Teaching Grammar and Style in Context," with Stephan P. Flores, The G.S.T.A. Writing Workshop, University of Michigan, Ann Arbor, August, 1986

"Staged History: Collaboration, Conflict and Accommodation in The Booke of Sir Thomas Moore," Novus et Antiquus, The 15th Annual CAES Conference, Ball State University, Indiana, October 1984, awarded monetary and publication prizes

WORKSHOPS:

Member, Lewis-Clark State College Faculty/Administration Team, High Impact Practice Institute, AAC&U, Salt Lake City, UT, June, 2018.

Participant, General Education Assessment and Design Thinking, Phoenix, AZ, February 2017.

Participant, 2015 Assessment Institute in Indianapolis, IUPUI, October 2015.

Participant, Legal Issues in Higher Education Conference, The University of Vermont, Burlington, VT. October 2012

Participant, English Placement Task Force (for Idaho Colleges and Universities). Boise State University, Boise, ID, October 2008.

Participant, Association of Departments of English New Chairs Workshop and Conference, Santa Barbara, CA, June, 2005.

Course Writing Assessment Pilot Project Faculty workshop, Lewis-Clark State College, November, 2003.

Participant, Writing Program Administrators Workshop, Grand Rapids, Michigan. July 6 – 10, 2003.

“Playing with Writers’ Blocks,” Lewis-Clark State College, Warrior Orientation, August, 2003.

“Composing Intersections: Writing/Thinking/Learning Across the Curriculum.” Six-session faculty development series. Lewis-Clark State College, February – April, 2002.

“Writing Across the Curriculum and the Writing Intensive Emphasis Program at LCSC.” Faculty Fair presentation, Lewiston, Idaho, August, 1999

Leader, “Writing Across the Curriculum Assessment Workshop Retreat,” Uniontown, Washington, March, 1998

Organizer and co-presenter, “Writing du Jour” discussion series on issues related to Writing Across the Curriculum. Lewis-Clark State College, Lewiston, Idaho, 1997-98

"Writing Across the Curriculum." Workshop for Lewis-Clark State College faculty at Coeur d'Alene, February 2, 1994

"Preparing High School Students for College Writing." Workshop for Regional Secondary Education Teachers and prospective teachers of English and Language Arts, Lewiston, Idaho, November 19, 1992

"Responding to Student Writing: Options and Outcomes." Workshop for Lewis-Clark State faculty, Lewiston, Idaho, August, 1991

"From Invention to Revision: Writing Strategies for Returning Students." Workshop for Lewis-Clark State College outreach students at North Idaho College, Coeur d'Alene, Idaho, September, 1990

"Designing Writing Assignments that Improve Critical Thinking." Workshop for Lewis-Clark State College outreach faculty at North Idaho College, Coeur d'Alene, Idaho, September, 1990

PUBLICATIONS:

Book Review: Stories of Reading: Subjectivity and Literary Understanding, by Michael Steig. Rocky Mountain Review of Languages and Literature, 1990

"Computer Conferencing: Composing a Feminist Community of Writers," *Computers and Community: Teaching Composition in the Twenty-first Century*, Ed. Carolyn Handa. New York: Boynton-Cook, 1989

Representative, Composition Committee, 1979-80, University of Oregon, Eugene

SENIOR RESEARCH PROJECTS:

Faculty Mentor for the following

- Stacy Shoemaker, "Awakening the Eleventh Grade Curriculum," 2004-05.
- Dawn Byers, "Business in 19th Century British Literature: Popular Sentiment or Authors' Folly?" 2003-04.
- Thomas Koller, "Uneasy Comfort in Victorian Culture." 2003-04.
- Alissa McCulley, "Effective Instruction in Grammar," 2003-04.
- Jennifer Redford, "A Matter of Justice: an Analysis of the Effects of Rhetorical Strategies Used in Supreme Court Opinions," 2003-04.
- Autumn Brackley, "The Role of Communication in the Writing Center," 2002-2003.
- Katina Dennis, "The Politics of Balance in Barbara Kingsolver's The Poisonwood Bible." 2001-2002.
- Charity Thompson, "Facing our Fears in the 'Woods.'" 2001-2002.
- Tina Rodeen, "From Short Story to Play: The Works of Tennessee Williams." 2000-2001.
- Rozee Schultz, "Discussing Our Choices: The Public Conversation in American Women's Short Stories at the Turn of the 20th Century." 2000-2001.
- Jennifer Anderson, "Talk-story in Amy Tan's *The Kitchen God's Wife*: Shaping the Personal into the Political." 1999-2000.

GRANTS:

Course Development Grant for English 386, Teaching Composition, Fall 2011, Lewis-Clark State College.

Principal Investigator, "Distance Learning Model," Idaho Technology Incentive Grant, 2004 - 2005.

"Course Writing Assessment Pilot Project." Faculty Development Incentive Grant, Lewis-Clark State College, 2003-2004.

"Writing Program Administrators Workshop." Faculty Development Incentive Grant, Lewis-Clark State College, 2003.

"Composing Intersections: Writing/Thinking/Learning Across the Curriculum." Faculty Development Incentive Grant, Lewis-Clark State College, 2002.

"Developing an On-line Writing Lab." Faculty Development Incentive Grant, Lewis-Clark State College, 1999-2000.

"Writing Across the Curriculum Writing Portfolio Assessment Workshop." Faculty Development Incentive Grant, Lewis-Clark State College, 1997-1998.

February, 2019

Curriculum Vitae
Kandi Jo Turley-Ames, Ph. D.

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Department of Psychology
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Garrison Hall
Idaho State University
Pocatello, ID 83209-8112

Professional Experience

2011 - present	Founding Dean of the College of Arts and Letters, Idaho State University, Pocatello, Idaho
2010 - 2011	Founding Interim Dean of the College of Arts and Letters, Idaho State University, Pocatello, Idaho
2009 - 2010	Interim Associate Vice President for Curricular and Academic Excellence, Academic Affairs, Idaho State University, Pocatello, Idaho
2007 - present	Full Professor of Psychology, Department of Psychology, Idaho State University, Pocatello, Idaho
2006 - present	Affiliate Faculty Member, Informatics Research Institute, Idaho State University
2003 - 2009	Department Chair, Department of Psychology, Idaho State University, Pocatello, Idaho
2007 - 2008	Interim Assistant Dean, College of Arts and Sciences, Idaho State University, Pocatello, Idaho
2007 - 2007	Acting Graduate Dean, Idaho State University, Pocatello, Idaho (covered for summer vacations)
2002 - 2007	Associate Professor of Psychology, Department of Psychology, Idaho State University, Pocatello, Idaho
1997 - 2002	Assistant Professor of Psychology, Department of Psychology, Idaho State University, Pocatello, Idaho

Educational History

1996	Ph.D., Psychology with major emphasis in cognition and memory Washington State University, Pullman, Washington <u>Dissertation</u> : Individual Differences in Working Memory and Comprehension: A test of the Strategic Allocation Hypothesis
1993	M.S., General Experimental Psychology Idaho State University, Pocatello, Idaho <u>Thesis</u> : Subjective Predictions into the Future and the Past
1990	B.S., Psychology Idaho State University, Pocatello, Idaho High Honors

Professional Affiliations (Current and Previous to Administrative Appointment)

Council of Graduate Departments of Psychology
Psychonomics Society
Women in Cognitive Science
Western Psychological Association
American Psychological Science
Midwestern Psychological Association
Society for Personality and Social Psychology
Phi Kappa Phi

Honors and Awards

2009	Graduate from the Higher Education Resource Service (HERS) for women in higher education administration
2009	Recipient of WeLead funding to HERS Training Program
2007-2008	Nominee for the US Professors of the Year Award
2007, 2008	Selected to Represent the Council of Graduate Departments of Psychology at Education Leadership Conference sponsored by the American Psychological Association, Washington DC
2006-2007	Distinguished Teacher, Idaho State University
2006	Outstanding Experimental Faculty Member, Idaho State University
2006	Most Influential Professor-Masters, Idaho State University
2006	Most Influential Professor-Undergraduate Social Sciences, Idaho State University
2006	Humanities and Social Science Travel Grant, Idaho State University
2006	Humanities and Social Science Research Grant, Idaho State University
2005	Outstanding Experimental Faculty Member, Idaho State University
2005-2006	Master Teacher, Idaho State University
2004-2005	Nominee for Distinguished Teacher, Idaho State University
2002-2003	Nominee for Distinguished Teacher, Idaho State University
2001-2002	Master Teacher, Idaho State University
1999	Most Influential Professor, Idaho State University
1999	Humanities and Social Science Research Grant, Idaho State University
1999	University Research Grant, Idaho State University

Grant Activity

Wong, M., Turley-Ames, K. J., Miyake, T. M., & Faure, C. "Sleep problems and executive functions in adolescents girls with concussions." National Institute of Child Health and Human Development (R21 HD076215; \$343,744 total costs). Unfunded, revise and resubmit.

Turley-Ames, K. J. (2009). "She's a Boy I Knew." Mini-grant funded by the Cultural Affairs Council to bring in Gwen Haworth as a guest speaker for Transgender Day of Remembrance at ISU (\$500).

Turley-Ames, K. J. (2008). "Strong Women and How They Did It." Mini-grant funded by the Cultural Affairs Council to bring in Emily Toth as a guest speaker for Women's History Month (\$500).

Turley-Ames, K. J. (2007). Human Performance and Human Reliability Analysis. Funded by the Idaho National Laboratory in support of their NASA Performance, Safety, and Mission Success Tools Grant (\$23,789).

- Turley-Ames, K. J. (2007). National Science Foundation (NSF) EPSCoR Project for Undergraduate Research. Funded by the Office of Research, Idaho State University (\$4,369.52).
- Strickland, A., Turley-Ames, K. J., & Schou, C. (2006). Improving the Mathematics Performance of Hispanic Students: An Informatics Web-based Mathematics Instructional and Assessment System Capitalizing on Receptive Language Learning and Working Memory. National Science Foundation (NSF 06-535): Advanced Learning Technologies (ALT) (\$598,943). Unfunded.
- Lohse, E. S., & Turley-Ames, K. J. (2006). Knowledge Elicitation Study with the Texas Archeological Research Lab in Austin, TX. Funded by the Office of Research thru the Humanities/Social Sciences Travel Fund (\$1,700).
- Lohse, E. S., Turley-Ames, K. J., Sammon, D., Strickland, A., Frost, J., & Schou, C. (2006). Construction of a Projectile Point Classification For the Northwestern Plains Through a Knowledge Elicitation Protocol Utilizing a Computer-Based Anonymous Decision Tool. Funded by the Humanities/Social Sciences Research Committee (\$15,297).
- Turley-Ames, K. J. (2004-2005). Implementation and Expansion of Online Learning Tools for "Gateway" Courses in Psychology. Funded by the Gateway Technology Incentive Grant (\$37,400).
- Turley-Ames, K. J., & Toussaint, L. (2003-2004). Development on Online Instructional Materials for Introduction to Psychology. Funded by the Gateway Technology Incentive Grant (\$62,000).
- Turley-Ames, K. J., Adkinson, S.R., & Lai, J. C. (submitted May, 2002). Working Memory and Critical Literacy: Cognitive, Metacognitive, and Neural Dimensions of Reading Comprehension in College Students (\$340,934). U.S. Department of Education, Office of Educational Research and Improvement: Program of Research on Reading Comprehension. Unfunded.
- Turley-Ames, K. J., Adkinson, S. R., Lai, J. C. & Cellucci, A. (submitted April, 2002). Individual and Social Contexts for Learning: Cognitive, Metacognitive, and Neural Dimensions of Learning Strategies in College Students (\$315,589). U.S. Department of Education, Office of Educational Research and Improvement: Cognition and Student Learning (CASL) Research Grant Program. Unfunded.
- Turley-Ames, K. J. (1999). Individual Differences in Working Memory and Reading Strategies. Funded by the Humanities/Social Sciences Research Committee (\$7,558.80).
- Turley-Ames, K. J. (1999). Individual Differences in Working Memory and Reading Strategies. Funded by the University Research Committee (\$13,118.00).

Peer-Reviewed Publications

- Turley-Ames, K J (2018) "Recruiting Rural Students by Building Relationships." *Inside Higher Ed*, <https://www.insidehighered.com/admissions/views/2018/05/29/colleges-want-recruit-rural-students-need-make-personal-connections>
- Attebery, B., Gribas, J., McBeth, M. K., Sivits, P, Turley-Ames, K. J. (2007). *Narrative, Identity, and Academic Community in Higher Education..* Routledge: New York.

- McBeth, M. K., Turley-Ames, K. J., Youngs, Y., Ahola-Young, L. & Brumfield, A. (2015). "The iPad Pilot Project: A Faculty Driven Effort to Use Mobile Technology in the Reinvention of the Liberal Arts." *Journal of Teaching and Learning with Technology* (in press).
- Drayton, S., Turley-Ames, K. J., & Guajardo, N. R. (2011). Counterfactual Thinking and False Belief: The Role of Executive Function. *Journal of Experimental Child Psychology*, 108, 532-548.
- Guajardo, N. R., Parker, J., & Turley-Ames, K. J. (2009). Associations among false belief understanding, counterfactual reasoning, and executive function. *British Journal of Developmental Psychology*, 27, 681-702.
- Ricks, T., Turley-Ames, K. J., & Wiley, J. (2007). Effects of working memory capacity on mental set due to domain knowledge. *Memory and Cognition* 35, 1456-1462.
- Guajardo, N. R., & Turley-Ames, K. J. (2004). Preschoolers' generation of different types of counterfactual statements and theory of mind understanding. *Cognitive Development*, 19, 53-80.
- Turley-Ames, K. J., & Whitfield, M. M. (2003). Strategy training and working memory task performance. *Journal of Memory and Language*, 49, 446-468.
- Sanna, L. J., Meier, S., Parks, C. D., Kassin B. R., Lechter, J. L., Turley-Ames, K. J., & Miyake, T. M. (2003). A game within inches: Spontaneous use of counterfactuals by broadcasters. *Journal of Applied Social Psychology*, 33, 455-475.
- Sanna, L. J., & Turley-Ames, K. J. (2000). Counterfactual intensity. *European Journal of Social Psychology*, 30, 273-296.
- Sanna, L. J., Turley-Ames, K. J., & Meier, S. (1999). Mood, self-esteem, and simulated alternatives: Thought-provoking affective influences on counterfactual direction. *Journal of Personality and Social Psychology*, 76, 543-558.
- Sanna, L. J., Meier, S., & Turley-Ames, K. J. (1998). Mood, self-esteem, and counterfactuals: Externally attributed moods limit self-enhancement strategies. *Social Cognition*, 16, 267-286.
- Sanna, L. J., & Turley, K. J. (1996). Antecedents to spontaneous counterfactual thinking: Effects of expectancy violation and outcome valence. *Personality and Social Psychology Bulletin*, 22, 906-919.
- Sanna, L. J., Turley, K. J., & Mark, M. M. (1996). Expected evaluation, goals, and performance: Mood as input. *Personality and Social Psychology Bulletin*, 22, 285-303.
- Turley, K. J., Sanna, L. J., & Reiter, R. L. (1995). Counterfactual thinking and perceptions of rape. *Basic and Applied Social Psychology*, 17, 285-303.
- Budd, D., Whitney, P., & Turley, K. J. (1995). Individual differences in working memory strategies for reading expository text. *Memory and Cognition*, 23, 735-748.

Manuscripts Under Revision

- Miyake, T. M., & Turley-Ames, K. J. Degree of intimacy and counterfactual focus: Assessment of the assignment of blame, guilt, and punishment.

Turley-Ames, K. J., & Thompson, H. M. Preventing strategy use via distraction: Implications for WM theory and the assessment of individual differences in working memory.

Manuscripts in Preparation

Turley-Ames, K., J., Lale, R., Miyake, T. M., & Schier, C. J. Effects of stimulus presentation and strategy on working memory performance.

Miyake, T. M., & Turley-Ames, K. J. Rape myth acceptance and group interaction: Whose counterfactuals change over time, and does it influence blame, guilt, and punishment?

Traughber, D. L., Turley-Ames, K. J., & Ricks, T. R. Inhibitory mechanisms associated with individual differences in working memory.

Manuscripts in Progress

Turley-Ames, K. J. Individual differences in working memory and reading strategies.

Turley-Ames, K. J., & Thompson, H. M. Strategies and time allocation: Individual differences in working memory and the operation span test.

Turley-Ames, K. J., & Miyake, T. M. Working memory and controlled processing of counterfactual statements.

Turley-Ames, K. J., & Traughber, D. L. Working memory, motivation, and strategy use.

Turley-Ames, K. J., & Thompson, H. M. Working memory, reading strategies, and metacognitive awareness.

Safford, S., Turley-Ames, K. J., & Thompson, H. M. Relation of working memory span and higher-order cognitive process to depression and anxiety symptomatology.

Traughber, D., & Turley-Ames, K. J. Activation and inhibition as fundamental mechanisms underlying individual differences in working memory.

Turley-Ames, K. J., Lale, R., Miyake, T. M., Pearce, K. L., & Schiers, C. J. Working Memory Training and Attention.

Professional Peer-Reviewed Presentations

Miller, A. L., Korell, A. M., Turley-Ames, K. J., Miyake, T. M., Lale, R., & Tart-Zelvin, A. (April, 2015). *Working Memory and Reading Strategies*. Paper presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.

Korell, A. M., Miller, A. L., Osborn, K., Miyake, T. M., & Turley-Ames, K. J. (April, 2015). *Individual differences in working memory and counterfactual generation*. Poster presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.

Miller, A. L., Korell, A. M., Turley-Ames, K. J., Miyake, T. M., Lale, R., & Tart-Zelvin, A. (April, 2015). *Working memory and reading strategies*. Paper presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.

- Voorheis, D., Turley-Ames, K. J., & Miyake, T. M. (April 2015). *Working Memory Capacity and the Nature of Analogical Transfer*. Paper presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.
- Echon, R., Parker, C., Lale, R., & Turley-Ames, K. J. (April, 2015). *The Effect of Mediation Training and Working Memory*. Paper presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.
- Korell, A. M., Miller, A. L., Osborn, K., Miyake, T. M., & Turley-Ames, K. J. (April. 2014). *Individual Differences in Working Memory and Counterfactual Generation*. Paper presented at the 95th annual meeting of the Western Psychological Association, Las Vegas, NV.
- Korell, A. M., Miller, A. L., Turley-Ames, K. J., Echon, R., Lale, R., & Miyake, T. M. (April, 2014). *Assessments of Working Memory: Strategy Training and Presentation Format*. Paper presented at the 94th annual meeting of the Western Psychological Association, Portland, OR.
- Pearce, K. L., Lale, R., Turley-Ames, K. J., & Miyake, T. M. (November, 2013). *Mood, working memory, and strategy training: Consequences for executive function*. Paper presented at the 54th annual meeting of the Psychonomic Society, Toronto, Canada.
- Guajardo, N. R., Pham, A., & Turley-Ames, K. J. (April, 2013). *Executive Function and Counterfactual Reasoning: All Counterfactual Tasks are not the Same*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle.
- Anderson, T., Miyake, T. M., & Turley-Ames, K. J. (2012, November). *Working memory span task administration and predicting higher cognitive function*. Paper presented at the annual meeting of the Psychonomics Society, Minneapolis, MN.
- Pearce, K. L., & Turley-Ames, K. J. (2011, May). *Working memory capacity and symptoms of depression and anxiety*. Paper presented at the annual meeting of the Association for Psychological Science, Washington D.C.
- Schiers, C. J., Turley-Ames, K. J., & Pearce, K. L. (2009, November). *Working Memory Training and Attention*. Paper presented at the 50th Annual Conference of the Psychonomics Society, Boston.
- Drayton, S. D., Turley-Ames, K. J., & Guajardo, N. R. (2009, April). *Counterfactual Thinking and Theory of Mind: The Role of Executive Function*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver.
- Lohse, E. S., Turley-Ames, K. J., Lohse, K., Schou, C., & Strickland, A. (2007, April). *Archaeological Classification Explored: The Gault Site*. Paper presented at the Annual Meeting of the Society for American Archeology, Austin.
- Thompson, H. M., & Turley-Ames, K. J. (2006, November). *Working Memory and Controlled Allocation of Time*. Paper to be presented at the 47th Annual Conference of the Psychonomics Society, Houston.
- Dimmer, C., & Turley-Ames, K. J. (2006, November). *Effects of Stimuli Presentation and Strategy on Working Memory Performance*. Paper presented at the 47th Annual Conference of the Psychonomics Society, Houston.

