

NOT OFFICIAL UNTIL APPROVED

MINUTES OF THE STATE OF IDAHO PROFESSIONAL STANDARDS COMMISSION MEETING OF AUGUST 7-8, 2013

ATTENDANCE

Members present at August 7 committee meetings: Allred, Bierne, Boothe, Henry, Kellerer, Lakey-Campbell, Meyer, Mikolajczyk, Nelson, Nuckols, Raney, Ritter, Roark, Sakota, Van Mullem. SDE staff present: Haas, Lackey, Linder, Markland, Rhodenbaugh, Schwab. Absent: Welton. Guests: Troy Hutchings, Allison McClintick, Christi Rood, Andy Snook.

Members present at the August 8 general meeting: Allred, Bierne, Boothe, Henry, Kellerer, Lakey-Campbell, Meyer, Milolajczyk, Nelson, Nuckols, Raney, Roark, Sakota, Van Mullem. SDE staff present: Haas, Lackey, Linder, Markland, Rhodenbaugh, Schwab. Absent: Ritter, Welton. Guests: Andy Snook.

Angie Lakey-Campbell (secondary classroom teacher – Cambridge Joint SD #432), Kim Mikolajczyk (school counselor – Moscow SD #281), Tony Roark (public higher education/letters and sciences – Boise State University) and Heather Van Mullem (public higher education – Lewis-Clark State College) were introduced as new members.

AGENDA REVIEW/REVISIONS/APPROVAL

Chair Dan Sakota requested that the following be added to the August 8 Commission meeting under NEW BUSINESS: A. Ethics Symposium and B. Commission Procedures Manual Revisions.

The August 7-8, 2013, Commission meeting agenda was approved as revised. Motion carried unanimously.

STATE BOARD REPORT

Allison McClintick, Teacher Quality and Special Projects Manager in the State Board office, reported that, at the August State Board meeting, the Department of Education will be presenting the proposed procedure/rule changes for implementing the Smarter Balanced assessment. In the spring of 2014, all Idaho students in grades 3-8 and 11 will participate in the Smarter Balanced Field Test. Complete student scores will not be available from this test, so Idaho is requesting a U.S. Department of Education waiver to allow schools to use accountability determinations from the 2012-2013 school year. Also, because the Smarter Balanced assessment is presently not administered to the 10th grade, those students in the 2016 graduating class (this year's 10th graders) who have not passed the ISAT will need to take an alternate plan to graduation developed by their school district.

Additional rules that the department is presenting address the following. Students will be able to take high school courses while still enrolled in middle school/junior high and meet the content and credit requirements for graduation where applicable. New rule language was also introduced to ensure students meet the new requirement of taking a math class during the senior year. The new language provides that summer school prior to the senior year is to be counted as part of the school year.

Allison also reported that through the College Access Challenge Grant, the Collaborative Counselor Training Initiative (CCTI) is offered at no cost to participants. This is an online course that teaches strategies for school counselors in career and academic counseling. It is designed as three distinct modules for professional development credit. Module One begins on September 30; Module Two on November 4; and Module Three on January 27.

CONSIDERATION OF STIPULATIONS/FINAL ORDERS BY FULL COMMISSION

Deputy Attorney General Andy Snook presented a proposed Findings of Fact, Conclusions of Law, and Final Order for consideration by the Commission. Andy reviewed the content of the proposed order and answered questions from Commission members. He also recommended the adoption of the proposed Findings of Fact and Conclusions of Law as presented and that the Commission enter an order permanently revoking the certificate of Tara Bagley based upon her alleged misconduct.

M/S (Kellerer/Raney): To accept the proposed Findings of Fact and Conclusions of Law as written and enter the accompanying Final Order in Case #21301 regarding the certificate of Tara Bagley. Motion carried unanimously. Commission members Bierne, Henry, Meyer, Nelson, Ritter, and Sakota were recused from voting.