- Lohse, K. R., Thompson, H. M., & Turley-Ames, K. J. (2006, May). *Working Memory and Reading Comprehension: Assessing the Intersection Between Metacognition and Executive Function*. Paper presented at the 18th Annual Meeting of the American Psychological Science, New York.
- Ricks, T. R., & Turley-Ames, K. J. (2005, November). *Effects of Working Memory and Domain Knowledge in Overcoming Mental Sets in Creative Problem Solving*. Paper presented at the 46th Annual Conference of the Psychonomics Society, Toronto.
- Guajardo, N. R., Parker, J., Hallett, K., Wignall, J., Silvent, J., & Turley-Ames, K. J. (2005, October). *An Examination of Association Among Physical Counterfactuals, Social Counterfactuals, and Theory of Mind Performance*. Paper presented at the Biennia Meeting of the Cognitive Development Society, San Diego.
- Turley-Ames, K. J., & Thompson, H. M. (2004, November). *Assessment of working memory and strategy prevention*. Paper presented at the 45th Annual Conference of the Psychonomics Society, Minneapolis.
- Traughber, D. L., Ricks, T. R., & Turley-Ames, K. J. (2004, November). *Fundamental working memory processes predicting inhibitory errors*. Paper presented at the 45th Annual Conference of the Psychonomics Society, Minneapolis.
- Turley-Ames, K. J., & Thompson, H. M. (2003, November). *Working memory, metacognitive awareness, and reading comprehension*. Paper presented at the 44th Annual Conference of the Psychonomics Society, Vancouver, B.C.
- Turley-Ames, K. J., Thompson, H. M., & Traughber, D. L. (2003, May). *Working memory and motivation to use a strategy: Implications for controlled processing*. Paper presented at the 15th Annual Meeting of the American Psychological Society, Atlanta.
- Miyake, M. M., Turley-Ames, K. J., & Brooks, C. (2003, May). *Group interaction and rape myths' influence on counterfactual focus and social judgments*. Paper presented at the 15th Annual Meeting of the American Psychological Society, Atlanta.
- Traughber, D. L., & Turley-Ames, K. J. (2002, November). *Inhibitory mechanisms associated with individual differences in working memory*. Paper presented at the 43rd Annual Conference of the Psychonomics Society, Kansas City.
- Turley-Ames, K. J. (2001, November). *Working memory span and instruction set during reading comprehension*. Paper presented at the 42nd Annual Conference of the Psychonomics Society, Los Angeles.
- Miyake, T. M., & Turley-Ames, K. J. (2001, June). *Rape scenarios: Independent effects of degree of intimacy and counterfactual focus*. Paper presented at the 13th Annual Meeting of the American Psychological Society, Toronto.
- Traughber, D. L., & Turley-Ames, K. J. (2001, June). *Working memory and motivation: Implications for spontaneous semantic clustering*. Paper presented at the 13th Annual Meeting of the American Psychological Society, Toronto.
- Guajardo, N. R., & Turley-Ames, K. J. (2001, April). *Theory of mind and counterfactual thinking: Mutating the antecedent vs. the consequence*. Symposium presented at the Biennia Meeting for

the Society in Research Child Development.

Turley-Ames, K. J., & Whitfield, M. M. (2000, February). *Working memory and controlled processing of counterfactuals*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.

Arnold, N. G., & Turley-Ames, K. J. (2000, February). *The implications of positive mood and social desirability for adolescents and adult counterfactual thinking*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.

Miyake, T. M., & Turley-Ames, K. J. (2000, February). *Perceptions of Rape: Degrees of intimacy and counterfactual focus*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.

Read, D. W., & Turley-Ames, K. J. (2000, February). *Consideration of future consequences and counterfactual thinking*. Paper presented at the 1st Annual Meeting of the Society for Personality and Social Psychology, Nashville.

Turley-Ames, K. J. (1999, November). *Distribution of working memory resources and strategy instruction*. Paper presented at the 40th Annual Conference of the Psychonomics Society, Los Angeles.

Turley-Ames, K. J., & Read, D. (1999, June). *Self-esteem and counterfactual strategy: The implications of global versus specific counterfactual thinking*. Paper presented at the 11th Annual Convention of the American Psychological Society, Denver.

Whitfield, M. M., Turley-Ames, K. J., & Miyake, T. M. (1999, June). *Individual differences in working memory and self-esteem: Implications for counterfactual thinking*. Invited paper presented at the 11th Annual Convention of the American Psychological Society, Denver.

Turley-Ames, K. J., & Mitchell, G. (1999, April). *Individual differences in strategic allocation of working memory resources*. Invited symposium presented at the annual meeting of the Eastern Psychological Association.

Guajardo, N. R., & Turley-Ames, K. J. (1999, April). *Social cognitive development: Theory of mind and counterfactual thinking*. Paper presented at the Biennia Meeting for the Society in Research Child Development.

Turley-Ames, K. J., & Whitfield, M. M. (1998, November). *The benefits of strategy instruction and individual differences in working memory*. Paper presented at the 39th Annual Conference of the Psychonomics Society, Dallas.

Turley-Ames, K. J. (1997, November). *Strategy use and the working memory span test*. Paper presented at the 38th Annual Conference of the Psychonomics Society, Philadelphia.

Turley-Ames, K. J., & Sanna, L. J. (1997, May). *Mood, self-esteem, and counterfactual direction: Effects of correctly attributed mood*. Paper presented at the 69th annual meeting of the Midwestern Psychological Association, Chicago.

Sanna, L. J., & Turley-Ames, K. J. (1997, May). *Mood and self-esteem as antecedents of counterfactual direction*. Paper presented at the 69th annual meeting of the Midwestern Psychological Association, Chicago.

Association, Chicago.

Sanna, L. J., Meier, S., & Turley-Ames, K. J. (1997, May). *Mood, self-esteem, and counterfactuals: Effects of cognitive load*. Paper presented at the 69th annual meeting of the Midwestern Psychological Association, Chicago.

Sanna, L. J., & Turley, K. J. (1996, November). *Mood as input to counterfactual thinking*. Paper presented at the annual meeting of the Society for Judgement and Decision Making, Chicago.

Turley, K. J., & Sanna, L. J. (1996, June). *Counterfactuals and just missing: Close but yet so far*. Paper presented at the eighth annual convention of American Psychological Society, San Francisco.

Turley, K. J., & Sanna, L. J. (1996, June). *Counterfactuals and anticipated regret in a resource dilemma*. Paper presented at the eighth annual convention of American Psychological Society, San Francisco.

Sanna, L. J., Parks, C. D., & Turley, K. J. (1995, November). *Counterfactual thinking and social dilemmas*. Paper presented at the annual meeting of the Society for Judgement and Decision Making, Los Angeles.

Turley, K. J., & Sanna, L. J. (1995, June). *Counterfactuals and rape: Victim and perpetrator judgements*. Paper presented at the seventh annual convention of American Psychological Society, New York.

Turley, K. J., & Sanna, L. J. (1995, June). *Counterfactual thinking: The effects of closeness and number of tries*. Paper presented at the seventh annual convention of American Psychological Society, New York.

Sanna, L. J., Turley, K. J., & Mark, M. M. (1995, June). *Affect and goals as moderators of social loafing*. Paper presented at the seventh annual convention of American Psychological Society, New York.

Sanna, L. J., Gunther, D. C., & Turley, K. J. (1995, June). *Expectancy violation and outcome valence as antecedents to spontaneous counterfactual thinking*. Paper presented at the seventh annual convention of American Psychological Society, New York.

Budd, D., Whitney, P., & Turley, K. J. (1994, November). *Individual differences in working memory strategies for reading expository text*. Paper presented at the 35th Annual Conference of the Psychonomics Society, St. Louis.

Other Professional Presentations

Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the Early College Program, Boise and Pocatello.

Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for eISU day.

Turley-Ames, K. J. (2014). *Welcome and Introduction to the College of Arts and Letters*. Invited guest speaker for New Student Orientation.

Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the Pocatello Rotary Club.

- Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the Idaho Falls Rotary Club.
- Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the School District 25 Technology Committee.
- Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the League of School.
- Tart-Zelvin, A., Xu, X., & Turley-Ames, K. J. (2015, March). *Underlying neural mechanisms of strategy use on working memory*. Presented at the Annual Idaho State University Research Forum, Pocatello, ID.
- Turley-Ames, K. J. (2014). *Liberal Arts and iSU Pilot Project*. Invited guest speaker for the Idaho Falls Superintendents Meeting.
- Turley-Ames, K. J. (2013). *College of Arts and Letters: Accomplishments*. Invited guest speaker to Pocatello Rotary Club.
- Turley-Ames, K. J. (2013). *College of Arts and Letters: Accomplishments*. Invited guest speaker to Twin Falls Rotary Club.
- Turley-Ames, K. J. (2012). *College Advisory Boards*. Invited guest speaker for Education Leadership program in the College of Education, Idaho State University.
- Turley-Ames, K. J. (2012). *Making the Most of Your Graduate Training*. Invited guest speaker to the Graduate Student Association.
- Turley-Ames, K. J. (2012). *Securing an Academic Appointment*. Invited guest speaker to the Graduate Professional Development Course in the Department of Biology, Idaho State University.
- Turley-Ames, K. J. (2011). *Present Honorary Doctorate to Jakob Dylan*. Invited presenter at ISU commencement.
- Turley-Ames, K. J. (2011). *New Bengal Orientation Overview*. Invited guest speaker by Enrollment Planning.
- Turley-Ames, K. J. (2011). *Graduate Training Opportunities in the College of Arts and Letters at Idaho State University*. Invited guest speaker by dean to the BYU-Idaho Pre-Professional Conference, Rexburg, Id.
- Turley-Ames, K. J. (2009). *Successful Graduation Student and Mentor Relationships*. Invited guest speaker for the GATE program sponsored by the Graduate School.
- Turley-Ames, K. J. (2006). *The History of Localization of Function*. Invited guest lecture for History of Psychology course, February.
- Turley-Ames, K. J. (2006). *Departmental Training Opportunities*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society.
- Turley-Ames, K. J. (2005). *Working Memory and Optimization of Human Performance*. Invited

presentation to the Human Factors Division at the Idaho National Laboratory, October.

Turley-Ames, K. J. (2005). *Don't Jeopardize Your Future: Career Choices for Psychology Majors*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, April.

Turley-Ames, K. J. (2003). *Applied Cognition: Working Memory, Counterfactual Thinking, and Eyewitness Testimony*. Invited guest speaker to the Applied Techniques course at Idaho State University, April.

Turley-Ames, K. J. (2001). *Individual Differences in Working Memory and Counterfactual Thinking*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, February.

Turley-Ames, K. J. (2000). *Preparing a Personal Statement for Graduate School*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, November.

Turley-Ames, K. J. (2000). *Making the Most of the First Years at ISU*. Invited presentation to the New Faculty Orientation Meeting, August.

Turley-Ames, K. J. (2000). *Executive Function*. Invited guest lecture for Occupational Performance course, Pocatello, April.

Turley-Ames, K. J., & Mitchell, G. (1999). *Individual Differences in the Strategic Allocation of Working Memory Resources*. Invited symposium presented at the annual meeting of the Eastern Psychological Association, Rhode Island, April.

Turley-Ames (1997). *Individual Differences in Working Memory*. Invited presentation to Idaho State University chapter of Psi Chi National Honor Society, October.

Turley-Ames (1997). *Learning from a Cognitive Perspective*. Invited guest lecture for Learning course, Pocatello, August.

Professional-Related Activities

- | | |
|--------------|---|
| 2009 | Program Review of the Psychology Department at the University of Idaho |
| 2009 | Interview with the American Psychological Association Division 3 Newsletter on Interviewing and Securing a Faculty Position during Difficult Economic Times |
| 2009-present | Ad hoc Reviewer for <i>Journal of Learning Disabilities</i> |
| 2008 | Chapter Review for textbook by Feist and Rosenberg, <i>Psychology: Making Connections</i> , McGraw-Hill Publications |
| 2006-present | Ad hoc Reviewer for <i>Memory and Cognition</i> |
| 2006-present | Ad hoc Reviewer for <i>Quarterly Journal of Experimental Psychology</i> |
| 2006-present | Ad hoc Reviewer for <i>British Journal of Developmental Psychology</i> |

2005-present Ad hoc Reviewer for *Child Development*

2005-present Ad hoc Reviewer for *Psychonomics Bulletin and Review*

2003-present Ad hoc Reviewer for *Journal of Memory and Language*

2003-present Ad hoc Reviewer for *Journal of Social Psychology*

2003-present Ad hoc Reviewer for *European Journal of Social Psychology*

1997-present Ad hoc Reviewer for *Basic and Applied Social Psychology*

2006 Interview on Schemas for the Post Register

2004 Ad hoc Reviewer for *Economic & Social Research Council-Grants Board* (Requested amount \$371,284)

2001 Provided Expert Testimony on Eyewitness Testimony, Pocatello

1998-2000 Research collaboration with the Idaho National Engineering and Environmental Laboratory (INEEL) Human Factors Division

1999 Graduate Student Recruitment Presentation at U of I / WSU for Psychology Department

1999 Provided Expert Testimony on Object Perception, Idaho Falls

1997 Interview on Memory for Channel 3 News

Professional-Related Service

Community:

Interviews with Idaho State Journal, Inside Idaho, and the Bengal on the Ranking of the Clinical Psychology Ph.D. Program (2009)

Interview for special on Schemas for Post Register (2006)

Supervised Placement of a Highland High School Student interested in Experimental Psychology as part of the Experienced Based Career Education Program (2005)

Presentation to the Human Factors Division at the INL (2005)

Program Assessment for Domestic Violence Group at Family Services Alliance (2004-current)

Presenter for Take Our Daughters and Sons to Work Day at ISU (2003)

Expert Witness in Idaho Falls on Visual Perception

Expert Witness in Pocatello on Eyewitness Testimony

Interview on Memory for Channel 3 News

College/University:

Chair, Inaugural New Year's Eve Gala Committee (2013)

Chair, Faculty Evaluation Revision Committee (2013)

Graduate Dean Search Committee (2013)

Twin Falls Education Committee (2012)

Established MOU with BYU-I for 4+1/3+2 programming (2012)
Member, Search Committee for AVP for Development (2011)
Member, eISU Planning Committee (2010-2014)
Co-Chair, General Education Review Committee (2010)
Direct Report for the Early College Program (2009-2010)
Direct Report for the Center for Teaching and Learning (2009-2010)
Developed MOUs with Diablo Valley College and Butte College (2009-2010)
Chair, Arts, Humanities, Social Sciences, and Education Reorganization Task Force Committee (2009-2010)
Chair, eISU Planning Committee (2009-2010)
Assisted in the Creation of a Center for Student Success (2009-2010)
Tenure and Promotion Panel (2010)
Academic Affairs Representative to the League of Schools (2009-2010)
Academic Affairs Representative on the Curriculum Council Committee (2009-2010)
Academic Affairs Representative on the Council for Teaching and Learning Committee (2009-2010)
Academic Affairs Representative on the Academic Standards Committee (2009-2010)
Academic Affairs Representative on the BAT/BAS Committee (2009-2010)
Academic Affairs Representative during the NWCCU Accreditation Visit (2009)
Member, ERP Executive Committee (2009-2010)
University Retention Report (2009)
Initiated University Program Review based upon Graduation Numbers (2009)
Oversaw Notice of Intent Process for the University (2009-2010)
Presenter at Early College Day (2009)
Chair, Distinguished Teacher Selection Committee (2008-2009)
Periodic Performance Review Committee of the Chair of Biological Science (2008)
Department Promotion Committee for Margaret Johnson in English and Philosophy (2008)
WeLead Seed Grant Review Committee (2008)
Tenure and Promotion Workshop (2008)
College Promotion Committee for Jennifer Holst in Communication Sciences and Education of the Deaf (2008)
Department Promotion Committee for Jennifer Holst in Communication Sciences and Education of the Deaf (2008)
Promotion Committee for Margaret Johnson in English (2008)
Assisted with Retention Recruitment Calls (2008)
Participate in Business Plan Analysis for New ERP System (Advising Students and Workload Sessions) (2008)
Presenter at New Freshman Registration for the College of Arts and Sciences (2008)
Future Scholars Event (2008)
Exoficio Member of the General Education Committee (2007-2008)
Advising Coordinators Committee (2007-2008)
Early College Program Advisory Committee (2008)
Interim Director, General Studies Program (2007-2008)
Interim Director, Bachelors of University Studies (2007-2008)
Interim Director, Arts and Sciences Scholarship Committee (2007-2008)
Graduate School Medical Leave/Childbirth Subcommittee (2007-2008)
Distinguished Teacher Selection Committee (2008-present)
Steering Committee for Neuroscience Notice of Intent (2007)
Dean of Arts and Sciences Search Committee (2007, 2007-2008)
Invited Distinguished Teacher Panel for New Faculty Orientation (2007, 2008, 2009)
Invited Presenter at a Tenure and Promotion Workshop Sponsored by the NSF WeLead Grant (2006)
Graduate Education Steering Committee (2006)

Chaired the Selection of Presenters for Research/Creativity Event-Social Science Division (2006)
Graduate Student Childbirth Sub-Committee of Department Chairs (2006)
Participation in Honor Students Campus Visitation (2006)
Organizational Committee for Honor Students Campus Visitation (2006)
Honors Student Recruitment Sub-Committee (2006)
Consultation on Assessments of Self-Esteem for College of Education (2006)
Organizational Committee for Research Integrity Conference (2005)
Recruiting Meeting for Juniors from the Meridian Medical Arts Charter School (2005)
Recruiting Meetings with Potential Students for the Athletic Department (2005)
New Freshman Orientation and Advising in Idaho Falls (2005, 2006)
Selection Committee for Outstanding Alumni Award for Social Science (2004-2007)
Representative for the Graduate School to the Research Coordinating Council (2001)
Social Sciences Representative to Graduate Council (1999-2001)
Invited Guest Speaker for New Faculty Orientation (2000)
Invited Guest Lecture for MOT 622 Occupational Performance (2000)
Arts and Sciences Tenure and Promotion Advisory Committee (1999)

University: Graduate Faculty Representative

GFR for PA student (2013)
GFR for PA student (2013)
GFR for PA student (2012)
GFR for PA student (2010)
GFR for Nursing student (2009)
GFR for PA student (2009)
GFR for MBA student (2008)
GFR for Anthropology student (2007)
GFR for MBA student (2007)
GFR for Physical Therapy student (2006)
GFR for MBA student (2005)
GFR for Masters student in Deaf Education and Communication Sciences (2005)
GFR for Masters student in Deaf Education and Communication Sciences (2004)
GFR for Masters student in Occupational Therapy (2003)
GFR for Doctorate student in the Department of English and Philosophy (2003)
GFR for MBA student (2003)
GFR for Masters student in Education Department (2002)
GFR for Masters student in Human Resource Training and Development (2001)
GFR for Masters student in Education Department (2000)
GFR for the Education Specialist Program (1999)
GFR for Masters Student in Counseling Department (1998)

Department:

Comprehensive Examination Committee (2009)
WeLead Faculty Mentor for a colleague in Political Science (2008-2009)
Qualifying Examination Committee (2009)
Participate in Annual Arts and Sciences Phonathon (2008)
Dean of Arts and Sciences Search Committee (2007)
Qualifying Examination Committee (2007)
Invited Presenter at a Tenure and Promotion Workshop Sponsored by the NSF WeLead Grant (2006)
Chaired the Selection of Presenters for Research/Creativity Event-Social Science Division (2006)

Graduate Student Childbirth Sub-Committee of Department Chairs (2006)
Participation in Honor Students Campus Visitation (2006)
Organizational Committee for Honor Students Campus Visitation (2006)
Honors Student Recruitment Sub-Committee (2006)
Consultation on Assessments of Self-Esteem for College of Education (2006)
Invited Presentation for Psi Chi Induction Ceremony on Departmental Training Opportunities (2006)
As Chair, Lead the Department in the Development of a Notice of Intent (NOI) for a Ph.D. Program in
Experimental Psychology (2006)
As Chair, Lead the Department in the Development of a Workload Policy (2004-2006)
As Chair, Lead the Department in the Successful Hire of 4 New Faculty Members (2005)
Invited Presentation for the Psychology Club and Psi Chi on Careers in Psychology (2005)
Department Training in WebCT and Online Supplement for Introduction to Psychology Course (2005)
As Chair, Lead the Department in the Successful Hire of 4 New Faculty Members (2004)
Organized External Review of the Undergraduate and General Experimental Masters Program (2004)
Attend/Participate in the Annual Meeting of the Council of Graduate Departments of Psychology
(COGDOP) (2004, 2005)
Developed First On-line Psychology 101 Introduction to Psychology Course at the Request of the Dean
(2003)
Guest Speaker for Applied Techniques Course (2003)
Subcommittee to Examine Learning Outcomes for General Education Goal 12 (2003)
Chair, Graduate History and Systems Course Description Committee (2002)
Introductory Psychology Textbook Selection Committee (2002)
Psi Chi Research Presentation (2002)
Subcommittee on Graduate Research Assistant Responsibilities (2001)
Accreditation CoA Report, Sections B & F, Subcommittee (2001)
New Clinical Faculty Advertisement Committee (2001)
Co-Director of the Psychology Departments Research Forum (2001, 2002)
Psychology Department Grievance Committee (2000-2002)
Qualifying Exam Committee (1997, 1998, 2000, 2004, 2006)
Undergraduate Outcome Assessment Committee (2000)
General Experimental Masters Program Outcome Assessment Committee (2000)
Crystal Dehle's Tenure and Promotion Committee (2000)
Peter Vik's Tenure Committee (2000)
Linda Hatzenbuehler's Promotion Committee (2000)
Co-Director of the Psychology Departments Outcome Assessment Program (1999-2003)
Director of the Psychology Departments Outcome Assessment Program (1997-1999)
Graduate Student Recruitment Presentation at UI/WUS (1999)
Qualifying Exam Procedures Committee (1998)
Undergraduate Curriculum Committee (1998)
Undergraduate Honors Committee (1998)
Graduate Student Work Committee (1997)
Graduate Student Research Development Committee (1997)
New Experimental Faculty Advertisement Committee (1997)
Experimental Psychology Training Committee (1997-present)

Department: Doctoral and Master's Research Committees

Kelly Pearce	Dissertation Committee, Chair
Cindy Dimmer	Dissertation Committee, Chair
Todd Overman	Dissertation Committee, Chair
Daniel Traugher	Dissertation Committee, Chair