Andy Snook provided the Commission with the Stipulation listed below. The Stipulation for a Letter of Reprimand and the completion of a Commission-approved ethics course by April 1, 2014, was agreed to by the respective respondent and was recommended by Andy Snook and the Executive Committee for adoption by the Commission. The Commission members reviewed the Stipulation at the meeting and, having no questions or requests for discussion, voted as follows:

M/S (Raney/Allred): To accept the proposed Stipulation as written and enter the accompanying Consent Order in Case #21302 regarding the certificate of Mark Cicrich. Motion carried unanimously. Commission members Bierne, Henry, Meyer, Nelson, Ritter, and Sakota were recused from voting.

Andy Snook provided the Commission with the Stipulation listed below. The Stipulation for a Letter of Reprimand and the completion of an ethics course by April 1, 2014, was agreed to by the respective respondent and was recommended by Andy Snook and the Executive Committee for adoption by the Commission. The Commission members reviewed the Stipulation at the meeting and, having no questions or requests for discussion, voted as follows:

M/S (Kellerer/Raney): To accept the proposed Stipulation as written and enter the accompanying Consent Order in Case #21310 regarding the certificate of Melissa Allen. Motion carried unanimously. Commission members Bierne, Henry, Meyer, Nelson, Ritter, and Sakota were recused from voting.

Andy Snook provided the Commission with the Stipulation listed below. The Stipulation for a Letter of Reprimand was agreed to by the respective respondent and was recommended by Andy Snook and the Executive Committee for adoption by the Commission. The Commission members reviewed the Stipulation at the meeting and, having no questions or requests for discussion, voted as follows:

M/S (Van Mullem/Lakey-Campbell): To accept the proposed Stipulation as written and enter the accompanying Consent Order in Case #21303 regarding the certificate of Sara Klure. Motion carried unanimously. Commission members Bierne, Henry, Meyer, Nelson, Ritter, and Sakota were recused from voting. Raney abstained.

Andy Snook provided the Commission with the Stipulation listed below. The Stipulation for an Indefinite Suspension of the respondent's certificate pending his completion of an ethics course approved by the Commission as well as a classroom management course which would be a 2 to 3 credit university course were agreed to by the respective respondent and were recommended by Andy Snook and the Executive Committee for adoption by the Commission. The Commission members reviewed the Stipulation at the meeting and, having no questions or requests for discussion, voted as follows:

M/S (Mikolajczyk/Roark): To accept the proposed Stipulation as written and enter the accompanying Consent Order in Case #21304 regarding the certificate of Jeffrey DeJean. Motion carried unanimously. Commission members Bierne, Henry, Meyer, Nelson, Ritter, and Sakota were recused from voting. Raney abstained.

ETHICS PRESENTATION

Dr. Troy Hutchings, national expert on teacher-student sexual misconduct, made an extensive presentation to the Commission. He explained that teachers use their caring, empathetic, and approachable natures to engage students in learning and in feeling valued at school. In addition, teachers make within 3,000 and 5,000 decisions a day. Teachers can become especially vulnerable to poor decision-making when they suffer some kind of personal crisis. Most teachers who have physical/verbal sexual relationships with students are not perverts or pedophiles; they are by and large exemplary teachers in school or teacher-of-the-year types who take small, innocuous steps down a slippery ethical slope and do not even realize they are violating the boundaries of professional practice.

Hutchings, whose work is in prevention strategies, believes that ethics training is the key to fighting teachers' sexual misconduct. Most teacher education programs are not addressing the issue of ethical decision-making, as is done in other fiduciary professions such as psychology, law, medicine, and counseling at the preservice, initial licensure, and licensure maintenance levels. He feels that the teaching profession has not made a clear

distinction between dispositions, conduct, statutes, and an ethical framework for decision-making.

Educational policy comes about through a complicated, 3-5 year process. Initial research must be conducted to support the development of a national code of ethics; ethics standards must be written; an ethics assessment must be developed that aligns with the standards; and teacher education programs must incorporate the ethics standards into their programs. In recent years Educational Testing Service (ETS) has been approached by 19 states wanting to assess teachers on ethics. A year ago, ETS convened a meeting of teaching profession leaders and representatives of organizations undergirding the profession. Out of that meeting emerged a plan to develop a national, professional code of ethics (not code of conduct; there is a difference) – absolute guiding principles to direct teachers’ decision-making and in which they can be trained/assessed. Hutchings has been conducting the largest qualitative study in our country’s history on educator ethics to support the development of the code of ethics that addresses the continuum of educator responsibility from preservice through retirement. Additionally, four states in the country are moving in the same general direction of ethical decision-making – Iowa, Montana, Hawaii, and Georgia. The National Association of State Directors of Teacher Education and Certification (NASDTEC) has been leading the national charge the last 4-5 years by including this topic on their Professional Practices Institute agenda.

In his research, Hutchings traveled to different locations in 7 states and facilitated 3-hour focus groups of 92 educators each. In each focus group, the educators were first asked semi-structured questions and then were given opportunity to talk about ethical dilemmas they face as educators. The focus group sessions were recorded and transcribed. Participants were between ages of 30-49; were the most experienced teachers in the profession; 73 percent were female and 27 percent were male; 70 percent were Caucasian (which is typical of the nation); 57 percent had a masters of education degree or higher; 35 percent were university-based graduate students for initial licensure; 40 percent went through a teacher preparation program; 39 percent taught in a suburban setting; 42 percent in an urban setting; 91 percent were traditional public K-12 teachers and the remainder were charter school/private school teachers; and none of the educators were paid for their focus group efforts. There were teachers represented who taught on reservations; in Mennonite communities; in inner city Los Angeles; in rural areas; in jails/juvenile correction facilities; on the border in Texas (ESL issues); and in inner city Miami (horrific gang violence). In high poverty areas, the teachers’ role as a surrogate parent is higher and more complex than in a wealthy, affluent area. Educators were equally split between elementary and secondary (with a variety of teaching disciplines represented) but met in separate focus groups.

The research has revealed that teacher ethical dilemmas occur equally in the classroom and non-classroom (courts have collectively said teachers are teachers inside and outside school); biggest ethical dilemma in the classroom is maintaining equity – trying to avoid helping one student at the expense of another; the majority of participants (unless they were business majors) had no preservice preparation in education law and ethics; some participants felt prepared in education law and ethics because of their personal morality (raised in a great home, religious beliefs, I just know better, etc.) (Hutchings noted that

personal moral language is completely different than a common ethical way of dealing with people); special education teachers had preparation in education law, but they still did not know the policy/statutes in their own states; and many learned education law and ethics because they had broken the rules or intrinsic, unwritten norms. Acquisitional knowledge of education law during the participants' careers amounted to district check box training/acknowledgement that was received at the beginning of each school year and had to be returned to the principal by noon. The material was never read, and participants were unaware of what it said. Those who received graduate degrees in education, especially administration, are teaching better than 100 percent of the population of currently practicing teachers. Those in administration, however, had the mandatory one course in education law, which only covers the importance of court cases. All participants did not feel prepared as beginning teachers, but their classroom experiences better prepared them. Three-fourths of the participants said the expectations of their schools was not only moving achievement but their personal growth, extra-curricular activities, serving as counselors/surrogate parents, and solving students' problems.