Allison Joe	Dissertation Committee, Co-chair
Gail Robertson	Dissertation Committee, Member
Karli Ghering	Dissertation Committee, Member
Greg Synder	Dissertation Committee, Member
April Fritch	Dissertation Committee, Member
Carol Brooks	Dissertation Committee, Member
Karen Mansfield-Blair	Dissertation Committee, Member
Diana Menchaca	Dissertation Committee, Member
Tina Gremore	Dissertation Committee, Member
Brandon Foster	Dissertation Committee, Member
Cheri Atkins	Dissertation Committee, Member
Jennifer Mayer	Dissertation Committee, Member

Department: Doctoral and Master's Research Committees

John Lander	Dissertation Committee, Member
Teri Ross	Dissertation Committee, Member
Heather Nash	Dissertation Committee, Member
Todd Overman	Third-Year Paper Committee, Chair
John Lander	Third Year Paper Committee, Member
Teri Ross	Third Year Paper Committee, Member
Heather Nash	Third Year Paper Committee, Member
Kelly Pearce	Thesis Committee, Chair
Tessa Anderson	Thesis Committee, Chair
Cindy Dimmer	Thesis Committee, Chair
Heather Thompson	Thesis Committee, Chair
Stefane Drayton	Thesis Committee, Chair
Travis Ricks	Thesis Committee, Chair
Ginger Mitchell	Thesis Committee, Chair
Nancy Arnold	Thesis Committee, Chair
Tina Miyake	Thesis Committee, Chair
Daniel Traughber	Thesis Committee, Chair
Carol Brooks	Thesis Committee, Co-chair
Lyn Gibson	Thesis Committee, Member
Rachel Cutler	Thesis Committee, Member
Allison Clark	Thesis Committee, Member

MARK HAYNAL
CURRICULUM VITAE

Lewis-Clark State College

4082 Fairway Drive
Lewiston, ID 83501
mthaynal@lcsc.edu
208-963-0013

EDUCATION

Doctor of Education (Ed.D.): Administration and Leadership
La Sierra University, 2002

Education Specialist (Ed.S): Administration and Leadership
La Sierra University, 1997

Master of Arts: Education Administration
Andrews University, 1983

Bachelor of Arts: Elementary Education
Bachelor of Science: Journalism
Andrews University, 1978

CURRENT CERTIFICATION

Indiana State Professional Educator's License
Building Level Administrator
Danielson Framework for Teaching Proficiency

OTHER EDUCATIONAL ACTIVITIES

BYU-I Program Review Team (State), October, 2018, Rexburg, Idaho
CAEP Training, October, 2017, Boise, Idaho
CAEPCon, September, 2017, Washington, DC
DOE Teacher-to-Teacher Workshop, July, 2007, Louisville, Kentucky
How the Brain Learns Workshop, August, 2005, Portland, Oregon
Effective Schools Conference, June, 2005, Ontario, California
INTASC Academy, July, 2004, Milwaukee, Wisconsin
OSPI Site Visit Training, September, 2004, Seattle, Washington
NCCE Convention, April, 2004, Spokane, Washington
AERA Convention, April, 2004, San Diego, California
OSPI Assessment Workshop, April, 2004, Seattle, Washington
Learning Brain Expo, July, 2003, Chicago, Illinois
NECC Convention, June, 2003, Seattle, Washington
Techscapes – NCCE Convention, April, 2003, Portland, Oregon
ASDASA Convention, February, 2003, Pittsburgh, Pennsylvania
Metamorphoses – NCCE Convention, March, 2002, Seattle, Washington
International Conference on College Teaching & Learning, April, 2001, Jacksonville, Florida
Reaching for Balance – ASCD National Convention, March, 2001, Boston, Massachusetts
Rendezvous 2001 – NCCE Convention, March, 2001, Spokane, Washington
Bridging Distances – NCCE Convention, April, 2000, Portland, Oregon
The Fundraising School, July, 1998, Silver Spring, Maryland
First Things First (Covey Time Management Seminar), October, 1997, Spokane, Washington

Training in Administering the Teacher Perceiver Interview, July, 1993, Canby, Oregon

TEACHING & ADMINISTRATIVE EXPERIENCE

Division Chair

Lewis-Clark State College, 2017-
Current

- *Coordinate Division Operations*
- *Supervise Instructors*
- *Ensure Compliance with State and Accrediting Bodies*
- *Teach Courses and Supervise Interns*
- *Serve on Campus Committees*

President

Burman University, 2010-2017
(Canadian University College until 2015)

- *Develop and implement the strategic plan.*
- *Achieve goals established by the Board of Trustees.*
- *Provide general oversight over all university operations.*
- *Develop and enhance relationships with all university stakeholders.*
- *Represent the university on provincial, community and denominational boards and committees.*

Superintendent of Schools

Indiana Conference, 2006-2010

- *Establish operating policies.*
- *Advise local school boards.*
- *Screen, hire, and supervise teachers.*
- *Evaluate and implement curricula.*
- *Conduct staff development workshops.*

Dean – School of Education and Psychology

Walla Walla University, 2002-2006

- *Develop and gain approval for new degree programs.*
- *Supervise and evaluate existing degree programs.*
- *Serve on a wide variety of administrative committees.*
- *Work closely with accrediting agencies.*
- *Hire and evaluate staff.*
- *Manage department budget and resources.*
- *Teach classes in Foundations of Education.*

Associate Professor

Walla Walla University, 2000-2002

- *Supervised student teachers.*
- *Taught classes in Foundations of Education, Multicultural Education, Measurement & Evaluation and Education Leadership.*
- *Advised education majors.*
- *Served on the university curriculum committee.*
- *Used technology extensively in classroom presentations.*

Principal

Rogers Elementary School, 1992-2000

- *Managed the resources and staff of a large elementary school.*
- *Marketed private school education to various groups of potential customers.*
- *Started the junior high community service program.*
- *Designed, built and maintained the school's computers and network.*

Principal/Teacher

Midland Adventist School, 1988-1992

- *Managed the resources and staff of a small elementary school.*
- *Developed skills in dealing with diverse racial and cultural groups.*
- *Worked extensively with marginal teachers.*

Principal/Teacher

Milwaukee Junior Academy, 1985-1988

- *Managed the resources and staff of an urban parochial school.*
- *Managed school bus and Federal hot lunch programs.*
- *Opened a day care center in unused classrooms.*
- *Gained experience in the unique challenges urban schools face.*
- *Served as school business manager.*

Boys Dean and Choir Director

Indiana Academy, 1981-1985

- *Managed a residence hall.*
- *Served as vice-principal for student affairs.*
- *Planned and implemented marketing and recruitment programs.*
- *Directed two choirs, one of which regularly took road trips.*
- *Team-taught English IV.*
- *Studied and practiced techniques of effectively counseling youth.*

Principal/Teacher

Anderson SDA School, 1978-1981

- *Taught all subjects to students in grades 5 through 8.*
- *Developed strategies for teaching multiage groups of students.*

OTHER WORK EXPERIENCE

I have also worked as a printer, copy editor, legal secretary, dental lab assistant and stringer for a daily paper.

RELATED UNIVERSITY ACTIVITIES

June, 2001 – June, 2002	Member of Campus Life Committee
June, 2001 – June, 2002	Member of Admissions Committee
November, 2001 – June 2004	Member of Curriculum Committee
June, 2002 – August, 2006	Member of Graduate Council and Graduate Standards Committee
June, 2002 – August, 2006	Member of Summer School Committee
June, 2002 – August, 2006	Member of Chairs and Deans Council
June, 2017 – Present	Member of Chairs Council
June, 2017 – Present	Member of International Studies Committee

PROFESSIONAL ACTIVITIES – PRESENTATIONS

Summer of 2015 Various Locations in Canada	<i>Understanding Happiness</i>
August 11, 2015 SDACC Teacher's Convention	<i>Helping Students Develop Self-Control</i>
Summer of 2014 Various Locations in Canada	<i>Understanding Self-Control</i>
September 10, 2006	<i>Helping Your Child's Brain Succeed</i>

Presentation to Parents at Terre Haute SDA School

August 8, 2006 *Making Your PowerPoint Presentations More Brain Friendly*
Presentation at NAD Teachers Convention, Nashville, TN

May 15, 2006 *Taking Schools from Good to Great*
Presentation to Indiana Conference Teachers, Cicero, IN

August-September, 2005 *Teaching So Students Remember*
Workshop for Faculty of Chiang Mai Academy, Maetang, Thailand

August 24, 2005 *Teaching With the Brain in Mind*
Presentation to Faculty of Ekamai International School, Bangkok, Thailand

March 3, 2005 *Making Your PowerPoint Presentations More Brain Friendly*
Art & Science of Teaching Presentation to Walla Walla University Faculty

April 16, 2004 *How to Create Brain-Friendly PowerPoint Presentations*
NCCE Regional Conference, Spokane, Washington

December 15-18, 2003 *Various Presentations on Effective Teaching, Effective Schools
and Interpreting and Using SAT-9 Results*
Iakina Adventist School, Pago Pago

September 15, 2003 *Writing Valid and Reliable Multiple Choice, True/False and Short
Answer Question*
Walla Walla University Staff Development Program, College Place, Washington

April 23, 2003 *Enlivening PowerPoint Presentations with Captured Video*
NCCE Regional Conference, Portland, Oregon

April 19, 2003 *Understanding and Living with Your Temperament Opposite*
Engaged Couples Seminar, College Place, Washington

September 20, 2003 *Enlivening PowerPoint Presentations with Captured Video*
Walla Walla University Staff Development Retreat, Hayden Lake, Idaho

March 14, 2002 *Enlivening PowerPoint Presentations with Captured Video*
NCCE Regional Conference, Seattle, Washington

September 9, 2001 *Unchanging Truths about Change*
Walla Walla University Student Leadership Retreat

March 15, 2001 *Enlivening PowerPoint Presentations with Captured Video*
NCCE Regional Conference, Spokane, Washington

November 20, 2000 *Technology and Timeless Teaching Tasks*
Faculty In-Service, Auburn Adventist Academy

November 19, 2000 *New Technology, Same Old Values*
Parents Workshop, Auburn Adventist Academy

July 1, 1999 *The "David Letterman" Guide to School Administration*

NAD New Principal's Workshop, La Sierra University

September 8, 1998 *Dressed for Success? Pros and Cons of School Uniforms*
Rogers Elementary School Board

PROFESSIONAL MEMBERSHIPS

American Association of Colleges for Teacher Education (AACTE)
Idaho Association of Colleges for Teacher Education (IACTE)
Association of Supervision and Curriculum Development (ASCD)

COURSES DEVELOPED & TAUGHT

ED214	Principles of Education
EDUC 210	Foundations of Education
EDUC 267	Middle School Exploratory
EDUC 367	Instructional Methodology Practicum
EDUC 390	Measurement and Evaluation in Education
EDUC 444	*Teaching Culturally Diverse Students
EDUC 481	Secondary Student Teaching
EDUC 506	Perspectives on School and Community
EDAD 511	Introduction to Educational Leadership (Online)
EDAD 525	Human Resources in Education
EDAD 526	*School Finance
EDAD 539	Supervision of Instruction
EDAD 547	*Effective Schools

**Both "in-class" and "online" versions.*

PUBLICATIONS

Haynal, M. T., Ho-Ji, C. (2010). Teacher Assertiveness and Empowerment. In C. Ho-Ji (Ed.), *Religiosity, Cultural Capital, and Parochial Schooling* (pp.80-97). Charlotte, NC: Information Age Publishing

EXTRACURRICULAR & SERVICE ACTIVITIES

Current

Chairs Council
International Studies Committee
School Board Chair – Beacon Christian School

Past

General Conference Executive Committee, 2010-2017
Seventh-day Adventist Church in Canada Board of Trustees, 2010-2017
Lacombe Daybreak Rotary, 2010-2017
ECHO Lacombe Community Economic Development Organization, 2012-2017
Indiana Non-Public Education Association Board of Directors, 2006-2010
Lake Union Conference K-12 Board of Education, 2006-2010
Indiana Conference K-12 Board of Education, 2006-2010
Elected Member, Board of Directors, College Place Public Schools, Term: 2002-2006
North Pacific Union Conference K-12 Board of Education, 2002-2006
Upper Columbia Conference K-12 Board of Education, 2002-2006

Rogers Elementary School Building Planning Committee 1997 – 2000
Rogers Elementary School Personnel Committee 1992 – 2000
Rogers Elementary School Board 1992 – 2000

PERSONAL INTERESTS & ACTIVITIES

Church Music
Computers
Cooking

Reading
School Architecture
Singing

Technology in Education
Travel

Curriculum Vitae
Melinda Tompkins
January, 2019

Education

PhD Curriculum and Instruction, Andrews University
Berrien Springs, Michigan

Dissertation Focus: What Impact Do High Stakes Accountability Systems Have on Classroom Environment and Teaching Strategies? 2006 (ABD, July 2003)

MS Education-Counseling and Human Services, Indiana University South Bend
South Bend, IN. 2000

B.S. Elementary Education, Goshen College
Goshen, IN. 1994

Professional Experience

Lewis-Clark State College, Lewiston, Idaho

January 2008 – Present

Director - Coeur d'Alene PACE Program, Education Instructor
2012 – Present

August 2012 – Present August

Region 1 PACE Advisor, Site Supervisor, Recruiter, Instructor

Region 1 PACE Program Supervisor – Supervise and Organize Summer PACE Teacher Education Certification program; Supervise and hire Summer Program instructors, organize schedules, oversee all aspects of summer session including students, instructors as well as summer school students. Liaison between LCSC and Post Falls School District to coordinate summer school session for students as well as summer PACE program; purchase supplies; troubleshoot technology issues; counsel and advise PACE students. Coordinate all student teaching placements and facilitate additional supervisors. In addition, my duties included:

Program Promotion and Recruitment

- Promote PACE teacher preparation program throughout Region 1, Organize and oversee activities
- Recruit students Coeur d'Alene and on campus

Region 1 Advisor for PACE

- Primary contact, advisor and support person for Region 1 PACE students
- Liaison for NIC students entering PACE
- Cohort 1, Cohort 2 student advising
- Student Interns Advisor and Supervisor
- Counsel students interested in obtaining teaching certification
- Assist students in developing program plan in preparation for PACE program
- Guide students in the process – transcript evaluation, course requirements, program expectations, admission to LC CDA PACE Entrance Interviews

CDA PACE Entrance Interviews

- Organize interview teams, plan and prepare for interviews and follow up
- **Collaborate with Faculty and Staff in Lewiston and Coeur d'Alene to strengthen CDA PACE program**
- **Online course instruction for both PACE and traditional Teacher Education program**

Presentations: *Education Division Retreat, Kiwanas, IEA Summer Institute,*

LCSC Courses Taught

- ED 310 Foundations of Ed. - ONLINE
- ED 330 Culturally Responsive ONLINE
- ED 429-P60 Prof Internship -Ed II
- ED 436 Issues of Teaching ESL
- ED345-60/P60 Culturally Relevant Teaching
- ED 427-P7501 Pro Sem: Issues/Education 1
- ED 426-P7501 Prof Internship/Ed 1, K-8
- ED 445Instr. Strategies & Clssrm Mngt, 6-12
- ED 452 Internship Seminar, Secondary
- ED-430-P7501 Prof Sem:Iss/Educ I
- ED 323-P7501 Prof. Strategies K-8
- ED 329/330 Culturally Responsive – ONLINE
- ED 456 Content Methods of Social Studies – 6-12; On campus/hybrid
- ED 456-P60 Methods/Social Studies 6-12

Supervise Student Teachers Elementary Education, PACE Region 1 – Supervise Content Spec. - Secondary

Coeur d'Alene PACE Regional 1 Coordinator, Elementary/Secondary Faculty August 2011 – 2012

Additional Responsibilities – 2011/2012

Established Professional Partnership with Lake Pend Oreille School District,
Developed working relationships with School in Region I District.
Search and Interview Adjunct Faculty for Summer Cohort 2011/Sandpoint and PF Supervise and develop
Sandpoint and Post Falls sites^[SEP]Hire and supervise Coeur d'Alene PACE adjunct faculty^[SEP]Advise all
Region 1 students, Increased enrollment through contacts, presentations, and program development
Presentations: *AMLE Conference, Idaho School Boards Convention; NIC, Cd'A and Post Falls Chamber,*

Elementary/Sec. Faculty, Coeur d'Alene PACE Advisor -Site Coordinator, PACE Aug 2010 – Aug. 2011

Online course instruction for both PACE and traditional Teacher Education program

Supervise Student Interns. Oversee Student Teacher Supervisors in northern sector.

Region 1 Advisor for PACE

Primary contact, advisor and support person for Region 1 PACE students

Liaison for NIC students entering PACE; Cohort 1, Cohort 2 student advising

Student Interns

Counsel students interested in obtaining teaching certification

Assist students in developing program plan in preparation for PACE program

Guide students in the process – transcript evaluation, course requirements, program expectations,
admission to LC

CDA PACE Entrance Interviews

Organize interview teams, plan and prepare for interviews and follow up

Collaborate with Director of Field Experience and Coordinator in planning

Promote PACE teacher preparation program throughout Region 1, Organize and oversee activities

Extend PACE program to Sandpoint – planning, organization, development, marketing

Recruit students for Coeur d'Alene as well as Sandpoint program, goal- 18+ students per cohort

Collaborate with Faculty and Staff in Lewiston and Coeur d'Alene to strengthen CDA PACE program

Advisor, Elementary/Secondary Faculty, Summer PACE Supervisor June 2009 – August 2010

Taught ONLINE, face-face and Hybrid courses in both the PACE and traditional Teacher Education
program, Supervised Student Interns. Promoted LC's teacher preparation program throughout community,
recruited students, and initial contact and support advisor for incoming students in Region 1, Supervised
summer PACE program in Post Falls, which included instruction, supervision, observation, as well as
administrative roles. Facilitated Entrance interviews and Exit interviews, evaluated final senior project
portfolios.

Visiting Professor – Summer PACE Supervisor

June 2008 – May 2009

Taught ONLINE courses related to Elementary and Secondary - Teacher Education in both the PACE
(Transition to Teaching) and the traditional Teacher Education program. Student Teacher Supervision,
Supervised summer PACE program in Post Falls which included instruction, supervision, observation, as
well as administrative roles. Advise PACE students in Coeur d'Alene area.

PACE Instructor, Adjunct Faculty, Teacher Mentor January, 2008 – May, 2008

Mentored beginning teachers in first year of their teaching experience. Taught hybrid course on teacher
mentoring and online course

- ED 491 Mentoring I – Beginning Teacher Experience, Spring 2008
- ED 491 (b) Becoming a Mentor, Spring 2008
- ED 456-P60 Content Methods Social Studies 6-12 ONLINE

August, 2003 – August, 2007

Bethel College, Mishawaka, Indiana

Associate Faculty of Education

Taught undergraduate Education courses, including those in the Transition to Teaching program.

- EDUC204 Diversity in the Classroom (Intro to Special Education)
- ELED419 Methods of Teaching Science
- ELED418 Methods of Teaching Social Studies
- EDTR522 Methods for Teaching in the Elem. Grades
- EDUC215 Understanding Special Needs Children
- Student Teaching Supervision
- Field Experience Supervision

August 2000 – June 2003 Indiana University - South Bend, Indiana

Visiting Lecturer – 2001 – 2003

Teach undergraduate and graduate education courses, developed a new course F100, Introduction to Education, participated in the development of, the Direct Admits Program, active member on various committees.