As the research shows, elementary teachers had more ethical dilemmas involving parents/perceived parental errors in treating children, and secondary teachers had more competing tensions in relationships with students or responding to student conduct. Secondary teachers also had a staggering distrust of administration. Elementary teachers had 92 percent of the ethical dilemmas involving colleagues. When asked if they would approach a colleague regarding inappropriate decision-making in a school setting, 100 percent of the participants would not; they felt it was the principal's job. When asked if they would approach a colleague about decision-making in the colleague's personal life that might impact his/her effectiveness as a teacher, 100 percent of the participants would not. (Hutchings noted that any profession that does not regulate its own is not a profession; every code of ethics in other professions addresses this issue.) Cooperating teachers are not comfortable holding student teachers accountable; they are unsure of the ethical implications themselves. The malicious culture of gossip/slander in schools keeps teachers from being honest about the ethical dilemmas they are being faced with; they do not go to colleagues or building managers/principals (too busy, worried about numbers, do not trust them) for assistance with their dilemmas; some go to their parents or spouses. By and large, teachers really care and are really heroic; even when they make the wrong decisions, they make them for the right reasons.

For the next phase of this educational policy-building project, the research findings will likely be presented to the National Education Association (NEA). NEA will then be asked to do a survey of 10,000 teachers to back up the research results.

APPROVAL OF MINUTES

M/S (Mantle-Bromley/Henry): To approve the June 4-5, 2013, Commission meeting minutes as printed. Motion carried unanimously. Bierne abstained.

AUTHORIZATIONS COMMITTEE

Chair Mikki Nuckols reported that the Authorizations Committee recommended that the Commission approve the following new Teacher to New Certificate/Endorsement requests (for the 2013-2014 school year):

ANTHONY, Ronald, Buhl Joint #412, Superintendent
BAUN, Katie, Kuna Joint #3, Communications 6-12
CARBAJAL, Sylvie, Meridian Joint #2, Spanish 6-12
CORNIA, Michele, New Plymouth #372, Birth-Grade 3
DIPLOCK, Phillip, Nampa #131, Principal
DUNLAP-MARTIN, Brooke, Kamiah Joint #304, All Subjects K-8
FINLAY, Jennifer, Kellogg Joint #391, Library Media Specialist K-12
FULLER, Matthew, Boise #1, English as a New Language K-12
GARNER, Lorinda, Minidoka County Joint #331, Natural Science/Physics
HALL, Julene, Twin Falls #411, Library Media Specialist K-12
HALL, Karen, Kimberly #414, Counselor K-12
HANSEN, Lance, Lewiston #340, Superintendent
KACHELMIER, Dennis, Kamiah Joint #304, Mathematics 6-12
LAIR, Erin, Vision Charter School #463, Principal
LAUMB, Katy, Minidoka County Joint #331, All Subjects K-8
LEWIS, Jimmy, Kellogg Joint #391, Library Media Specialist K-12
LUSK, Heather, Filer #413, Basic Mathematics 6-12
MANLEY, David, Kamiah Joint #304, Music K-12; Art K-12
MARTIN, John, Kamiah Joint #304, Mathematics 6-12
McMANUS, Melanie, Cassia County Joint #151, Basic Mathematics; PTE Limited Math
MILLER, Sandra, Minidoka County Joint #331, Superintendent
POST, Belva, Vallivue #139, English as a New Language K-12
ZOLLINGER, Kathy, Cassia County Joint #151, Birth-Grade 3

The Authorizations Committee recommended that the Commission approve the following renewal Teacher to New Certificate/Endorsement requests (for the 2013-2014 school year):

BRADLEY, Charlene, Meridian Joint #2, Generalist K-12 (2)
GRAVES, Kathy, Meridian Joint #2, Gifted and Talented K-12 (2)
KEMERY, Erica, South Lemhi #292, Superintendent (2)
LARSEN, Angela, Meridian Joint #2, Generalist K-12 (2)
NORDQUIST, Brett, Meridian Joint #2, Gifted and Talented K-12 (2)
RICHINS, Curtis, Minidoka County Joint #331, Limited Mathematics; Basic Mathematics 6-12 (2)
VITEK, Amy, Legacy Charter School #462, All Subjects K-8 (2)

The Authorizations Committee approved 2 Provisional Authorizations (for the 2012-2013 school year), 11 Provisional Authorizations (for the 2013-2014 school year) and 4 Content Specialists.