Courses taught at IUSB

- P250 Educational Psychology
- H340 Foundations of Education
- F201 Exploring the Personal Demands of Teaching
- Student Teacher Supervision

Graduate Level Courses

- P520 Early Adolescent Development
- H570 Managing Classroom Behavior
- H520 Education and Social Issues

Adjunct Professor – Summer 2001

- P570 – Managing Classroom Behavior – Graduate Level Course

Teaching Assistant – Fall 2000

- Vince Peterson – G500 – Orientation to Counseling

1994-2001 Goshen Community Schools

Educator

Middle School, Sixth Grade Teacher; Social Studies/ Language Arts – 1994-2000

Fourth Grade Teacher – 2000-2001

- Utilized Middle School Concept of Team Teaching
- Team Leader, 1999-2000
- Pioneered technology use in the classroom
- Indiana History - Canal Trek – *participated in project development integrating technology/social studies curriculum*
- Actively Involved:
 - Multicultural Education Committee
 - Social Studies Textbook Adoption Committee
 - Consultant – Integrating Technology in the Classroom

1992-1994 YWCA of Goshen

Director – Outreach Coordinator, Domestic Violence Program

- Developed and administered community outreach program
- Developed a networking system between community agencies to facilitate communication and program development
- Supervised volunteer base

1981-1991 Goshen College - Merry Lea Environmental Center

Environmental Education Specialist-Program Coordinator

- Interpretive Naturalist
- Developed and Provided Environmental Education Programming
- Supervised student interns
- Workshop Presentations: *Indiana's Prairie Grasslands, The Bog, Stewardship of the Earth*
- Developed Environmental Education Activities for Teachers

Service

North Idaho College

- **Education Program Review, April 14, 2017**
- **Education Program Review, April 18, 2012**

Boards and Consultation

- *Idaho Drug Free Youth Advisory Board*
Fall 2014 to 2017
- *Inland Northwest Reading Council Board of Directors*
Fall 2014 to 2016
- *Coeur d'Alene Symphony Orchestra Board of Directors*
January 2012 to 2014
- *Family Promise of North Idaho – Board of Directors – Grant writer*
September 2007 - 2010
- *Goshen Housing Authority – Board of Directors*
October 2003 – 2007
- *Geography Educators Network of Indiana (GENI) National Geographic Alliance – Board of Directors*
May 2002 – 2007
- National Geographic Curriculum Consultant
February 2006 - 2011
- *Geography Teacher Consultant – GENI, IDOE*
1999 - 2007
- *School/University Partnership 2002 - 2003*
Mary Daly Elementary School, Elkhart 2002-present
West Side Middle School, Elkhart 2002-present

National Geographic Education Foundation

- Coordinator – Idaho Geographic Alliance; Educational Consultant – 2007 - 2011
- Indiana State Coordinator – *Geography Action*, August 2006 – 2007
- Facilitate and coordinate educational workshops and activities related to National Geographic's *Geography Action!* Program
- Curriculum Development

Children's Museum of Indianapolis

- Curriculum Development
- **Jointly developed the National Geographic –**
Map's – Tools for Adventure – A Unit of Study for Grades 3-5

Indiana University South Bend

- Research Team - School of Education 2002 - 2004
- Search and Screen for Special Education faculty 2002-2003
- Faculty Mentor for Dr. Mary Flaim, 2001-present
- Freshman Orientation, June, July, August 2002
- Secondary and Middle School Curriculum Reform Committee, 2001-2002
- Direct Admits Committee - 2001-2002
- Education Exit Panel, 2002
- Visiting lecturer, Dr. Kwadwo Okrah
- Search and Screen for Special Education faculty 2001-2002
- Search and Screen for Instructional Technology faculty, 2001-2002

Scholarship

TESOL Certification Courses

Danielson Framework for Teaching – Lead the Framework for Teaching: Learning
Focused Supervision/Mentor Training – 2 day Training

Workshops – Extended Learning Opportunities

- National Park Foundation -Park Teachers Workshop Florida Everglades National Park, May 14-18, 2012
- National Geographic Summer Geography Outreach Institute Washington, D.C. Geography Action: Asia July 9-14, 2007
- National Geographic Summer Geography Outreach Institute Washington, D.C. Geography Action: Africa July 2006
- Heart and Soul of Grant Writing – Fit for Funding – June 2008
- ***Intel – Teach to the Future – 2004-2005***
- Teaching to Children of Poverty – Ruby Payne
- Literacy Connection – Middle Childhood – Goshen Schools
- Teaching to Multiple Intelligences – Susan Rathke
- Cooperative Learning – Jim Bennett

Affiliations

- NAAC – National Association for Alternative Accreditation
- ASCD – Association for Supervision and Curriculum Development
- AERA – American Educational Research Association
- National Council for the Social Studies
- Geography Educators Network of Indiana – National Geographic Alliance

Other

- ***Ethnic Fair, Education Chair*** - Goshen College, Nov. 1996, Nov. 1997
 - ***Curriculum Development*** - Indiana State Teachers Association June – August 1997
-

Research Interests

- Working with At-Risk Students
- High Stakes Tests
- Instructional Practices in the Classroom
- Multicultural Perspectives
- Culture of Poverty and the Effects on Teaching and Learning
- Teacher Dispositions and Efficacy
- Classroom Management
- Effective Learning Environment

Teaching Competencies and Interests

- Classroom Management
- General Methods
- Social Studies Methods
- Geography for Teachers
- Collaboration in Teaching
- Foundations of Education
- Exceptional Children
- Multicultural Education
- Inter/Intra personal communication skills for teachers
- Teacher Dispositions
- Assessment
- Cooperative Learning
- Differentiated Instruction
- Teaching Diverse Learners

Awards

2013 Lewis-Clark State College Warrior Service Award
2012 Lewis-Clark State College Warrior Service Award
2011 Lewis-Clark State College Warrior Service Award
2006 Indiana Geography Teacher of the Year
1993 ADEC Distinguished Service Award

Presentations

“Oh!! The Places You’ll Go - Guiding Students Toward New Teacher Success”

National Association for Alternative Certification
March 29, 2019

“Developing the Mindset of a Teacher – Adding Practical Experience to Online Courses”

LCSC – Teacher Education Division Retreat
August 16, 2017

“PACE – A Bridge to Teacher Certification” Kiwanas

Kiwanas Meeting, Post Falls, Idaho
November 9, 2017

“Growth or Gotcha – Supporting New Teacher Growth”

2017 Idaho Education Association Summer Institute
Nampa, Idaho
July 27 – July 29

“Diversifying Instructional Design: The Educator as a Social Change Agent”

American Middle Level Education – Annual Conference
Portland, Oregon
November 8-10 2012

“August Panic: Filling Teacher Vacancies in Idaho”

National Association for Alternative Certification Annual Conference
San Antonio, Texas
January 29-31 2009

“Preparation and Support: Confronting Challenges of Instructional Delivery and Induction Support: Ideas for Effective and Efficient Integration of Technology and Human Resources”

Transition to Teaching Project Directors and Evaluators Meeting
Washington D.C.
December 2-3 2008

“Exploring Our World: Developing Literacy Skills through Geography”

Partners in Education Conference
Lewiston High School, Lewiston, Idaho
October 2 – 3, 2008

Geography Action & Geography Awareness Week: Asia

Geography Educator’s Network of Indiana
Geofest Teacher’s Workshop
October 13, 2007

Celebrating Asia

- Pre Service – Social Studies Methods
November 2007, March 2008
- Pre Service Teachers Workshop
October 2007
- Teacher to Teacher

Africa in 3-D – National Geographic - Geography Action Presentations

- Pre Service Teachers – Elementary Education, Methods
Bethel College
January 22, 2006
- Middle School – Teacher In-Service
September 22, 2006
- Veritas Academy – Teacher In-Service
October 26, 2006
- Pre Service Teachers – Elementary Education, Methods
Bethel College
September 18, 2006
- Indianapolis Schools Teacher In- Service
October 2006
- Pre Service Teachers – Transition to Teaching Program
Bethel College
- Geofest – Geography Educator’s Network of Indiana

September 11, 2006

- “Using Children’s Literature to Teach About Migration”** Indiana Council of the Social Studies Conference
Conference Presentation March 17, 2006
- “Environmental Explorers”**
Geography Educator’s Network of Indiana
Geofest Teacher’s Workshop
October 14, 2005
- “Teaching Children in Poverty – Opening Our Eyes to the Culture”**
Indiana University South Bend
Pre Service Teacher Workshop
October 2004
- “Our Many Colored Days – Embracing the Challenges in our Lives”**
Keynote Speaker
Nebraska-Iowa Christian Women’s Annual Conference
March 2004
- “Lewis and Clark in the Elementary Classroom”**
A Standards Based Workshop
G.E.N.I Teacher’s Workshop
Geography Educators’ Network of Indiana
October 10, 2003
- “Have We Mixed Up Our Right Foot From Our Left On The Journey to Leave “No Child Behind?” ”**
Teaching, Learning & Curriculum Summer Conference – Andrews University
June 2003
- “Assessing Dispositions in Pre Service Teachers”**
AACTE Conference – New Orleans – January 2003
- “Students Who Challenge”**
University Center for Excellence in Teaching: Indiana University South Bend
Workshop – February 6, 2002
- “Hispanic Students in the Classroom”**
Indiana University South Bend
Faculty Development Workshop – Panelist - September 27, 2001
- “Education in the Basura – The Education of Children in Poverty in Guatemala City”**
Teacher’s Workshop, November 2000,
Local Presentations, February 2001, March 2001
- “Integrating Technology and Curriculum”**
Goshen Middle School
Teacher In Service – Fall 2000
- “Yucatan Peninsula and The World of the Maya”**
G.E.N.I Teacher Workshop – April 2000
- Webquest Development – The Amazing Aztecs**
Goshen Middle School
Teacher In-service – spring 1999
- “Yucatan Peninsula and The World of the Maya”**
Goshen Middle School
Teacher In Service - October 1999
- Team Teaching in the Middle School**
Indiana Principal Leadership Academy Conference – Oct. 1998

Gail J. Ballard
154 Moose Mountain Lane, Kingston, ID 83839
Phone: 208-769-3328
Cell: 208-215-5908
gjballard@nic.edu

Education:

Master of Education, University of Idaho, 1996
Concentration: Elementary Education, Curriculum & Instruction

Bachelor of Science with Honors, State University of New York at Cortland, 1992
Elementary and Early Secondary Education, K-9
Concentration: Science
Dual Minor: Outdoor Education and Geography

Certifications:

Idaho Education Credential
Standard Elementary
All Subjects K/8

Experience:

Part-time Assistant Dean of General Studies – Summer 2016- present
North Idaho College

Associate Professor of Education & Field Experience Facilitator – August 2009 – present
North Idaho College
Student Learning Outcome Assessment Committee Member
GEM Committee Liaison
Region 1 Idaho-Science, Technology, Engineering and Mathematics Coordinator
Idaho Higher Education Committee Representative
Assistant Chair of Student Learning Outcome Assessment Committee (Spring 2019)

Classroom Teacher – Fall 2008 – August 2009
Genesis Preparatory Academy
First and Second Grade Combination Class
Focus on Science, Technology, Engineering and Mathematics

Senior Instructor Curriculum & Instruction – Generalist, Fall 2007-Summer 2008
University of Idaho
Courses:
EDCI 321, Literature for Children
EDCI 328, Elementary Social Studies Education

EDCI 428, Elementary Social Studies in the Classroom
EDCI 428-80, On-line Elementary Social Studies in the Classroom
EDCI 329, Elementary Science Education
EDCI 429, Elementary Science in the Classroom
ED 401, Professional Role Development
ED 302, Curriculum, Instruction and Assessment

Instructor, Spring 2007
University of Idaho
Course: EDCI Spring 2007, Literature for Children

Co-Instructor, 2005 – Spring 2007
University of Idaho
Course: ED 401, Professional Role Development

Teacher, 1993 – 2007
Lakeland School District 272
Grades: 1, 4 and 6

Paraprofessional, 1992-1993
Coeur d'Alene School District 271
Grades: 2, 3, 4 and 5

Grants:

- State Agency Higher Education (SAHE) Eligible Partnership Grant: supporting role focusing on pre-service educators: *Supporting Administrators' and Teachers; Professional Noticing of Mathematical and Scientific Thinking*: submitted April 2015
- North Idaho College Foundation Grant: submitted fall 2012 and fall 2015 for IVC classroom, for Smart Board Technology for North Idaho College Education Students (funded)
- Math Science Partnership Grant for Idaho: co-author: submitted January 2008, \$300,000 grant for elementary science/literacy integration focusing on science notebooks (funded)
- Albertson's Teaching with Technology Grant for technology integration with project based learning: framed student work in local business's (funded)
- Potlatch Grant: 2 class sets and over 50 small sets of classic children's literature purchased for sixth graders (funded)

Awards and Honors:

- 2015 Faculty Achievement Award, North Idaho College

- Runner-up Idaho State Teacher of the Year 2005
- VFW Outstanding Educator Award 2004
- Betty Kiefer Elementary Teacher of the Year 1996-97, 2003 and 2004
- Coeur d'Alene Press Educator Award
- Coeur d'Alene Tribal Award
- Muriel Green Award (NSTA award for undergraduate science education)

Presentations:

International:

- Pedagogy and Theatre of the Oppressed: *Changing the Education of Educators: Enacting and Embodying Social Justice*: Spring 2008

National:

- NACEP National Conference: *A Professional Development Course for New Concurrent Enrollment Instructors*: October 2012
- National Science Teachers Association Annual Conference: *STEM in the Primary Classroom*: March 20, 2009
- Curriculum and Pedagogy: *Maverick Unity: Using Poetry to Create Community in the University Classroom*: Fall 2009

State:

- Regional Academy on Mathematics and Science Education: *Number Talks and Noticing (in Science)*: Fall 2015, Spring 2016
- iSTEM 2014: *Celebrating Literacy and STEM Education K-3*: June 2014
- Idaho Environmental Education Association: *Region 1 Idaho Science, Technology, Engineering and Mathematics*: March 2011
- Idaho Science Teachers Association: *Draw How You Know: Using Science Notebooks in K-3 Education*: October 2010
- Idaho AEYC: *Soft Houses: Exploring STEM Education in Early Childhood*: October 2010
- Partnerships in Education: *Making PIE in Northern Idaho- Having our Cake and Eating it too! (Partnership between pre-service teachers and an elementary school)*: Fall 2008
- Partnerships in Education: *STEM in the Primary Classroom*: Fall 2008

Professional Development Activities:

- GEM Committee
- Advisor to North Idaho College/University of Idaho Education Club
- North Idaho College representative for Idaho Association of Colleges for Teacher Education (IACTE)
- North Idaho College representative for Idaho Coalition on Educator Preparation (ICEP)
- Representative on Student Learning, Outcomes Assessment Committee (SLOA) at North Idaho College
- Region 1 coordinator for Idaho Science, Technology, Engineering and Mathematics (i-STEM)
- Consultant for Head Start in the area of "team-building": Salem, Oregon

- Research Assistant: Idaho Science and Literacy in the Elementary Schools (ISLES Grant) course planning and data collection
- Research Assistant: aligning math curriculum and standards K-12 in the Plummer-Worley School District
- Research Assistant: Literacy Integration for Math and Science Secondary Teachers (LIMSST Grant) data collection
- Doctoral student: Curriculum & Instruction: University of Idaho: emphasis in Informal Science Education
- Supervisor to University of Idaho Interns at both the elementary and secondary level: fall 2007-present
- Scorekeeper for *Northern Idaho International Economic Summit*: fall 2007
- Host family for year-long foreign exchange students 2005-2008
- Betty Kiefer Elementary Data Team Leader 2003-2007
- Participant Summer Curriculum Summit for Lakeland 2005, 2006
 - As part of a team, I updated curriculum for reading, language arts, math
 - As part of a team, I rewrote the district curriculum guide for science
- Scorer for the Direct Math Assessment 2005, nominated for 2006
- Mentor to University of Idaho Interns 2000, 2003, and 2005
- Mentor to new teachers 2002-2004

Kristen,

I am interested in applying for the open secondary position on the PSC.

The following are a few of my qualifications:

** 1989 to 1995 - Teacher and Dean of Students at Pinon Mesa Middle School in Phelan, CA **

1995 to 1999 --> Assistant Principal at Burley Jr. High School

** 1999 to present --> Principal at Burley Jr. High School

** This is my 21st year as an administrator in Idaho

** 2006 to present --> I am the administrator on our district negotiations team

** 2002 to present --> Member of the State Accreditation Commission

** Principal of the Year for IASSP

** Active member of IASSP for 18 of the last 21 years

** Served as a member on a PSC hearing

If I am chosen for this position, I will be very dedicated to helping this commission operate in an effective and efficient manner. There are many timely and critical issues currently facing our State and I look forward to being involved with the process.

Sincerely,

Steve Copmann

Principal, Burley Jr. High School

Kathleen A. Davis

3058 Cherry Creek Rd.
St. Maries, ID 83861
208 245-3801
cherry3801kd@gmail.com

QUALIFICATIONS

During my employment with my school district, I have provided appropriate instruction to children in grades Pre K-8 while taking a proactive role in education. By seeking continuing education, which includes a focus on curriculum and instruction, I have used current research and data to offer my students optimal learning opportunities. My experience has included working with colleagues, preservice teachers, novice teachers, and college instructors in mentoring new teachers in order to provide resources and support that will ensure positive transition into the profession. Most recently I have been involved with colleagues at the local and state levels providing training in professional development and as an appointee on the Professional Standards Commission for Idaho SDE.

EDUCATION

- 1974-1978 High School Diploma, St. Maries High School, St. Maries, ID
1994-1998 B.S. Elementary Education, Lewis Clark State College, Lewiston, ID
Endorsements in Literacy K-12 and English 6-9
2002-2005 M. Ed. Curriculum and Instruction, University of Idaho, Moscow, ID

EMPLOYMENT

- 1998-1999 *Teacher, Heyburn Elementary, SD #41, St. Maries, ID*
Sept. - Jan Provided support for Special Education/Title programs grades K-5.
1999-1999 *Substitute Teacher, Heyburn Elementary, SD #41, St. Maries, ID*
Jan - June Performed as long-term substitute. Responsible for daily instruction for preschool age children including those with special needs. Responsible instruction in fourth grade classroom.
1999-2005 *Classroom Teacher, UpRiver Elementary, SD #41, St. Maries, ID*
Assigned instruction in all subjects for grades 6-8. This position included work within the Title I program while serving on technology, spelling bee, and assemblies committees.
2000-2008 *Teacher for Summer Reading Program, Heyburn Elementary, SD #41, St. Maries, ID*
Provided remediation for students in primary grades identified through IRI assessments.
2005-2019 *Classroom Teacher, St. Maries Middle School, SD #41, St. Maries, ID*
Language Arts, Grades 6-8, multiple subjects, Grade 6
Responsible for instruction of English Language Arts, Math, & P.E. Member of district professional development committee and RTI team. Mentor for novice and intern teachers. Facilitator for collaboration activities. Coordinator for building RTI team. Member of ELA curriculum adoption committee.

RELATED ACTIVITIES

- 1998-present Active Member St. Maries Education Association; Building Representative 2003-13
Treasurer 2008-13, Delegate 2008-10, Co-President 2013-18
2008-present Benewah County Free Library District Board Trustee; Chair 2010-2018, Vice Chair 2018-19
2010-present Active member P.E.O., Treasurer 2011-13, Chair Scholarship Committee 2010-12,
Chapter AN President 2015-17, Correspondence Secretary 2017-present
2015-present Idaho Education Association Trainer providing state and regional professional development
2016-present Idaho Dept. of Education Professional Standards Commission- Executive Committee

Exhibit J

Date submitted _____

**APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION**

Name Kathleen A. Davis School St. Maries Middle School

Home Address 3058 Cherry Creek Rd. Sch. Address 1315 Jefferson Ave.

City St. Maries Zip Code 83861 City St. Maries Zip 83861

Home Ph. 208 245 3801 Sch. Ph. 208 245-3495

E-mail Address cherry3058@aol.com

- PSC Position applied for: (a) classroom teacher
 (check one) (b) special education teacher
 (c) pupil personnel services

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type		Expiration Date
Standard Elementary	All Subjects K-8	9-1-2019
Reading	K-12	9-1-2013
English	K-9	9-1-2013

Education Background [Degrees and places obtained]

Degree	School
<u>B.S. Elem Ed</u>	<u>Lewis-Clark State College, Lewiston, ID</u>
<u>M.Ed Curriculum & Instruction</u>	<u>University of Idaho, Moscow, ID</u>

Professional Experience [Date, place and position]

Date	Place	Position
<u>1998-1999</u>	<u>Heyburn Elementary, St. Maries, ID</u>	<u>Substitute Teacher</u>
<u>1999-2005</u>	<u>UpRiver School, Fernwood, ID</u>	<u>Classroom Teacher/Title I</u>
<u>2000-2008</u>	<u>Heyburn Elementary, St. Maries, ID</u>	<u>Summer Reading Teacher</u>
<u>2005-present</u>	<u>St. Maries Middle School, St. Maries, ID</u>	<u>Classroom Teacher</u>

(over)



St. Maries Middle School

Dennis Kachelmier, Principal/Athletic Director

Scott Sanford, Counselor
Inga McCarter, Secretary

**Professional Standards Commission
650 West State Street
PO Box 83720
Boise, ID 83720-0027**

To Whom It May Concern;

It is my pleasure to recommend Kathleen A Davis for the classroom teacher opening on the Professional Standards Commission. Mrs. Davis has taught Language Arts at St. Maries Middle School for the past seven years, which coincides with my arrival as principal at St. Maries.

Mrs. Davis has been a leader in areas of curriculum, innovation, student personnel and staff development. Her professionalism is beyond her years of experience, and she is definitely a leader of teachers. The conduct of "Kathy" Davis is above reproach. In 30 years of education I believe Kathy Davis would be in the top two people I would recommend for this commission.

Her professional, collaborative demeanor would make her a good selection for the committee due to the ability to work well within a group. Mrs. Davis is professional in her communications to students, staff, and the public. I can think of no limitation or personal attribute that would cause me any area of concern with this recommendation. As a result I give Kathleen A. Davis my highest recommendation, without reservation. If I can provide further information, please feel free to contact me at 208-582-0213.

Sincerely,

A handwritten signature in black ink that reads "Dennis Kachelmier".

Dennis Kachelmier, Principal

To Whom It May Concern:

I am writing this recommendation for Kathy Davis, a sixth grade teacher at St. Maries Middle School, for the PSC committee.

Kathy graduated with a Bachelor of Science degree from LCSC in 1998 with endorsements in Reading K-12, and English K-9. After substituting for one year, Kathy began her teaching career at Upriver Elementary where she taught Language Arts, Geography and Math for grades 6-8. During this time she served on the technology, spelling bee and assemblies committees. In 2005 she transferred to St. Maries Middle School where she taught Language Arts to the 7-8th grades. Presently she is teaching 6th grade. From 2000-2008 she was an instructor for the Summer Reading program offered here in St. Maries. In 2005 Kathy graduated with a masters degree in Curriculum and Instruction from the University of Idaho.

Kathy is truly an outstanding leader and a person who is dedicated to the teaching profession. She has been instrumental in leading our school district with the Charlotte Danielson evaluation process. Trained by the IEA, she has attended workshops, lead discussion groups in the district, and been a facilitator for the model. Her professional leadership has been noted in St. Maries School District as she has served on the district's professional development committee, text book selection committee, RTI team, a facilitator for collaboration activities, as well as a mentor for novice teachers.