Paula Kellerer expressed concern regarding alternative authorization, school counselors, and the incompatibility of Council for Accreditation of Counseling and Related

Educational Programs (CACREP) program standards (specifically with clinical practice) and creating a plan for alternative authorization. Northwest Nazarene University does not feel that it could create a plan for such a teacher without putting its CACREP accreditation in jeopardy.

The Commission ACCEPTED the report of the Authorizations Committee. Motion carried unanimously.

PROFESSIONAL DEVELOPMENT COMMITTEE

Chair Mikki Nuckols reported that the committee reviewed its current working plan and concluded that no revisions to it were needed. The committee will be exploring the development of a Department of Education website listing of available professional development classes for Idaho educators.

The Commission ACCEPTED the report of the Professional Development Committee. Motion carried unanimously.

BUDGET SUBCOMMITTEE

In Budget Subcommittee Chair Anne Ritter's absence, Katie Rhodenbaugh reported that in May revenue exceeded expenditures by \$8,594, and in June revenue exceeded expenditures by \$20,692. June 30 marked the end of the fiscal year with total expenditure exceeding revenue by \$11,776, and that left an ending cash balance carryover of \$232,986.71. Katie distributed to Commission members a fiscal year line-item comparison for the past five fiscal years.

The Commission ACCEPTED the report of the Budget Subcommittee. Motion carried unanimously.

STANDARDS COMMITTEE

Standards Committee Chair Paula Kellerer reported on the following committee discussion items (unless indicated otherwise):

1. The committee discussed the implementation of the \$2,000 annual fee to be assessed of each non-Council for Accreditation of Educator Preparation (CAEP) Idaho institution to partially defray the cost of program approval reviews; possible fee scales; and the appropriateness of a varying fee schedule for different sized institutions. Commission members were asked to provide input on this. This will be discussed further at the October meeting.
2. The Lewis-Clark State College program review on-site visit will be conducted November 2-5. A sufficient number of educators have already volunteered to serve on that state team.

3. The committee discussed the Physical Science endorsement and concluded that this type of composite endorsement would better serve the needs of Idaho students by being drafted into a Science Technology Engineering and Mathematics (STEM)-type endorsement aligned to the Idaho Core. Commission members were asked to request the stakeholder groups in their constituencies to provide input on this.
4. The new Interstate Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards have been incorporated into the Danielson Framework for Teaching form. That revised framework will be posted to the Department of Education website, and Katie Rhodenbaugh will also email the revised form to the education deans.
5. The first annual Educator Preparation Clinic will be held in Boise on September 13. The clinic will bring clarity to issues involving certification, endorsements, background investigation, clinical practice, Praxis testing, etc.
6. The committee reviewed its working plan and the Commission Procedures Manual and forwarded their proposed revisions to those documents to Katie Rhodenbaugh. The committee anticipates having to make changes to the language in their working plan Objective #3 as the National Council for the Accreditation of Teacher Education (NCATE) transitions to CAEP.
7. The committee discussed the possibility of an ethics symposium in the near future to draw the awareness of key stakeholders to the importance of defining/addressing the necessary change needed in ethics training for Idaho educators.

The Commission ACCEPTED the report of the Standards Committee. Motion carried unanimously.

EXECUTIVE COMMITTEE

Chair Dan Sakota reported that the Executive Committee met with Andy Snook, Shannon Haas, and Annette Schwab to discuss ethics case information.

M/S (Meyer/Henry): To move the Executive Committee into Executive Session to review and discuss investigation records exempt from disclosure as prescribed by Idaho Code §67-2345(d). Motion carried unanimously.

Andy Snook reviewed the cases needing Executive Committee decisions.

M/S (Ritter/Bierne): To move the Executive Session of the Executive Committee into Open Session to vote on investigation records exempt from disclosure as prescribed by Idaho Code §67-2345(d). Motion carried unanimously.