In the community, Kathy has been active in P.E.O. and is currently serving on the Benewah County Library Association as a Board Trustee.

Kathy, an enthusiastic and engaging teacher, has excellent rapport and nurtures hers students to achieve success.

Kathy has been a member of her professional organization since becoming a teacher. She has served as a building representative, treasurer, and been a delegate to the IEA delegate assembly.

As a member of the Professional Standards Commission, Kathy would be a reliable, hard working and dependable individual. She is willing to commit her time and efforts necessary to work on this important committee. She has the background, motivation, and inspiration to work with her fellow educators. She would be an advocate for the teaching profession.

As a retired teacher and Region 1 board member, it is with great pleasure that I recommend Kathy Davis for the position on the Professional Standards Commission.

Sincerely,



Re: Kathy Davis

Dear Sir/Madam:

It is my pleasure to recommend Kathy Davis as a candidate for the Professional Standards Commission. I have known Kathy for seven years. I began teaching within the district five years ago and was grateful and fortunate to have Kathy as my mentor. Her commitment to aiding me in my educational growth has continued long after my first year of teaching.

Recommending Kathy is an honor when considering her level of professional dedication to education. She has been the cornerstone in developing and implementing RTI within our building. Kathy continues to take a proactive approach in educating herself on the latest RTI development; then she collaborates with staff and RTI committee members to provide quality educational growth for all students.

Kathy's dedication in assuring student learning and staff accountability has branched out in many leadership rolls within the middle school. She thrives at the opportunity to aide in committee development that supports students, staff, and district growth. Kathy is also a leader on the school Professional Development team and as well as an active member of IEA. Her commitment to education and students continue with her active involvement in community committees such as the Benewah Library Association and our local P.E.O

Kathy enhances the commitment level within the building through her ethical and moral practices as an educator. Her leadership qualities, years of educational experience, and ethical standards, make her a person that is not only a leader but a trusted colleague and mentor for all staff members. Your committee would benefit from Kathy's strong leadership, professionalism, and her ability to create strong collaboration among staff.

Sincerely,



Nikki Huddleston

Language/Art Teacher

MARK GORTON

13552 N. HALLEY STREET, RATHDRUM, ID 83858
PHONE (208) 660-3646. E-MAIL mgorton@lakeland272.org

OBJECTIVE:

Appointment to the Idaho Professional Standards Commission.

EDUCATION:

B.S. Communication Arts, December 1997 Lewis-Clark State College, Lewiston, Idaho

CERTIFICATION:

State of Idaho Teachers Certificate 6-12

Endorsements: Social Sciences, United States History, United States Government, World History, Computer Application Technology, Public Speaking and Drama

TEACHING EXPERIENCE:

- **Teacher, Mountain View Alternative School, Lakeland School District, Rathdrum, Idaho**
August 2001-Present
 - Public Speaking
 - Acting
 - Economics
 - U.S. Government
 - Computer Application

Teacher, Lakeland Junior High, Lakeland School District, Rathdrum Idaho 2000-2001

- United States History
- World History
- Computer Application Technology

Teacher, Lapwai Alternative School, Lapwai, School District, Lapwai, Idaho September, 1998-2000

- United States History
- Economics
- United States Government
-

Professional Organizations:

- Northwest Professional Educators 2001
- Lakeland School NWPE employee benefit fair representative 2003-2019

Activities:

- September 2016 to Present Member of the Idaho Professional Standards Commission
- February 2016 to Present Master of Ceremonies Idaho District 1 and 2 Wrestling, Basketball and Cheer and Dance Competition
- 2015/2016 Member of the Lakeland Mastery Learning and Report Card/Grade Report committee
- 2015/2016 Member of the Lakeland Mileposts/ExamView staff training committee
- 2014/2015 Member of the Lakeland Curriculum Committee
- 2014/2015 Member of the Lakeland Idaho LEADS committee
- 2004 Recipient of the NEH scholarship and summer workshop People, Place and Power summer workshop

CONSENT
APRIL 18, 2019

ATTACHMENT 10

BORAH HIGH SCHOOL



6001 CASSIA
BOISE, IDAHO 83709
208-854-4370
FAX 208-854-4371



HOME OF THE LIONS

February 19, 2019

To Whom it May Concern,

It is with great pleasure that I write this letter on behalf of one of our teachers, Mrs. Sheila Miller. Sheila is an accomplished foreign language teacher, mentor, and leader in high school education. She serves as a positive role model for her students, working diligently to help them reach their full potential.

Mrs. Miller heads the Foreign Language department at Borah High School. Her many responsibilities include, but are not limited to: working with administration and our counseling staff to create teacher class schedules, planning for and running weekly professional learning community meetings, communicating school wide/administrative news to her department, and fielding the daily requests placed on a department chair. Mrs. Miller has proven to be an effective leader in this regard.

Mrs. Miller has worked hard to establish positive rapport with her students and their families. She strives to provide the best possible learning environment in her classes, making her daily lessons enjoyable and fun. Mrs. Miller provides appropriate differentiation for her students; keeping educational progress at the forefront of each unit.

Sheila serves a crucial role at Borah as our Boise Education Association Representative. She provides positive leadership and guidance for our entire staff. I rely heavily on Sheila for guidance in all areas of administration and staff support. Her judgement and leadership are crucial to our success.

Respectfully,

A handwritten signature in black ink, appearing to read "Tim Standlee". The signature is written in a cursive, flowing style.

Tim Standlee

Principal, Borah High School

CONSENT
APRIL 18, 2019

ATTACHMENT 10

BORAH HIGH SCHOOL

6001 CASSIA
BOISE, IDAHO 83709
208-854-4370
FAX 208-854-4371

HOME OF THE LIONS



To Whom IT May Concern;

I am writing this letter on behalf of Sheila Miller, our Japanese teacher at Borah High School. Mrs. Miller is applying for the Professional Standards Commission. Mrs. Miller has been the BEA representative at Borah for the past 5 years. Below are some highlights of Mrs. Miller's professional career.

Mrs. Miller is the World Language department chair and has taught for over 25 years. She is an integral part of the staff at Borah. As the BEA representative Sheila works hard to ensure that the staff is informed of any changes in laws and the educational process in the state. As the BEA representative Sheila makes sure BEA members understand what can and cannot be done in the teaching profession.

Mrs. Miller will defend BEA members to the fullest extent when a teacher has not violated any code of conduct, but she also makes matters clear when a member is in the wrong. Mrs. Miller is very fair and professional when it comes to counseling teachers.

Mrs. Miller works diligently to ensure our staff understands their rights and protections under the master contract. She works hard to build relationships with staff and students and is very respected by staff, administration, and students. In my opinion Mrs. Miller would be a valuable addition to the Professional Standards Commission. Please do not hesitate to contact me with any questions.

Sincerely,

Dennis Konrad

Assistant Principal

Borah High School



The Independent School District of Boise City

8169 West Victory Road
Boise, ID 83709

(208) 854-4000
Fax (208) 854-4007

February 19, 2019

To Whom It May Concern:

It is a privilege and an honor to write this letter of recommendation for Sheila Miller for a position with the Professional Standards Commission. I have supervised Mrs. Miller for the last 5 years, and she is an outstanding example of a professional educator in every sense of the word.

Mrs. Miller sets high standards for herself as well her students. She believes in the power of education and that teachers serve not only students, but also the school and the community. She strives to provide opportunities for all students regardless of their challenges, and she sets high expectations for her students on a daily basis.

Sheila Miller recognizes the importance of being a role model for her students. She practices her profession according to very high ethical standards, and as the Department Head Leader, she inspires all teachers to strive towards excellence as well. She provides a safe, consistent, and accepting environment that inspires students to reach their full potential. Mrs. Miller is highly committed to her profession.

It is without hesitation that I support Sheila Miller for a position with the Professional Standards Commission.

Sincerely,

Helga Frankenstein
Helga.frankenstein@boiseschools.org
208-854-4101
World Language Supervisor
Boise School District
8169 W. Victory Boise, ID 83709

"Educating Today For a Better Tomorrow"

An Equal Opportunity Employer-Educator

Pierrette Madrid Harris
5400 Sand Hollow Road New Plymouth, Idaho 83655
208-230-0685 pierrettemadhare62@gmail.com

Objective

Serve as a quality educator to all students. Use my passion for teaching in an environment where I will be appreciated for my expertise and commitment to the promotion of knowledge to the next generation of leaders.

Career Highlights

As a teacher in Idaho, I have committed myself to working toward challenging my students to reach their highest potential. I have asked my students to think about literature, not just read for comprehension, and to seek out the life lessons that pertain to their world and use those lessons to better themselves. I have asked students to write with creativity and preciseness. I have encouraged students to seek publication and 100's of my students are published poets. My students develop confidence in public speaking and learn the importance of good communication skills.

Professional Experience

From 2002 to present: New Plymouth High School

Teacher of English and Speech. I have taught Freshman English, American Literature, British Literature, Mythology and Speech. I have taught the dual credit course of Communication 101 for both Northwest Nazarene and College of Western Idaho as an adjunct professor.

Along with teaching, I have been a member of several leadership committees. I have been on several hiring teams for both the High School and the District. I am a member of the High School Leadership Team, which advises the Principal. I am a member of the Senior Project Team, which guides students toward completing their projects. I am a member of the SBAC/SAT English Team, which aims to improve standardized test scores. I have mentored several new teachers and supervised an Aspiring Teacher. I also am the advisor for both National Honor Society and the Student Council and have been for years. Both programs are run with integrity while still being learning and enjoyable experiences for the students. I coordinate Poetry Out Loud for our school and our representatives to the regional and state contest have been competitive.

Acknowledgments and Accomplishments

Over the years at New Plymouth High School, I have been recognized as an outstanding teacher several times. Once as the Kappa Chapter of the Delta Kappa Gamma Society International nominated. Three times as the teacher of the Year for the Veterans of Foreign War nominated by both Bicker Therein, Clete Edmunson and Dan Hull.

I am the President of the New Plymouth Education Association. I serve on the IEA Human and Civil Rights Committee.

I have completed the training as a Common Core Coach. I am both CPR and First Aid Certified.

I have served as several officer positions of the Women's Organization of my church at the local, regional and state levels.

References

Clete Edmunson, Former Principal	208-871-3930 cleteedmunson@gmail.com
Ryan Kerby, Former Superintendent	208-739-0190 rdkerby@live.com
Erin Murillo, Co-worker	208-900-8742 erinmurillo208@gmail.com

March 11, 2018

To Whom It May Concern:

It is a tremendous honor to be asked to write a letter of recommendation for Pierrette Madrid Harris. She is deserving of my highest recommendation for many reasons that I hope to convey to you here in this letter. I have known Pierrette for many years and feel confident that I can offer to you a good judgment of her teaching capabilities, leadership abilities and her interpersonal skills, all of which are important to be an effective teacher. I have witnessed firsthand how she exemplifies many of these qualities you are looking for in this position.

Pierrette is one of the leaders of our faculty, as is evident with her being asked to be on three of our leadership teams. At our school she has been tasked with one of the most important roles. She not only teaches all juniors Speech and all incoming freshman English Language Arts, she also instills discipline, respect and integrity into every one of her students. She sets the high standard we expect from all our students and it is because of her that we are considered one of the best high schools in Idaho.

She also excels as our advisor for both Student Leadership and National Honor Society and helps our students organize many events throughout the year. She is organized, goal oriented and has the ability to multitask in an efficient manner. In addition to all of her teaching responsibilities she has helped coordinate senior projects, organized our Poetry Out Loud Competitions, helped run the VFW Essay Competitions, along with countless other responsibilities on a yearly basis.

Pierrette also has tremendous communication skills, along with a great personality that the kids love. She is always smiling, fun to be around, engages in conversation easily, is courteous and respectful to others, and has countless other qualities that would fit perfectly within your school. Once again, I have no problem offering to you my highest recommendation for Pierrette Madrid Harris. If I was going to start up a new school, she would be my first hire, no doubt. Please feel free contact me if you would like to discuss this further.

Sincerely yours,

Clete Edmunson

Clete Edmunson
Cell: 208-871-3930
cleteedmunson@gmail.com

To Whom it May Concern,

March 12, 2018

During the last six years, I have had the pleasure of working with **Pierrette Madrid-Harris** as her mentor for the College of Western Idaho's "Dual Credit" Program. During this time, I have come to know Pierrette as an incredibly talented teacher who is very adept with presenting complex information in an easy-to-understand way to teenagers; who is extremely attentive to details, dates, and deadlines; and who cares deeply about her students. She has consistently performed at an elevated level and has always gone above and beyond the standard requirements of the job. On top of that, she's incredibly vested in the lives and well-being of her students, and it is obvious from watching her interactions with those in her classroom that she cares wholeheartedly about each and every one of them.

I say this all after having worked with her since 2012, and having sat in on her class for multiple classroom observations throughout the years. Her classroom is a warm and friendly environment, and her lectures are lively and very educational.

As an instructor teaching a "Dual Credit" class, Pierrette and I worked closely to ensure that her high school speech class followed the same guidelines and curriculum as the College of Western Idaho's Communication 101 course. But not only did her high school course have to follow the same curriculum, it also had to adhere to the same standards of performance as the college offering.

After watching Pierrette in action many times, and having reviewed her course documentation each and every semester, I can assure you that the rigor of her high school speech course meets and exceeds that of its on-campus college counterpart. The fact that Pierrette makes a college-level class palatable for 15-17 year old students is a testament to her teaching abilities. And the fact that she's never missed a deadline or document in all the time I've worked with her speaks volumes about her attention to detail.

I would highly recommend Pierrette for any teaching job she pursues. Her talents and energy would be a blessing to any school.

Please let me know if you have any questions, or would like to discuss further.



Matthew C. Vander Boegh
College of Western Idaho
Communication Department
Dual Credit Program Mentor
(208) 869-3608
mattvanderboegh@cwidaho.cc

NEW PLYMOUTH HIGH SCHOOL
SCHOOL DISTRICT NO. 372
(208) 278-5311

March 9, 2018

To Whom It May Concern,

It is a great pleasure to write a letter of recommendation for Mrs. Pierrette Madrid-Harris who is highly valued staff member, peer, and gifted teacher.

Pierrette has taught at New Plymouth High School for the last thirteen years. During her time at NPHS, her record has been above reproach, her knowledge of her subject areas is unquestionable and her capabilities as a teacher and leader of our students, school, and community have been inspiring. Pierrette has taught a variety of subjects including freshman English, American Literature, British Literature, Speech, and Mythology, a course she created and implemented. She also teaches Communication 101 as an adjunct professor through the College of Western Idaho, and previously through Northwest Nazarene University. Her students move on to college or to the work force well prepared and they often let her know that she was inspirational in their success outside of high school.

Pierrette has taken on leadership roles that include the hiring team for the high school and district office, the leadership committee which advises the principal, the senior project team, and the SBAC/SAT team. In addition, she has also been a teacher mentor for new teachers and has supervised an Intern Teacher.

Pierrette's excellence in teaching is evident not only in her daily interactions with students in the classroom, but through the recognition of several awards which include Outstanding Teacher for the Kappa Chapter of the Delta Kappa Gamma Society and twice as Teacher of the Year for the Veterans of Foreign War.

Pierrette is respected by her colleagues and administrators and loved by her students. Any district who hires her will be lucky to have such an asset. If you have any questions, please feel free to contact me.

Sincerely,



Erin Murillo
New Plymouth High School
New Plymouth ID, 83655
208-278-5311

Dawn Jeppesen Anderson

324 South 3rd East
Rexburg, ID 83440
208-356-4815 cell: 208-313-6512
clavedawn@srv.net

Professional Profile

- Current Idaho Teacher Certification in Secondary Education (English emphasis)
- Master of Education Degree with major emphasis in Reading
- Twenty-five years experience teaching writing, literature, and reading education classes

Education, Honors, and Certifications

M Ed

Idaho State University, Pocatello, ID. 1995

Bachelor of Arts in Secondary Education (Honors)

Idaho State University, Pocatello, ID. 1987

Reading Endorsement K-12

Phi Kappa Phi Honor Society

Honorary Adjunct Teacher of the Year Award 2000-2001

Qualifications & Experience

- Taught 8th graders state standards content, including language use, literature analysis, vocabulary, and writing
- Taught freshman composition and advanced writing classes for many years, instructing students how to develop ideas, clarify concepts, defend arguments and master coherent writing skills.
- Taught children's literature and young adult literature to elementary and secondary education majors
- Developed a wide variety of curricula for use in the classroom, employing peer-editing, small group writing assignments, brainstorming activities, dynamic class discussions, and research instruction.
- Helped develop a clinical program where education majors visited local Madison schools and worked with remedial reading students.

Computer Skills

- Microsoft Windows® Office software, including Word, Power Point, and Publisher
- Internet research
- Adept in grading programs Blackboard and PowerTeacher

Employment

Brigham Young University-Idaho Adjunct Faculty English Dept. Fall 1987 -2008

Madison Junior High School -8th Grade English 2008 - present

Professional Development

Conference workshop presenter

Attended various conferences and workshops related to writing and teaching

Served on several scholarship and academic committees

CAT team member for Madison Junior High

Related Experience

Edited and published English Department newsletter for seven years

Regularly publish education editorials in the *Past Register* and *Standard Journal* newspapers

Worked as advocate for educators and education, serving as currently as president of the Rexburg

Education Association

References available upon request

**Professional Associations and related activities other than IEA/NEA
(including offices)**

Advisor to the BYU-I College Democrats, 2001 - 2006

Madison County Democratic Chair, 2007 - 2012

BYU-Idaho Faculty Association, 2002 - 2004

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Rexburg Children's Museum Committee

Wrote grants for the Rexburg Children's Museum

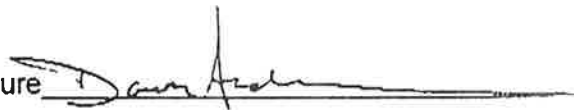
Presenter at BYU-I Literature Conference

Local President for Rexburg Ed Association (2011 - present)

Democratic Chair, Madison County 2008 - 2012

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES X NO .

Applicant's signature



Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

Please keep file active
1 yr. 2 yr. X NO .

1/07

FEB-12-2013(TUE) 15:53 OFFICE

CONSENT
APRIL 18, 2019

(FAX)208 359 3352

P 001/007

ATTACHMENT 12

Dawn Anderson
324 South 3rd East
ID 83440

President, Idaho Education Association
620 N. 6th St., P.O. Box 2638,
Boise, ID 83701

I am applying for a secondary education position on the Professional Standards Committee because I believe in the power of educators to transform lives and fortify a healthy, civic-minded society. Additionally, I feel that teaching is not just a profession—it is a craft, honed in the classroom and enriched by continuing education and personal dedication to the field.

When I left my position as adjunct faculty at BYU-Idaho after twenty-one years, a lot of people thought I was crazy. They couldn't understand how anyone would want to leave a cushy college position to teach in the public arena. And yet, for all those years I kept my teaching certificate current because I knew I would want to teach at the secondary level full time. I have not regretted that decision for a minute. I love my job. And my work for the past five years in the public school system teaching 8th graders has reinforced my belief that few things are more beneficial to a society than when a skilled and passionate teacher unlocks the potential of a child.

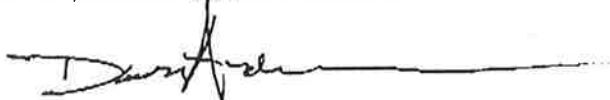
I'd like to be a part of a team that works together for the betterment of the profession—because what is good for the profession will translate into good for Idaho schools. When we treat and train teachers like the professionals they are, we not only build a quality Idaho school system, but we ensure that our students have the tools and skills they need to be successful in an increasingly globalized economy.

I bring twenty-six years of teaching experience to the table. Moreover, I've served in numerous collaborative capacities, including a scholarship committee, a college faculty association committee, and the Rexburg Children's Museum Committee where I was involved in grant writing. I've lead friendly negotiations with the Madlson School Board of Trustees and served in the position of local president of the Rexburg Education Association for two years.

Included here are copies of

- o Professional resume
- o Three letters of recommendation, including one from my superintendent, my principal, and Dan Sakota who currently serves on the PSC.
- o Applications form.

Thank you for your consideration. I look forward to hearing back from you.



Dawn Anderson
208-356-4815
andersda64@gmail.com

Enclosures

Exhibit J

Date submitted _____

**APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION**

Name Dawn Anderson School Madison Junior High School
Home Address 324 South 3rd East Sch. Address 134 Madison Ave.
City Rexburg Zip Code 83440 City Rexburg Zip 83440
Home Ph. 208-313-6512 Sch. Ph. 208-359-3310
E-mail Address andersda64@gmail.com

PSC Position applied for: (a) classroom teacher
(check one) (b) special education teacher
(c) pupil personnel services

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
<u>Standard Secondary English 6/12</u>	<u>09/01/ 2021</u>
<u>Literacy k/12</u>	<u>09/01/ 2021</u>
_____	_____

Education Background [Degrees and places obtained]

Degree	School
<u>Bachelor of Arts in Secondary Education</u>	<u>Idaho State University, 1987</u>
<u>Master of Education</u>	<u>Idaho State University, 1995</u>
_____	_____

Professional Experience [Date, place and position]

Date	Place	Position
<u>Fall 1987 - Fall 2008</u>	<u>Brigham Young Univ.-I</u>	<u>Faculty , English Dept.</u>
<u>Fall 2008 - present</u>	<u>Madison School District</u>	<u>Faculty, 8th Grade English</u>
_____	_____	_____

(over)

To whom it may concern,

This letter of support is for Dawn Anderson, an educator with whom I have worked for several years. In the time I have known Dawn I have been impressed with her intelligence, work ethic and ability to see an issue from a multitude of viewpoints.