Chair Dan Sakota reported that the Executive Committee reviewed 11 cases and found Probable Cause in 8 of those. There are currently 7 cases under investigation, 7 cases pending stipulation, 8 cases in which the administrative complaints are to be filed, 5 default cases, and 1 case of voluntary surrender.

Cases closed included the following:

#20707 - Reinstatement
#21012 - No Sufficient Grounds
#21102 - Hearing Panel Decision/Can Apply For Any Certificate Qualified For
#21201 - Letter of Reprimand
#21231 - Permanent Revocation
#21320 - No Sufficient Grounds

Andy Snook updated the Executive Committee on one ethics hearing that had been held recently. The committee also reviewed and revised its working plan.

Both the committee and the full Commission discussed participation in the NASDTEC PPI to be held in Boise on October 23-25.

M/S (Raney/Nuckols): To authorize Commission staff to make arrangements for appropriate Commission staff/members to attend the 2013 NASDTEC Professional Practices Institute, staying within the allotted budget amount of \$10,000. Motion carried unanimously.

LEADERSHIP TEAM

Esther Henry reported that the Leadership Team met by teleconference on July 24. They discussed the August meeting agenda and reviewed the budget. It was decided to no longer provide new members with Commission binders, but new members will continue to receive Commission bags. Leadership Team teleconferences for the coming year are scheduled for October 2, January 8, March 5, and May 14. Committee chairs were asked to provide Katie Rhodenbaugh with working plan and Procedures Manual updates.

The Commission ACCEPTED the report of the Leadership Team. Motion carried unanimously.

ADMINISTRATIVE REPORT

Christina Linder (unless indicated otherwise) reported on the following:

1. Idaho has adopted an evaluation model for administrators that we previously had not had in the state. The Proficiency Assessment for this is being piloted during the 2013-2014 school year. It is available through Teachscape and validated by ETS. It allows administrators or anyone doing evaluations to go through this training and become certified as an evaluator, thus assuring inter-rater reliability across the state. This year it is also being offered to anyone in an administrator

preparation program at the state's cost. It is expected that candidates will voluntarily take it this year or take it the following year, when funds may/may not be available, or it will be granted in licensures, so that candidates will be given interim administrator certificates until the requirement is met.

2. Work continues at implementing Schoolnet, the statewide student instructional management system, into the teacher preparation and administrator preparation programs of Idaho's higher education institutions. Christina asked that institutions provide her with feedback on the progress of this effort. There is a part of Schoolnet called the Educator Development Suite (EDS) that is now ready to pilot. It helps personalize learning for educators by marrying measures of educator development with student performance and then linking this information to resources that foster professional growth. The Department of Education is now looking for higher education/K-12 partnerships to pilot the EDS evaluation/professional development capture.
3. Now that all public comment has been either incorporated or addressed, the finalized draft of the educator evaluation board rule will go to the State Board next week. It will have temporary proposed rule status and, as such, will become immediately effective once approved.

The Department of Education will be subjected to a federal monitoring by U.S. Department of Education personnel this month; they will be looking at how accurately Idaho has portrayed its implementation/process for getting the ESEA Waiver in place.

4. As a part of the Idaho Higher Education Coalition, all higher education institutions have collaborated and have contracts in progress for university supervisors, faculty, and cooperating teachers to pilot rater reliability in the area of clinical practice. The higher education institutions have also convened to review Chief Council of State School Officers (CCSSO) recommendations and CAEP standards, create a strategic plan, and submit a grant application to CCSSO based on the support of key stakeholders.
5. The Department of Education, through Title II funding, is currently attempting to provide as much support as possible to the different levels of people involved in evaluator training. There will be 6-day face-to-face training for administrators in all three regions; 2-day face-to-face follow-up facilitator training for those who have already passed the test/are working on it/already taken the above-mentioned 6-day training (coaching stances, "Learning Focused Supervision", how to move teacher performance in a truly collaborative way); and 4-day face-to-face training for mentors, cooperating teachers, university supervisors, and higher education faculty.
6. The Great Teachers and Leaders Subcommittee and a fiscal management group have met recently under the direction of the Governor's Task Force for Improving Education. The subcommittee is exploring a career ladder of teacher

compensation; the other group is looking at teacher licensure, how to get more teacher leadership positions, etc. There will likely be a recommendation for tiered licensure tied to a career ladder coming forth from this effort.