Dawn is an excellent classroom instructor, is prepared, and has good rapport with children. She works collaboratively and effectively with staff and building administration.

Dawn has demonstrated effective leadership in the Madison School District by working as President of the Rexburg Education Association. In her conversations and meetings with the Board of Trustees or me, Dawn has consistently been cordial, thoughtful, supportive, articulate and always professional.

I am pleased to recommend Dawn for a position with the Professional Standards Committee. She will be an excellent addition and will serve with distinction.

Sincerely,

Dr. Geoffrey M. Thomas
Superintendent
Madison School District 321



Madison Junior High

134 Madison Ave.
Rexburg, ID 83440

Phone: (208) 359-3310
Fax: (208) 372-0105
Travis Schwab
Willy Berry
Asst. Principals

Randy Lords
Principal

To Whom It May Concern:

Mrs. Dawn Anderson has asked that I write her a letter of recommendation. I have known Mrs. Anderson for the past 6 years and have observed her on several occasions in an English classroom. She does a great job with the students in her classroom in helping them to understand the concepts that she is teaching them. She has made several adjustments throughout the school year to better meet the needs of her students as they study the English curriculum. Dawn is a very strong teacher who has a lot to offer through her instruction, personality and her techniques for delivery of information. Dawn is a very competent, honest, and hard working educator. Finally, she has also been extremely helpful in helping to develop a scope and sequence for the English curriculum in our building over the years. Dawn has a great passion for the success of public education, student and teachers. I would strongly recommend that Mrs. Dawn Anderson be considered for a position with Idaho State Professional Standards Commission.

Sincerely,

Randy Lords
Principal

To Whom It May Concern,

It is a pleasure for me to give a recommendation for Dawn Anderson to serve on the Professional Standards Commission. I have known Dawn for several years both as a colleague and as a former student. She did well as a student and is doing well as a teacher.

Dawn is very dedicated to the profession. She believes each teacher should be willing to do whatever it takes to be successful. She is consciences about doing all the duties she is assigned during the year. She fulfills all of her responsibilities. She is dependable. She is prompt in getting things done that she has been asked to do. She works well with others. She listens to each individual and takes into consideration their views before making a decision. She is active in her profession, her union and her community.

All these traits would make her a very good member of the Professional Standards Committee.

Dan Sakota

Michael Shane Wilkinson

2055 Elizabeth Blvd.
Twin Falls, Idaho
(208)404-4215
wilkinsonmi@tfsd.org

EDUCATION

Masters of Education in Counseling

Northwest Nazarene University, Nampa, Idaho
Graduation: December 2009

Bachelor of Arts in Spanish and History Education

Idaho State University, Pocatello, Idaho
Graduation: December 2002

Attended Boise State University 1995-1996.

COMPUTER SKILLS

Idaho Technology Portfolio Assessment. Met Idaho's technology standards on February 7, 2002.

RELATED EXPERIENCE

School Counselor – Robert Stuart Middle School (2010 – Current)

- Support students with socio-emotional issues so they can function at a high level in the classroom.
- Part of the building administrative team
- Help with student academic requirements as far as scheduling and matriculation

Student Assistance Specialist – Robert Stuart Junior High and Canyon Ridge High, Twin Falls, Idaho (August 2008-2010)

- Assisted students individually with socio-emotional difficulties
- Led psychoeducational and support groups weekly in areas such as substance-use prevention, anger management, divorce, LifeSkills, grief and loss, and study skills.
- Aided teachers and school staff to ensure every student received the education necessary to lead successful lives.
- Worked with families in addressing students' problems.

Spanish Teacher – Vera C. O'Leary Junior High School (2003 to 2008)

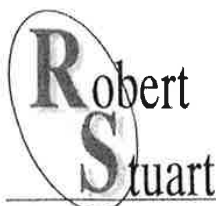
- Taught Spanish to eighth and ninth grade students
- Member of Building Leadership Team
- Student Council Advisor
- Intramural Director
- Track coach

ORGANIZATIONS AND ACTIVITIES

- Member of the American School Counselor Association
- Member of the National Education Association and the Idaho Education Association
- Current Co-President of the Twin Falls Education Association
- Served as Region representative and delegate for the Idaho Education Association

CERTIFICATIONS FROM STATE OF IDAHO

Pupil Personnel Services Certificate (PreK-12)
Standard Secondary Education Certificate with endorsements in Spanish and History



644 Caswell Ave. West Twin Falls, Idaho 83301-3798 Fax 733-4949
(208) 733-4875

April 28, 2016

To Whom It May Concern:

I have worked with Mike Wilkinson for the past five years at Robert Stuart Middle School and I highly recommend him as a school counselor. His strengths as a school counselor, his ability to connect with people, and his dedication to excellence contribute to his future success.

In today's schools, counselors are asked to do so much more than just counsel kids. They are expected to coordinate schedules, manage testing, direct 504 meetings, as well as meet the emotional and educational needs of their students. One of Mike's strengths, for sure, is his ability to manage all of these tasks, while always keeping the student's needs in the forefront. He is a very visible presence in our school and students frequently comment on how helpful and supportive he has been for them. He is a passionate advocate for all students, but especially for those struggling or at-risk.

Both as a counselor and as a colleague, he connects with people easily. He has strong relationships with students and uses that to encourage them to strive to be their best. He models his high expectations of conduct in all of his tasks. With his peers, he is highly respected. He is a natural leader and colleagues often seek his input. He took the lead in implementing Brainology (a computer-based program about developing a growth mindset) in our 6th grade

Lastly, it is his personal drive for excellence that sets him apart from others in his position. He contributes positively to the school's improvement initiatives, as well as develop an excellent working relationship with his peers. His professionalism, his knowledge of counseling, and his passion for students makes him a valuable contributing member to have on staff. I have personally really enjoyed working with Mike. I not only see how much the students have gained from him, but I have definitely grown from his insight and contributions as well. I fully support him attending the PSC meetings and I believe he will be a positive member of that committee.

Sincerely,

A handwritten signature in cursive script that reads "Amy McBride".

Amy McBride
Principal, Robert Stuart Middle School

Marianne Sletteland
Email: slet7778@vandals.uidaho.edu
Statement of Commitment

706 Mabelle Street
Moscow, ID 83843
208-301-8979

February 24, 2018

To: Professional Standards Committee,

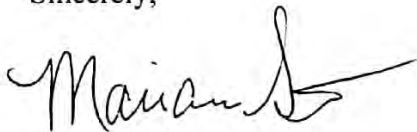
I am writing to express interest in the Exceptional Child PSC position. I have a Bachelor's Degree in Elementary Education, Master's Degrees in Special Education and Curriculum and Instruction. I currently hold an Idaho Teaching Certificate for Kindergarten through 8th grade and a certificate for Exceptional Children Kindergarten through 12th grade. I am currently enrolled at the University of Idaho in the Educational Specialist Educational Leadership program. I will complete this program in May of 2019.

I have spent the last five years employed with the Potlatch School District as its Intermediate Special Education Teacher. During my time in Potlatch, I have refined my skills in the area of Special Education. I have learned to take some of my special education teaching strategies and implement them within the general education setting.

My time with the Potlatch School District I have helped to create and grow our Response to Intervention (RTI) program for fourth through 6th grade. With my course work, my knowledge of benchmark testing, intervention strategies, Specific Learning Disabilities, pre-referral and referral process has grown to a point where I feel confident in my abilities to use this knowledge to assist all students.

I am committed to this profession for numerous reasons. I have been lucky enough to have a few amazing teachers in my life, and I strive to be that person for all of my students. In my current teaching position, I get to watch my students progress over a three-year period (4th grade through 6th grade), this is something unique to my job. Watching my students grow is not only a testament to my skills as their teacher and advocate but a testament to my district and all of the skilled educators who work with my students. Working with my students and in my district has solidified my commitment to teaching.

Sincerely,



Marianne Sletteland

Enclosures

Marianne Sletteland
Email: msletteland@gmail.com

706 Mabelle Street
Moscow, ID 83843
Phone: 208-301-8979

CAREER GOAL: To become a member of the Professional Standards Committee.

EDUCATION:

University of Idaho, Moscow, Idaho - Educational Specialist Educational Leadership **Expected Completion: May 2019**

Coursework

Educational Policy and Politics for Educational Leaders	Ethical Leadership and Law in Education
Administration of Special Education Law	Multicultural Diversity of Educational Leadership

University of Idaho, Moscow, Idaho - M.Ed. Curriculum and Instruction **Graduated: December 2013**

Coursework

Introduction to Research in Curriculum and Instruction	Models of Teaching
Planning and Administering the Curriculum	Measurement and Evaluation
History of Educational Thought	

Idaho State Department of Education - Idaho CORE Teacher Program **Completed: August 2015 - June 2017**

Coursework

PD-Instructional Coaching and Leadership	PD-EQuIP Units and Teaching
PD-Evaluation of Student Work	PD-Core Unit Design

University of Idaho, Moscow, Idaho - M.Ed. Special Education **Graduated: December 2013**

Coursework

Education for Exceptionalities	Behavioral Analysis for Children and Youth
Student with Behaviors-Emotional Issues	Classroom Applications of Learning Theories
Special Education Curriculum	Language and Communication Development and Disorders
Developing Instructional Programs	Language, Communication and Social/Emotional Enhancement
Advanced Evaluation Techniques	

University of Idaho, Moscow, Idaho - B.S. Elementary Education **Graduated: December 2009**

Coursework

Models of Teaching	Literacy Methods for Content Learning	Elementary Social Studies
Literature for Adolescents	Linguistics, Literacy, and Brain Functions	Elementary Science
Literature for Children	Math for Elementary Teachers I and II	Elementary Math

LICENSES AND CERTIFICATIONS:

- Certified Idaho Elementary Teacher K-8
- Certified Idaho Special Education K-12

ORGANIZATIONS

- | | |
|--|-----------------------|
| • Potlatch Education Association Member | August 2013 - Present |
| • Potlatch Education Association President | June 2016 - Present |
| • Idaho Education Association Trainer | June 2016 - Present |

WORK EXPERIENCE:

Potlatch School District, Special Education Teacher
Supervisors: John Haire, 208-875-1331; Jeff Cirka, 208-875-0327 **August 2013 - Present**

Duties and Responsibilities: Assess students' cognitive skills using various assessments; create eligibility reports; create and implement Individualized Education Plans (IEPs); create Behavior Intervention Plans (BIP); progress monitor IEP goals; participate in Response to Intervention (RTI), progress monitor students and track their data; ability to run several small groups at once, including intervention groups as needed; utilization of technology within the classroom; create and manage paraprofessional schedules; counsel students as needed; create a positive learning environment, build positive student relationships; build positive parent relationships, problem solve parent concerns; build positive staff relationships and problem solve staff concerns; create and deliver meaningful professional development; mentor teachers

Troy School District, Special Education Paraprofessional
Supervisor: Nikki Goucher, 208-835-4261

August 2010 - May 2013

Duties and Responsibilities: Assess students' cognitive skills using various assessments; monitor students' progress using AimsWeb probes and benchmarks; analyze student data; delivery of Woodcock-Johnson III and WIATT; create and implement behavior intervention plans and individualized education plans; implement SRA decoding and comprehension materials; deliver small group and one-on-one instruction in reading, math, science, and social studies; manage and arrange student schedules to ensure support for as many students as possible; counsel students in behavioral changes that ensure stay in the general education classroom; participate in the educational training programs to include: Using Ipad and Other Mobile Devices to Increase Student Learning and Explosive Challenging & Resistant Kids: Over 101 Quick, Creative Techniques for Children & Adolescents; participate in Professional Learning Communities, develop and implement school-wide behavior plans; toilet students; ensure the safety of students during recess and various school activities.

Troy and Moscow School Districts, Elementary Substitute Teacher

January 2010 - May 2010

Duties and Responsibilities: Follow written classroom instructions and lesson plans; manage student behaviors; exhibit flexibility in scheduling and maintain open communication with staff members and district office employees.

Moscow Parks and Recreation Youth Recreation Supervisor
Program Summer/Program Spring/Program Winter Break Kids Kamps
Supervisor: Kelissa Owens, 208-883-7089

April 2008 - Present

Duties and Responsibilities: Plan and organize the daily schedules of activities for all Kamps programs; communicate and build relationships with area businesses; create and brainstorm different daily activities and outings; manage Kamp budget within fiscal guidelines for each Kamp; explore different supplier sites and maintain good working relationships with suppliers; interconnect with different vendors including transportation providers, University of Idaho Rockwall, Silverwood Theme Park; supervise 48+ children each week; effectively communicate with and assess the specific needs of children of all ages; collect and document parental information; problem-solve parental concerns.



Potlatch School District No. 285
130 Sixth St.
Potlatch, ID 83855-8757

District Office (208)875-0327
Elementary School (208)875-1331
Jr.-Sr. High School (208)875-1231
FAX (208)875-1028

November 18, 2018

To The Esteemed Members of the the Professional Standards Committee:

It is my honor to write and highly recommend without reservation, Mrs. Marianne Sletteland as a candidate for committee membership. I have the pleasure to have known Mrs. Sletteland over the past several years and have had the opportunity to work with her as a colleague as well as a supervisor.

Mrs. Sletteland is a dedicated professional. She is an instrumental leader in our system supporting our continuous change to better serve our children. Mrs. Sletteland is a team oriented practitioner. She seeks collaborative relationships and utilizes her experience and education to help guide the decision making process with the student's gain as the focus.

Mrs. Sletteland demonstrates mastery in the classroom on a daily basis. Her instructional methodology is of the highest caliber. She is adept at analyzing student data and modifying her craft to meet the students where they are and propelling them beyond the set standards. Her role is collaborative. She involves her parents in their role to help increase her student's gains and seeks out community support to her programming whenever possible.

The skill set she demonstrates daily, along with her passion to grow professionally through various in depth trainings, union leadership, and a second masters program pursuit in administration makes her an ideal candidate for this position. She is able to synthesize information, calibrate it on a personal, ethical, and legal level, and articulate her findings and growth through the exercise. She is open-minded, an out of the box thinker/problem solver, and is dedicated to doing her best work, no matter how many long hours it takes. This dedication is evident in the exceptional manner in which her tasks are completed.

Mrs. Sletteland sets the benchmark high for herself, her students, and those with whom she works. She is compassionate to her students and their needs and also interacts with those around her in a professional yet caring manner. She puts those with whom she interacts at ease. Her ability to communicate well at all levels is strength in her craft.

I am ecstatic for Mrs. Sletteland in making the decision to seek this opportunity to further build her knowledge base and challenge her current understanding of pedagogy. I appreciate her willingness to continue to grow and analyze her practice to improve services to students. She is an asset to our system and in turn to our children for whom we work. If further information is needed in regards to Mrs. Sletteland, please do not hesitate to contact me in person.

Sincerely,

John Haire

Principal, Potlatch Elementary

JASON MCKINLEY
Region 2 Director
Northern Organizing Center
jmckinley@idahoea.org

1712 "G" Street
Lewiston, ID 83501
800.422.0491 | 208.743.5555 | 208.746.0793 Fax



February 25, 2018

To Whom it May Concern:

I am writing this letter in support of Ms. Marianne Sletteland for the Idaho Professional Standards Commission (PSC). I have known Ms. Sletteland for five years in her capacity as an Elementary Special Education Teacher and as a leader in her professional association: the Potlatch Education Association (PEA), an affiliate of the Idaho Education Association (IEA).

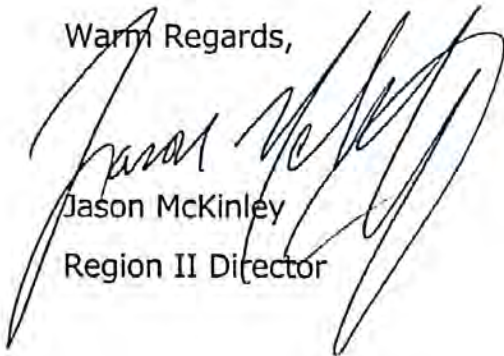
In working with Ms. Sletteland, I have found her to be a capable and respected leader. Her peers and supervisors seek her opinion on professional matters, especially as it pertains to special education and professional ethics. Over the past 2 (two) years Marianne has served as her local association president. As the local association president, Marianne has worked on numerous employment related matters involving educator rights and responsibilities. I have always found her to be an ethical and principled advocate.

I also know Ms. Sletteland to be a hard-working individual. She often works late hours into the evening and gives whatever task is before her front her 100% effort. Marianne is often the first person to arrive for a meeting, prepared and ready to work. Moreover, she is highly dependable. If Marianne says she is going to do something, she does it. Juggling the demands of her teaching career and association work can be challenging. Marianne always rises to the occasion and does what needs to be done.

As a former educator, IEA Region Director, and parent to 4 (four) children I understand the critical importance of public education. I also understand that the classroom teacher is an integral component of a quality public education system. I assure you that Ms. Marianne Sletteland is a high-quality educator who will serve her profession well as a member of the Idaho Professional Standards Commission.

If you have any questions about my recommendation, do not hesitate to contact me: jmckinley@idahoea.org or 208.790.0235.

Warm Regards,

A handwritten signature in black ink, appearing to read "Jason McKinley", is written over the typed name and title.

Jason McKinley
Region II Director



Potlatch School District No. 285
130 Sixth Street
Potlatch, ID 83855-8757

District Office (208)875-0327
Elementary School (208)875-1331
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FAX (208)875-1028

February 23, 2018

Dear Professional Standards Commission,

It is with great pleasure to be able to highly recommend Marianne Sletteland to be a representative on the Professional Standards Commission. As a teacher at Potlatch Elementary School, I have had the opportunity of working with Mrs. Sletteland for the past five years. She is a driven and organized teacher in the Special Education Department, who develops strong, caring relationships with her students.

Marianne has worked diligently in developing her skills as a teacher. She quickly establishes an excellent rapport with each of her students, who know her as a caring, steadfast teacher, with a quick sense of humor. Marianne creates a classroom culture of feeling safe, while being able to explore new aspects of learning; which has allowed students to excel and make great gains academically, as well as socially, and emotionally.

Communication is a key aspect that is important to Marianne. She is continually in communication with parents to ensure that parents know the celebrations of students' success and growth at school. Marianne coordinates all of the IEP meetings of the fourth through sixth graders, with all of the parties involved, as well as completing the extensive reporting required by the government, with exacting precision. She also organizes the paraprofessionals and their schedules who are working with her students.

Marianne is a team player and a leader by taking on additional roles beyond that of being a special education teacher. She is a vital member of many committees, in which she collaborates and shares insights in providing enriching experiences for our students. On one of the committees, the Readers as Leaders Program, Marianne coordinates the school field trip to the University of Idaho basketball game, so that our students can be celebrated during half time for their reading achievements. She is also currently serving as President of the Potlatch Education Association. It is evident in everything that Marianne does she goes beyond the standard, to achieve excellence.

Mrs. Sletteland has great initiative and focus by being diligent in doing what is best for her students, and thus, our school. Marianne has high professional and personal standards that she achieves each day. I highly recommend Marianne to you without reservation, as she would be an excellent asset to the Commission. If you have any further questions, please feel free to contact me.

Sincerely,

Megan Weaver
Potlatch Elementary School
megan.weaver@psd285.org

CONSENT
APRIL 18, 2019

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Northwest Nazarene University – Idaho State Program Approval Review Team Report

REFERENCE

June 2016

Board accepted the Professional Standards Commission's recommendation to accept the 2015 Northwest Nazarene University state team program approval report thereby granting approval of the Elementary Education, English Language Arts, Mathematics, Physical Education, Biology, Physics, Government and Civics, Music, Visual Arts, World Languages (Spanish), School Administrator, School Superintendent, Director of Special Education, and History programs at Northwest Nazarene University; and granting conditional approval of the Health Education, Chemistry, Communications, and Economics programs at Northwest Nazarene University, as submitted.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1258; Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked by the Board with reviewing and making recommendation of all Board approved educator preparation programs. From September 29 – October 2, 2018, the PSC convened a State Review Team composed of five (5) content experts and one (1) state observer to conduct a Mid-Cycle Focus Visit of Northwest Nazarene University's (NNU) educator preparation program. The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Northwest Nazarene University meet state standards for initial certification. The standards used to validate the institutional report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge, performance, and disposition indicators were used to assist team members in determining how well standards were being met. Idaho State specific requirements, as well as individual program foundation and enhancement standards were reviewed.

CONSENT
APRIL 18, 2019

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: evidence provided and linked from NNU's evidence web site, syllabi, program guidelines, portfolios, lesson plans, Praxis scores, personnel files, transcripts, and observation records. In addition, several interviews were conducted with NNU faculty, cooperating teachers, candidates, completers, and university supervisors.

After the site visit and review of the state report, NNU submitted a rejoinder. The Standards Committee of the PSC reviewed all documents during the PSC meeting on January 24, 2019. The rejoinder to the state report addressed the findings of "conditionally approved" for Foundation Standards for Communication Arts Teachers, and "Conditionally Approved due to conditional approval of Foundation Standards" for Idaho Standards for Speech and Debate Teachers. At the full PSC meeting on January 25, 2019, the PSC voted to recommend acceptance of the state review team report, moving Idaho Foundation Standards for Communication Arts Teachers and Idaho Standards for Speech and Debate Teachers from "conditionally approved" to "approved."

IMPACT

The recommendations in this report will enable Northwest Nazarene University to continue to prepare educators in the best possible manner, ensuring that all state educator preparation standards are being effectively embedded in their educator preparation programs.

ATTACHMENTS

- Attachment 1 – 2018 NNU State Team Report
- Attachment 2 – NNU Rejoinder to the 2018 State Report

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs

CONSENT
APRIL 18, 2019

meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission and to approve Northwest Nazarene University's educator preparation program and endorsement areas reviewed in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT: NORTHWEST NAZARENE UNIVERSITY

Mid-Cycle Focus Visit

SEPTEMBER 29 – OCTOBER 2, 2018

Stacey Jensen, Team Chair

Micah Lauer, Team Co-Chair

Katie Mathias, SDE Representative

Kristi Lund

Dr. Dana Johnson

Dr. Kevin Talbert

Professional Standards Commission

Idaho State Board of Education

Idaho State Department of Education



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INTRODUCTION

Historical Information

Source: <https://edaccreditation.nnu.edu/>

Founded in 1913, Northwest Nazarene University is a comprehensive university of the arts, humanities, sciences, and professions. The institution is sponsored by the Church of the Nazarene and governed by a Board of Trustees, representing seven church districts in eight Northwest states. Twenty miles west of Boise, Idaho, NNU is located in Nampa, the third largest city in Idaho, with a population of 92,000. The 34-building residential campus covers 90 acres. The university also has remote sites in Boise, Idaho Falls, and Twin Falls, as well as a variety of undergraduate and graduate program in on-line formats that reach students around the globe.

The university consists of two academic colleges: the undergraduate College of Arts and Sciences and the College of Adult and Graduate Studies, which serves professional and graduate students. Northwest Nazarene University presently offers six associate's degree majors, 40 bachelor's degree majors, eight master's degrees, four educational specialist degrees, and two doctoral degrees. In addition to programs on the home campus, NNU students may study in cooperative programs in 35 countries around the world.

The 2017-2018 undergraduate enrollment totaled 1,275 (1,069 TRAD, 206 APP) students, with 52.5% reporting Idaho residency. Remaining students come primarily from the Northwest region of the United States. Current enrollment figures represent 22 states and 13 foreign countries. Approximately 70% of undergraduates live on campus, with a 20.4 years of age average for the residential student population. The graduate enrollment in the same year totaled 673 students in 23 different graduate programs. Undergraduate education and teacher certification programs reported 205 students across both colleges, and the graduate education programs reported 198 students in seven graduate education programs, for a total of 403 students in education programs at NNU, representing 31.6% of the entire student population.

Northwest Commission on Colleges and Universities (NWCCU), an independent, nonprofit membership organization, has accredited NNU's education department's two associate's degree programs, 15 bachelor's programs, three masters programs, four educational specialists programs, and two doctoral programs. NWCCU has determined these programs meet established accreditation criteria and evaluation requirements.

NNU has prepared professional educators since 1931. In 1967, NNU was Idaho's first institution to receive NCATE accreditation for their department of education, which it has continuously maintained for over 50 years. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the School Counseling program; National Association of Schools of Music (NASM) accredits the music department.

NNU offers the following degrees in education:

- Elementary Education, A.A.

- Secondary Education, A.A.
- Elementary Education, B.A.
- Secondary Education, B.A.
- Curriculum, Instruction, and Innovation, M.Ed.
- Educational Leadership: Building Administrator, M.Ed.
- Educational Leadership: Building Administrator, Ed.S.
- Educational Leadership: Director of Special Education, Ed.S.
- Educational Leadership: Leadership & Organizational Development, Ed.S.
- Educational Leadership: Superintendent, Ed.S.
- Educational Leadership, Ed.D
- Educational Leadership, Ph.D.

The purpose of this mid-cycle focus visit by the Idaho State Department of Education on-site review was to determine if sufficient evidence was presented indicating that candidates at Northwest Nazarene University meet state standards for initial certification in the programs which previously received conditional approval or not approved during the 2015 State Team visit. A five-member state program approval team, accompanied by one state observer, conducted the review. The standards used to validate the Institutional Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho State Specific Requirements as well as individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: evidence provided and linked from NNU's evidence web site, syllabi, program guidelines, portfolios, lesson plans, Praxis scores, personnel files, transcripts, and observation records. In addition, several interviews were conducted with EPP faculty, cooperating teachers, candidates, completers, and university supervisors.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report:

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
State Specific Requirements Standard 1: Instructional Shifts for Language Arts	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 2: Idaho Comprehensive Literacy Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 3: Instructional Shifts for Mathematics	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 4: Instructional Technology and Data Literacy	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 5: Clinical Practice and Performance Assessments	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements Standard 6: IDAPA Rule Certification Requirements	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Foundation Standards for Communication Arts Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Speech and Debate Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Health Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Chemistry Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

STATE PROGRAM APPROVAL RUBRICS

The *Idaho Standards for Initial Certification of Professional School Personnel* provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

The rubrics describe three levels of performance: unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution’s evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
<ul style="list-style-type: none">The program provides evidence that candidates meet fewer than 75% of the indicators.	<ul style="list-style-type: none">The program provides evidence that candidates meet 75%-100% of the indicatorsThe program provides evidence candidates use assessment results in guiding student instruction (when applicable).	<ul style="list-style-type: none">The program provides evidence that candidates meet 100% of the indicators.The program provides evidence of the use of data in program improvement decisions.The program provides evidence of at least three (3) cycles of data of which must be sequential.

STATE SPECIFIC REQUIREMENTS

STANDARD I: INSTRUCTIONAL SHIFTS FOR LANGUAGE ARTS

- 1(a) Building Knowledge through Content–rich Nonfiction
 - Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.
 - Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.
- 1(b) Reading, writing and speaking grounded in evidence from text, both literary and informational
 - Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.
 - Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.
- 1(c) Regular practice with complex text and its academic language
 - Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.
 - Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.
 - Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.

Standard 1 Instructional Shifts for Language Arts	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Interviews with candidates and faculty, review of course syllabi and candidate assignments provide evidence that teacher candidates demonstrate an adequate knowledge of instructional shifts for language arts.

Sources of Evidence

- Interviews with candidates and faculty
- Course syllabi
- Candidate lesson plans and assignments
- edaccreditation.nnu.edu

Standard 1 Instructional Shifts for Language Arts	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Interviews with candidates and faculty, review of lesson plans and assignments and course syllabi provide evidence that teacher candidates demonstrate an adequate ability to apply instructional shifts for language arts.

Sources of Evidence

- Interviews with candidates and faculty
- Candidate lesson plans
- Candidate assignments: collaborative learning activity
- *edaccreditation.nnu.edu*

Areas for Improvement

- Evidence clearly indicated all candidates have a grasp of instructional shifts for language arts. Candidates in a variety of content areas were able to precisely articulate implementation of ELA shifts. However, incorporation and implementation of content rich non-fiction text could be strengthened.

Recommended Action on Standard 1: Instructional Shifts for Language Arts

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 2: IDAHO COMPREHENSIVE LITERACY STANDARDS

- 2(a) Phonics
- 2(b) Phonological Awareness
- 2(c) Fluency
- 2(d) Vocabulary
Comprehension
- 2(e) Writing
- 2(f) Assessment Strategies
- 2(g) Intervention Strategies

<i>Standard 2 Idaho Comprehensive Literacy Standards</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
2.1 Knowledge		X	

2.1 Analysis – Review of course syllabi, interviews with candidates and faculty along with candidate lesson plans and assignments provide evidence that teacher candidates demonstrate adequate knowledge of Idaho Comprehensive Literacy Standards.

Sources of Evidence

- Course syllabi
- Interviews with candidates and faculty
- Candidate lesson plans and assignments
- edaccreditation.nnu.edu

<i>Standard 2 Idaho Comprehensive Literacy Standards</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
2.2 Performance		X	

2.2 Analysis – Interviews with candidates and completers, review of lesson plans and teacher work sample demonstrate an adequate ability to apply Idaho Comprehensive Literacy standards.

Sources of Evidence

- Interviews with candidates and completers
- Candidate Lesson Plans
- Teacher work sample
- edaccreditation.nnu.edu

Areas for Improvement

- Lesson plan templates assist candidates in establishing both content and language objectives in their lessons. Deepening and developing the language objectives to match the rigor of Common Core State ELA standards would strengthen candidates' ability to apply standards to improve student literacy skills.

Recommended Action on Standard 2: Idaho Comprehensive Literacy Standards

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 3: INSTRUCTIONAL SHIFTS FOR MATHEMATICS

- 3(a) Focus strongly on the math Standards for Practice.
 - Candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.
- 3(b) Coherence- Thinking across grades and linking to major topics within grades
 - Candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.
- 3(c) Rigor- In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.
 - Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.

<i>Standard 3 Instructional Shifts for Mathematics</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
3.1 Knowledge		X	

3.1 Analysis – Interviews with candidates and faculty, candidate assignments for coursework, and course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for mathematics.

Sources of Evidence

- Interviews with candidates and faculty
- Syllabi
- Candidate assignments
- edaccreditation.nnu.edu

<i>Standard 3 Instructional Shifts for Mathematics</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
3.2 Performance		X	

3.2 Analysis – Interviews with candidates and faculty, review of lesson plans, math candidates' IPLP and CSA demonstrate an adequate ability to apply instruction shifts for mathematics.

Sources of Evidence

- Interviews with candidates and faculty
- Candidate Lesson Plans
- Individual Professional Learning Plan (IPLP) and Common Summative Assessment (CSA)
- edaccreditation.nnu.edu

Areas for Improvement

- Strengthen Elementary and Secondary alignment to deepen candidate understanding of the progression of standards from grade to grade and to connect learning across the grades – including outside of certificate grade span.
- Although it is evident that candidates have strong knowledge and are well versed regarding instructional shifts for mathematics, stronger evidence on ability to apply instructional shifts for positive impact on student learning would be valuable. Elementary education candidates spoke of needing additional practice with developing strategies to help struggling students in mathematics.

Recommended Action on Standard 3: Instructional Shifts for Mathematics

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 4: INSTRUCTIONAL TECHNOLOGY AND DATA LITERACY

- 4(a) Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions
 - Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.
- 4(b) Appropriate Integration of Educational Technology
 - Candidates meet pre-service technology requirement in the *Idaho Standards for Initial Certification of Professional School Personnel*.

Standard 4 Instructional Technology and Data Literacy	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Interviews with faculty, mentor teacher, candidates and completers along with review of syllabi and candidate assignments provide evidence that teacher candidates demonstrate adequate knowledge of instructional technology and data literacy.

Sources of Evidence

- Interviews with candidates, completer, mentor teacher, faculty
- Review of course syllabi
- Candidate assignments
- edaccreditation.nnu.edu

Standard 4 Instructional Technology and Data Literacy	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Interviews with teacher candidates, completers, mentor teacher and review of candidate lesson plans and assignments provide evidence that teacher candidates demonstrate ability to apply instructional technology and data literacy.

Sources of Evidence

- Interviews with candidates, completers and mentor teacher
- Candidate Lesson plans
- Candidate Assignments
- edaccreditation.nnu.edu

Areas for Improvement

- Although it is evident that candidates have strong knowledge and are well versed regarding instructional technology, stronger evidence on the impact on K-12 student learning would be valuable; including reflection and analysis on the value and benefit to student learning through the chosen mode of delivery.

Recommended Action on Standard 4: Instructional Technology and Data Literacy

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 5: CLINICAL PRACTICE AND PERFORMANCE ASSESSMENTS

- 5(a) Robust Clinical Practice and Internships
 - The educator preparation program implements the Idaho Standards for Model Preservice Clinical Teaching Experience as written and approved by ICEP.
- 5(b) Accurate and Informative Performance Assessments
 - Candidates receive accurate performance evaluations which include formative and summative assessments. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification.

<i>Standard 5</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Clinical Practice and Performance Assessments</i>		X	

5.1 Analysis – Interviews with the directors, mentor teacher, candidates and completers and reviewing candidate performance evaluations provide evidence that the EPP demonstrates an in-depth clinical practice and use of performance assessments.

Sources of Evidence

- Interviews with mentor teacher, Directors of Field Placement and Clinical Practice, candidates
- Clinical Practice Handbook
- Teachscape Proficiency document, Individual Professional Learning Plans (IPLP) and Common Summative Assessments (CSA)
- Survey Data, Trend Data
- edaccreditation.nnu.edu

Areas for Improvement/Areas for consideration

- Candidates and completers indicated a strength in NNU’s Educator Preparation Program is the amount of time in the actual practice of teaching through their field experiences. Directors reported candidates would receive 150 hours of field experience prior to student teaching. However, elementary education candidates indicated unequal experience in second endorsement area.
- Continued discussions and conversations on ways to support mentor teachers
- Data on results of Nampa Student Teaching Fair and potential applicability to other districts.

Recommended Action on Standard 5: Clinical Practice and Performance Assessments

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

STANDARD 6: IDAPA RULE CERTIFICATION REQUIREMENTS

- 6(a) Random selection of candidates’ institutional recommendations provides verification of Idaho state certification requirements per IDAPA Rule.
- Random selection of institutional recommendations for initial certification, including alternative authorizations
 - The institution must have a State Board approved program in order to issue the candidate an institutional recommendation for initial certification.
 - Random selection of institutional recommendations for adding endorsements, including alternative authorizations
 - If a candidate is currently certified in Idaho and wishes to add an endorsement in a new content area, the institution is able to work with the candidate to develop a plan to include: content, pedagogy, and performance.
 - The institution may issue the candidate an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate regardless of whether the institution has a State Board approved program in the new content area. This applies to adding endorsements only.

<i>Standard 6</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
Candidates meet IDAPA Rule Certification Requirements		X	

Standard 6 Analysis – Analyzing a random selection of candidate institutional recommendations, including transcripts, student teaching placements, and Praxis II scores provided evidence that recent completers meet IDAPA Rule certification requirements. While all institutional recommendations reviewed indicated student teaching was completed, additional documentation did not always specifically note the content area and/or grade level. For one candidate that held two endorsements, it was difficult to find evidence of performance for the middle school endorsement. In addition, while records for one administrator and some counselor candidates showed projected hours for internship practice, actual hours or total hours spent in the internship could not be verified. In summary, although it is evident that candidates spent time in the field, in some instances there was a lack of evidence that the time was adequate and sufficient to satisfy proof of performance.

Sources of Evidence

- Institutional recommendations
- Transcripts
- Student teaching placement documentation
- IPLP and common summative assessment
- Praxis II score reporting

Areas for Improvement

- Careful record-keeping and collection of clinical experience data is particularly useful when the candidate is being recommended for more than one area of endorsement so it can be ensured that all candidates meet the requirements specified in IDAPA 08.02.02.018 relating to performance area assessments.

Recommended Action on Standard 6: IDAPA Rule Certification Requirements

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands how values and ethics affect communication.
2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
3. The teacher knows the components and processes of communication.

4. The teacher understands the interactive roles of perceptions and meaning.
5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.
7. The teacher knows methods and steps of problem solving in communication arts.
8. The teacher understands the impact of outside social structures and institutions--including historical, political, social, economic, and cultural perspectives--on communication processes and messages.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – EPP provides sufficient evidence for indicators (1), (2), (4), (5), (6), and (8) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers and speech outlines, as well as interviews with program completers, program faculty, and candidates. In the case of indicator (1), written evidence provided does not make it clear how “values and ethics affect communication.” However, Communications Faculty member noted where this indicator is embedded across multiple courses, despite the lack of context in course syllabi and provided exemplars. For multiple indicators-- (3), (7) -- evidence that the EPP provides lacks sufficient context to establish relevance. However, artifacts provided to meet the Performance Indicators demonstrate candidates’ knowledge and performance relative to those indicators.

Sources of Evidence

- Lesson plans
- Faculty interviews
- Coursework
- edaccreditation.nnu.edu

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).
2. The teacher provides instruction and practice in conducting and applying research.
3. The teacher creates lessons that stress the importance of audience analysis and adaptation.
4. The teacher presents communication as a process consisting of integral

components.

5. The teacher explains various methods of organization and their effects on the communication process.
6. The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – EPP provides sufficient evidence for indicators (3), (4), (5), and (6). Insufficient evidence was provided for indicators (1) and (2). For indicator (1), evidence provided does not clearly link to the standard. Lessons focus on persuasiveness of language or other dimensions, but do not overtly connect to “the importance of values and ethics in communication,” nor are examples given relative to “a variety of formats” as the indicator requires. Evidence provided for indicator (2) does not show candidates “providing instruction” in “conducting research.” Note that for indicator (6), the EPP provided only one example of “historical, political, social, economic, and cultural perspectives.” Instead, lessons focused on other elements such as emotion or message content without any overt connection to the required contexts. However, the Media Literacy artifact that the EPP presented for Standard 9, Indicator (2), also demonstrates candidates’ knowledge consistent with this indicator.

Sources of Evidence

- Lesson plans
- Completer interviews
- Faculty interviews
- edaccreditation.nnu.edu

Standard #5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Standard #6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

Standard #7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Knowledge

- 9(a) The teacher understands contemporary legal standards relating to communication and media.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Completer interview indicated this as fulfilled during the EDUC 3650 Teaching Communications in the Secondary Schools course, but the written evidence provided is insufficient. The COMM 2020 Media Systems and Literacy midterm exam contains content relevant to this standard, but as a template does not show whether candidates have acquired the requisite understanding. A completed exam would have demonstrated candidate understanding more clearly. Faculty interview further corroborated that multiple courses provide introductory knowledge relative to this standard, beginning with COMM 1010 Introduction to Communications. She acknowledged the creation of a Communication Ethics course, though noted that she did not know if that would become a required course for teachers. Four case study assignments are included in which candidates simulate a copyright law case, but those case studies are from a class that is not a required program course. The four Mock-Trial photos provide no context and are thus insufficient. While the EPP provided evidence that candidates understand legal issues, including the code of ethics for educators, this standard speaks specifically to legal issues in communications.

Sources of Evidence

- Course syllabi
- Faculty Interview
- Midterm exam
- edaccreditation.nnu.edu

Performance

9(b) The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – Completer interview indicated this as something included in candidate lessons, but the written evidence the EPP supplied did not show relevance to this indicator. Lessons did not include any information about “contemporary legal standards,” such as slander, libel, fair use, copyright, etc.

Sources of Evidence

- Completer interview

Standard #10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	0	2	
Performance	2	1	1	

Areas for Improvement

- Ensure that evidence provided comes directly from courses required of all candidates pursuing communications licensure. In some cases, EPP presented evidence from courses that are not required for candidates to complete licensure according to the university catalog. Also, ensure that evidence is included from program candidates rather than non-teaching communications students.
- Provide stronger context for evidence, making clear links between the standard and what the evidence is intended to demonstrate.

Recommended Action on Idaho Foundation Standards for Communication Arts Teachers

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the models of interpersonal communication.
2. The teacher knows the processes and types of active listening.
3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
4. The teacher knows the dynamics of group communication (e.g., roles, functions,

systems, developmental stages, problem solving).

5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).
7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
8. The teacher understands the necessity of adapting public speaking styles and skills to various media.
9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
10. The teacher knows the theories and practices of argumentation.
11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).
12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).
13. The teacher knows how to identify and minimize communication anxiety.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.1 Knowledge</i>		X	

4.1 Analysis – EPP provides multiple forms of evidence across indicators that demonstrate teachers’ requisite content knowledge, with a few exceptions. In indicator (2), no context is provided for the evidence provided and how, exactly, it evinces active listening. However, lesson plans submitted to fulfill the performance indicators for standard 4 (below) demonstrate candidates’ knowledge as they apply it in their teaching. Similarly, for indicator (3) the evidence presented does not provide sufficient context to demonstrate that the candidate “knows the nature of conflict and conflict resolution strategies,” yet the EPP includes relevant evidence to fulfill this standard in response to performance indicator (1) below. Evidence for indicators (10) and (11) are also demonstrated by evidence submitted for performance standards rather than that submitted for knowledge standards. Ultimately, however, given the evidence presented across the two content standards (knowledge and performance), the EPP offers sufficient data to demonstrate candidates’ knowledge as a foundation for their performance.

Sources of Evidence

- Candidate interviews
- Completer interviews
- Faculty interviews
- Coursework
- edaccreditation.nnu.edu

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).
2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
4. The teacher provides instruction integrating digital media and visual displays to enhance presentations.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).
6. The teacher provides opportunities for students to participate in debate and speaking events.
7. The teacher explains various methods of organization and their effects on the communication process.
8. The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

<i>Standard 4</i> <i>Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – The EPP provides comprehensive and robust evidence that candidates meet this standard across all indicators. Evidence includes a variety of lesson plans relevant to each indicator.

Sources of Evidence

- Lesson plans
- Faculty interviews
- Completer interviews
- edaccreditation.nnu.edu

Standard #5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Standard #6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

Standard #7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Standard #10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Summary

The Public Speaking and Debate program meets the standards; however, the program falls under “Conditionally Approved” because the foundation standards have not been fully met.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for Speech and Debate Teachers

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR HEALTH TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
2. The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.1 Knowledge</i>		X	

3.1 Analysis – Syllabi, interviews, observation forms, assessments, and coursework demonstrated that teacher candidates have an understanding of appropriate instructional practices and strategies to help students engage in health-enhancing behaviors and developing the health skills to maintain health-enhancing behaviors. In addition, 100% of candidates passed the Health Praxis within 2 attempts. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: KINE 3350 - Quiz 1 and Quiz 3, Field Experience Evaluation (Course: Student Teaching Experience: Observation Forms, Peer Evaluation, KINE3380 Teaching PE in the K-8 Schools - Lesson examples
- Indicator 2: KINE1000L Fundamentals of Wellness Lab - Coursework (MyPlate, Exercise Readiness, Stress Management), KINE2430 Health Issues in Today's Society - Presentation 1
- edaccreditation.nnu.edu

Performance

1. The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
3.2 Performance		X	

3.2 Analysis – Lesson plans and a candidate health portfolio (binder) provided evidence that teacher candidates have the ability to adequately instruct students about positive health-enhancing behaviors inside and outside of school, and learning positive personal and social skills that promote positive relationships. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Lesson Plans that provided evidence that students were participating in self-reflection, planning, identifying strategies, and practicing healthy behaviors, Candidate Health portfolio (binder)
- Indicator 2: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Lesson plans that provided evidence that students were participating in activities to develop positive personal and social behaviors (communication, refusal, goal-setting, conflict resolution, etc.), Candidate Health portfolio (binder)

- edaccreditation.nnu.edu

Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.
2. The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands how to implement Common Core State Standards for Literacy in Technical Subjects (Health) for grades 6-12.
5. The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Course assessments, observation forms, coursework, and lesson samples demonstrated that teacher candidates have an understanding of methods of instructing health content, health-risk behaviors, and health skills. Candidates also understand how to implement Common Core State Standards as evidenced in lesson plans. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: KINE2430 Health Issues in Today’s Society - Exams, KINE3350 Teaching School Health - Quizzes 1 and 3, Evaluations, Multiple Intelligences
- Indicator 2: KINE2430 Health Issues in Today's Society- Presentation 1 and 2, KINE1000 Fundamentals of Wellness - Final exam, Drug response paper, KINE1000 Fundamentals of Wellness Lab - Weekly log, KINE2430 Health Issues in Today’s Society - Exams, YRBSS, KINE3350 Teaching School Health - ATOD Presentations, Multiple Intelligences

- Indicator 3: KINE2430 Health Issues in Today’s Society - Exams, YRBSS
- Indicator 4: Reading guides, Literacy, Building academic language
- Indicator 5: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Observation forms, Lesson examples: No Regrets Sex Ed, SMART goals, Alcohol, Cardio Lab, Communication, Conflict Resolution, Mental Health 1, Mental Illness, Mood Disorders, Nutrients, Speaking and Listening, Stress 1-4, Tobacco, Hard Drugs Group Research, Finding Reliable Sources
- edaccreditation.nnu.edu

Performance

1. The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Syllabi, interviews, lesson plans, and observation forms demonstrated that teacher candidates have the ability to instruct students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Multiple lesson plan examples, Observation forms, Completer interviews
- edaccreditation.nnu.edu

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Evidence from class discussions demonstrated that teacher candidates have an understanding of how student jargon and slang associated with high-risk behavior is ever changing.

Sources of Evidence

- Indicator 1: EDUC7635 Teaching Health in the Secondary School - Tips for Teens (Steroids, Heroin, Hallucinogens, Methamphetamines), “Affluenza” Article, Sexual Progression
- edaccreditation.nnu.edu

Performance

1. The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.
2. The teacher facilitates responsible decision-making, goal setting, and alternatives to high- risk behaviors that enhance health.
3. The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

<i>Standard 5 Application of Content</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>5.2 Performance</i>		X	

5.2 Analysis – Coursework, interviews, lesson plans, reflections, and observation forms demonstrated that teacher candidates have the ability to facilitate responsible decision-making, goal setting, and alternatives to high-risk behaviors, and is able to create a respectful and safe learning environment that is sensitive to controversial health issues. There was not strong evidence to demonstrate the ability to translate this jargon/slang into terminology appropriate to the educational setting in terms of candidate performance. 2 out of 3 of the indicators were strongly supported by evidence in the program and the first indicator could be strengthened by providing lesson examples or student work that reflect learning about jargon/slang related to high-risk behaviors.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Drug Paper - not strong evidence, only a question about street names of drugs
- Indicator 2: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Lesson examples
- Indicator 3: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Classroom management plans, Lesson examples to create a safe and respectful classroom, class activity on media illiteracy (Up and Out), Weekly

Schedule (Sex Ed setup, guest speaker), Interview: Opinion polls, Question box, highly debatable topics discussed in class

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands how positive evidence based community health values and practices play a role in the planning process.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
3. The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.
4. The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Syllabi, interviews, exams, coursework, and lesson plans demonstrated that teacher candidates have an understanding of community health values and practices, accessing valid, appropriate health information, the influence of culture, media and technology, and accessing valid health resources as it relates to the instructional planning process. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: Exam 1-4, Study Guide
- Indicator 2: KINE2430 Health Issues in Today's Society - DASH YBRSS, KINE1000 Fundamentals of Wellness - Body Composition, EDUC7635 Teaching Health in the Secondary School - Methods Journal Articles
- Indicator 3: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Diversity Form/Data Analysis, Lesson plans referred to accommodations for students, Syllabus for ELL Content Literacy, Culture and Emotions Discussion Board, EDUC7635 Teaching Health in the Secondary School - Methods Journal Articles

- Indicator 4: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Finding Reliable Sources, Mental Health PPT, Mental Health Lesson, Interviews with completers, Guest speakers (weekly schedule, lesson plans)

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – Coursework, lesson plans, and reflections demonstrated that teacher candidates have the ability to modify instruction that reflects current research and local policies for health. Teacher candidates are able to access appropriate health information and analyze the influence of culture, media, technology, and other factors as they embed those in the planning process. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Current events, No Regrets Sex Ed, Finding Reliable Resources, KINE2430 Health Issues in Today's Society - DASH YBRSS
- Indicator 2: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - Finding Reliable Sources, Lesson Plan (Finding Reliable and Accurate Information), KINE2430 Health Issues in Today's Society - DASH YBRSS
- Indicator 3: Diversity Form/Data Analysis, Lesson plan (current event Friday)

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – Coursework and interviews demonstrated that teacher candidates know the laws and codes specific to health education and health services for minors.

Sources of Evidence

- Indicator 1 (code and law): EDUC7635 Teaching Health in the Secondary School - Code of Ethics Paper, Code of Ethics Discussion Board, Interview: Class discussions - Title IX training, District-specific requirements, sexual harassment training, Methods course addressed making others aware (principal, counselors), legal obligation to report, use admin and security as resources, homeless students/abuse, learned about programs offered by schools, KINE2410 Introduction to Athletic Training - In class lecture notes and text reading on substance abuse/misuse
- Indicator 1 (health services): KINE2430 Health Issues - YBRSS, School Health Policies and Practices studies from the CDC

Performance

1. The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.2 Performance</i>	X		

9.2 Analysis – Candidate reflections and interviews did not demonstrate that teacher candidates have the ability to use appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior. It was evident that candidates in their student teaching needed more training and experience in this area.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - artifacts did not demonstrate candidate interventions

Standard #10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Coursework, utilizing guest speakers from the community, campus events, and projects demonstrated that teacher candidates have an understanding of how to advocate for personal, family, and community health. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: KINE3350 Teaching School Health - Guest speakers, NNU Health Fair, STD Poster Project
- edaccreditation.nnu.edu

Performance

1. The teacher advocates for a positive school culture toward health and health education. (<http://www.shapeamerica.org/standards/health/>)

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Utilization of guest speakers from the community, lesson plans, and public events demonstrated that teacher candidates have the ability to advocate for positive school culture toward health and health education. 100% of the indicators were supported by evidence in the program.

Sources of Evidence

- Indicator 1: EDUC4860/4870 Student Teaching in Middle School/Jr. High or High School - VSD Policy, Guest Speakers, Respect in the Classroom, Creating a Safe Classroom, NNU Health Fair, STD Poster Project
- edaccreditation.nnu.edu

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	0	6	
Performance	6	1	5	

Areas for Improvement

- Standard 5.1 and 5.2 (knowledge and performance): The Teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.** The EPP was able to provide evidence for performance indicators 2 and 3 that demonstrate candidates' ability to facilitate the development of health skills in students as well as create an appropriate environment for discussions of controversial issues. The evidence was not as strong in regard to jargon and slang associated with high-risk behaviors. The only piece of evidence for the performance standard was an assigned drug paper that included a question about street names of drugs. The actual terminology or use of terminology was never evident in the artifacts or interviews. It is important that candidates can enter their school settings with a knowledge of the language being used by students when it comes to high risk behaviors so they can identify it and address it appropriately.
- Standard 9 (knowledge): The teacher knows the laws and codes specific to health education and health services to minors.** The EPP was able to provide ample evidence that candidates understand code of ethics and laws about reporting, substance abuse, etc. Artifacts regarding health services for minors were available at the review; however, evidence that NNU health-education students are provided with adequate opportunities to engage in this content would be helpful. In the school settings, candidates need to be equipped with a knowledge of the resources they can recommend to their students or be able to partner with school counselors/nurses for health services available to their students.
- Standard 9 (performance): The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.** The EPP supplied artifacts that highlighted candidate interactions with students in their student teaching experience that dealt more with student interaction and relationship building. However, in one reflection about a question about abortion, a candidate was caught off-guard and did not know what to do. It was not evident that candidates utilized any specific intervention or strategy upon learning of a student who was/possibly engaging in high-risk behaviors.

Recommended Action on Idaho Standards for Health Teachers

- Approved
- Conditionally Approved
 - Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).

7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.
15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
4.1 Knowledge			X

4.1 Analysis – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an exemplary understanding of the central tools of inquiry and structures of chemistry as a teaching discipline. At NNU, there is a cohesive programmatic approach to chemistry education with a diversity of course offerings available to teacher candidates. Candidates choose specific courses through an advising process. This standard is supported by considerable evidence across the indicators consisting of course syllabi; exam examples; lecture, lesson, and lab examples; candidate work samples; and interviews with recent completers, current candidates, and chemistry faculty. Furthermore, all teaching candidates complete a capstone research project required of science majors at NNU. This is a deep application of knowledge that helps candidates go into the teaching field able to speak from the authority of their real experiences as scientists. Candidates benefit from small class sizes and access to professors. Chemistry professors know their students and which students are teaching candidates. Teaching candidates at NNU also have access to opportunities not typically afforded to undergraduate students in many university settings, such as being lab TAs, writing for publication alongside professors, attending regional and national conferences, and conducting research. For this knowledge standard, evidence was provided in support of 100% of the indicators. In support of the exemplary rating, the EPP provided three cycles of assessment data in the form of Praxis II data (100% pass rate, N=3) in chemistry for the period of time from 2015-

2017. More holistically, the EPP extended that data set to include all sciences 2012-2017 with a 100% pass rate (N=6). Additionally, the EPP reported programmatic changes based on data/evidence from several sources. American Chemical Society (ACS) standardized tests are given at the end of each CHEM course and results are monitored and disaggregated to make programmatic decisions.

Sources of Evidence

- Indicator 1: MATH2510 Calculus Final Exam, CHEM2210 General Chemistry I practice exam and thermochemistry coursework, CHEM2220 General Chemistry II ACS practice exam and lab report samples, CHEM3510 Thermo and Kinetics sample coursework and lecture topic examples, MATH2510 syllabus, observation of CHEM3510 class, interview with program faculty
- Indicator 2: CHEM3620 Integrated Lab report, CHEM3510 Thermo and Kinetics sample lecture, worksheets, and candidate work samples, CHEM3620 and CHEM3510 syllabi, observation of CHEM3510 class, interview with program faculty
- Indicator 3: CHEM2610 Analytical Chemistry candidate lab report, article published in 'Journal of Chemistry' by professor and candidate presenting a problem-solving experiment for use in analytical chemistry at the university setting, CHEM2610 and CHEM2601L syllabi
- Indicator 4: CHEM2210 General Chemistry I candidate lab report, CHEM2220 candidate lab report, CHEM3210L lab samples (multiple examples provided)
- Indicator 5: PHYS1110/1111 homework samples, BIOL4410L biochemistry candidate lab sample
- Indicator 6: CHEM2210 and CHEM 2220 practice exams and candidate lab reports
- Indicator 7: CHEM2210 thermochemistry worksheet and candidate work sample, CHEM 2220 sample topics and lecture, sample candidate work from CHEM3510, candidate work sample from final presentation for BIOL4410 Biochemistry
- Indicator 8: CHEM2210 General Chemistry exam
- Indicator 9: CHEM3210 and CHEM3220 candidate lab reports (multiple examples provided)
- Indicator 10: CHEM2210 ACS practice exam, CHEM2220 ACS practice exam, CHEM2200 stoichiometry unit
- Indicator 11: CHEM3210/3220 Organic chemistry lab reports (multiple examples), BIOL4410 exam, CHEM4610 lab assignment
- Indicator 12: CHEM2210 ACS practice exam, CHEM2200 sample lecture, CHEM3620 lab assignment/report
- Indicator 13: CHEM3620L lab report and syllabi
- Indicator 14: Course work and syllabi from CHEM2210, CHEM2220, CHEM2610, CHEM3510
- Indicator 15: CHEM2220 exam sample, CHEM3510 coursework examples, CHEM3620 lab example, observation of CHEM3510 class

- Indicator 16: CHEM4970 research project, candidate's published research (multiple examples), syllabi for CHEM4980 senior seminar/capstone, interview with recent program completer

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.
5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.
7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.
14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
17. The teacher helps the student understand and predict the properties and reactions of acids and bases.
18. The teacher helps the student understand chemical equilibrium in solutions.

19. The teacher helps the student understand and use chemical kinetics.
20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
21. The teacher helps the student learn the basic organizing principles of organic chemistry.
22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.
23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – Evidence provided by the EPP demonstrates that teacher candidates are able to create learning experiences that make the central concepts, tools of inquiry, and structures of chemistry meaningful for students. The bulk of the evidence consisted of lesson plans and unit plans provided from candidate teaching experiences. These were lessons taught in a secondary school setting. Lessons covered a variety of subject matter and instructional approaches ranging from direct instruction to lab-based settings. Interviews with current candidates and recent completers was another valuable source of evidence that rounded-out the story of the EPPs positive impact on developing teachers. Approximately 96% (26 of 27) of the indicators were supported by sufficient and aligned evidence.

Sources of Evidence

- Indicator 1: EDUC3510/7651 Teaching Methods in Secondary Schools candidate unit sketch, candidate lesson plans for the topics of chemical bonds, states of matter, and chromatography lab activity. One lesson plan included post-lesson reflection by the candidate. Interviews with a recent completer and current candidates (3).
- Indicator 2: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of atomic mass, balancing equations,

half-life, flame/light. Lessons/labs emphasize formulas/calculations and other mathematical concepts

- Indicator 3: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons lab activity 'calorimeter and magnesium combustion lab'
- Indicator 4: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of decay and half-life
- Indicator 5: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of atomic structure and states of matter
- Indicator 6: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of metallic bonding and ionic compounds (three different lesson examples for ionic compounds)
- Indicator 7: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of electron structure (two examples), Lewis structures, the periodic table, and trends on the periodic table. Some candidate work samples included post-lesson reflection.
- Indicator 8: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of chemical bonds, electron structure (two examples), noble gases, bean lab (electron configuration), and the periodic table
- Indicator 9: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of nuclear chemistry; fission, fusion, radioactivity; properties of matter; metallic bonding, and iron nail lab (properties of matter)
- Indicator 10: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of balancing equations and
- Indicator 11: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of chemical bonds, fission and fusion, and radioactivity
- Indicator 12: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of chemical bonds, covalent bonds, ionic compounds, metallic bonding
- Indicator 13: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of noble gases
- Indicator 14: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of states of matter and mixtures
- Indicator 15: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of states of matter, chromatography, thermochemistry
- Indicator 16: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of crystallization (solutions)
- Indicator 17: Interview with a current candidate
- Indicator 18: Evidence not provided or misaligned with indicator

- Indicator 19: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of combustion
- Indicator 20: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topic of photosynthesis, interview with a recent program completer
- Indicator 21: EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of photosynthesis
- Indicator 22: Candidate work samples from CHEM2210 in the areas of ideal gases, limiting reagents, molarity, stoichiometry, thermochemistry, titrations
- Indicator 23: Candidate work samples from BIOL4440L (buffer egg lab) and CHEM3210 (multiple examples)
- Indicator 24: Candidate work samples from CHEM2210 and CHEM2220 (multiple examples)
- Indicator 25: Candidate work sample from CHEM2210
- Indicator 26: Candidate work sample from CHEM2210 and exam from CHEM2220
- Indicator 27: Candidate work sample from BIOL4440L (chromatography), EDUC3510/7651 Teaching Methods in Secondary Schools candidate lessons plans/lab activities for the topics of chromatography and mixtures

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1			1
Performance	1		1	

Areas for Improvement

- The EPP could consider collecting additional evidence of candidate performance in the form of completed lessons/units with reflection and samples of student work/data to better document the impact of candidates on student learning.
- The chemistry department tracks data (e.g. ACS exams) on candidate achievement and the ED department tracks data (PRAXIS) as well. In the future, programs could jointly evaluate candidate data to discuss potential programmatic changes. This line of communication and planning would further strengthen the excellent work that is being done in secondary science.

Recommended Action on Idaho Standards for Chemistry Teachers

- Approved**
- Conditionally Approved
- Insufficient Evidence
 - Lack of Completers
 - New Program
- Not Approved



NORTHWEST
NAZARENE UNIVERSITY

December 18, 2018

To: PSC Administrator

Purpose: Submittal of rejoinder to the state team focused visit report

The Educator Preparation Program (EPP) at Northwest Nazarene University (NNU) received the final focused visit report from the SDE on November 26, 2018. It is the intent of the EPP to submit this correspondence as a rejoinder to the PSC Administrator to be presented with the state team focused visit report to the Professional Standards Commission.

The EPP disagrees with the findings of “Conditionally Approved” for Idaho Foundation Standards for Communication Arts Teachers, and “Conditionally Approved due to conditional approval of Foundation Standards” for Idaho Standards for Speech and Debate Teachers. The EPP disagrees with the state report based on one enigmatic performance standard element, and questionable use of the piloted State Program Approval Rubric.

The EPP faculty believe the use of the rubric was not in alignment with the stated use of the rubric, “The rubrics are to be used to make holistic judgement” (State Report, p 7). The findings of “Conditionally Approved” for Idaho Foundation Standards for Communication Arts Teachers, and the resulting “Conditionally Approved due to conditional approval of Foundation Standards” for Idaho Standards for Speech and Debate Teachers were determine based on the findings of one single performance element (9b) in the Foundation Standards for Communication (State Report, p 24).

The Foundation and Enhancement Standards for Communication and Speech/Debate total thirty-seven elements which must be addressed. Communication Foundation standards are comprised of two standards with knowledge and performance elements within each, for a total of sixteen elements. Only one element, out of sixteen, was determined to be unacceptable. The entire Foundation Standards for Communication were determined to be “Conditionally Approved” because of this one element (9b). Three of the knowledge and performance standards were found acceptable, and one was found unacceptable (which was comprised of the single unacceptable element, 9b), which yields 75% acceptable (State Report, p 24). However, the standard was still labeled “Conditionally Approved” (State Report, p 25).

The Speech and Debate Enhancement standards are comprised of twenty-one knowledge and performance elements within the standards. All elements of knowledge and performance were found “Acceptable” in the Enhancement Standards for Speech and Debate (State Report, p 29). However, the program was labeled “Conditionally Approved” based on the finding of unacceptable on one single performance element (9b) in the Foundation Standards for Communication. It is the belief of the NNU EPP faculty that the piloted State Program Approval Rubric was used in a manner which did not support the intent of holistic judgement, and resulted in an inaccurate analysis of program performance in the endorsement area of Speech and Debate, and Communication foundations. The following matrices summarily illustrate the arguments above.

Communication
Foundation Standards and Elements

Standard	Unacceptable	Acceptable
Com 4.K.1		X
Com 4.K.2		X
Com 4.K.3		X
Com 4.K.4		X
Com 4.K.5		X
Com 4.K.6		X
Com 4.K.7		X
Com 4.K.8		X
Com 4.P.1		X
Com 4.P.2		X
Com 4.P.3		X
Com 4.P.4		X
Com 4.P.5		X
Com 4.P.6		X
Com 9.K.1		X
Com 9.P.1	X	

Speech and Debate
Enhancement Standards and Elements

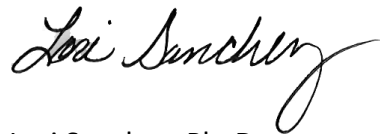
Standard	Unacceptable	Acceptable
Com 4.K.1		X
Com 4.K.2		X
Com 4.K.3		X
Com 4.K.4		X
Com 4.K.5		X
Com 4.K.6		X

Com 4.K.7		X
Com 4.K.8		X
Com 4.K.9		X
Com 4.K.10		X
Com 4.K.11		X
Com 4.K.12		X
Com 4.K.13		X
Com 4.P.1		X
Com 4.P.2		X
Com 4.P.3		X
Com 4.P.4		X
Com 4.P.5		X
Com 4.P.6		X
Com 4.P.7		X
Com 4.P.8		X

The intent of this communication is to demonstrate a possible fault in the method of application of the State Program Approval Rubric, and to have the “Conditionally Approved” recommendation on Communication Foundation Standards and Speech and Debate Enhancement Standards changed to “Approved.”

The NNU EPP faculty would like to thank the PSC Administrator and PSC members for their time and effort in consideration of this rejoinder.

Sincerely,



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