7. Two Idaho school districts and a higher education team are working with the American Institutes for Research (AIR) Center on Great Teachers and Leaders Partnership to align the core instructional shifts needed to teach the Common Core with Idaho's evaluation instrument.
8. The work of the Idaho Mathematics Steering Committee continues. Temporary proposed rule to change Mathematical Thinking for Instruction language to "MTI or equivalent state-approved coursework" will be submitted to the State Board for approval consideration. The Student Affairs in Higher Education (SAHE) grant has been awarded. With that, Idaho has funded regional math centers with regional math specialists at public universities. Both public and private universities are making progress toward developing preservice requirements and suggested evidence with assistance from the AIR. The Summer Academy on Math Education was also started.
9. There continues to be a great amount of interest in more secondary professional-technical teachers obtaining the Limited Math endorsement. Despite that fact, however, the effort has stalled, as there is not yet any partnership from Professional-Technical Education on helping fund it.
10. The National Council on Teacher Quality (NCTQ), a research and policy group that generates reports on state certification laws and issues, recently released a report on higher education. Less than 10 percent of the rated programs in the country earned three stars or more. The professional standards boards in some states responded to the report. The ongoing impact of the report is uncertain.
11. The Idaho Statewide System of Support Alliance is a group that has expanded to now include closer collaboration with every director in the Department of Education participating. The focus is now on common data in evaluating events and common goals across departments, thus ensuring that funds are being spent appropriately and that the needed impact is occurring.
12. The Department of Education recently had an Office of Inspector General (OIG) audit of its virtual schools to determine if Idaho is providing the kind of technical support necessary, holding those schools accountable for the same standards as brick-and-mortar schools, etc. The focus seemed to be on K12 affiliates.
13. Upcoming events and staff participants are:

CAEP Fall Conference – Linder/Rhodenbaugh; September 18-20 in DC
Lewis-Clark State College Program Review – Linder/Rhodenbaugh; on-site visit scheduled for November 2-5

OLD BUSINESS

NASDTEC Annual Conference Update

Christina Linder and Katie Rhodenbaugh attended the 2013 National Association of State Directors of Teacher Education and Certification (NASDTEC) Annual Conference in June. Katie reported that a session entitled “Growing with InTASC: Standards Continuum for Reflective Teaching Practice” was especially helpful; Charlotte Danielson spoke on the TEACHSCAPE Project and promoting professional learning through teacher evaluation so that it is not a punitive measure but a real help with professional growth; and ETS spoke about a test they have regenerated and also their work with the ethics assessment. Christina reported that Yong Zhao of the University of Oregon spoke and is an advocate for thinking very differently about what we do, using resources that we have not thought of using before, questioning what we are doing, and preparing global citizens; most of the sessions that she attended were those that would be helpful in writing the CCSSO grant (see page 10, ADMINISTRATIVE REPORT, item 4); policy people from Westat, the federal government, and the data quality organization spoke about longitudinal data and the increasingly important role it will play in evaluating teachers, administrators, preparation programs, and school effectiveness; and NASDTEC will be holding the first of what will become an annual winter symposium on February 2-3 in Newport Beach, and it will focus on teacher preparation. Christina will also share specifics of the NASDTEC Annual Conference at the upcoming IACTE meeting.

NEW BUSINESS

Ethics Symposium

Commission members discussed the need for a gathering of Idaho stakeholders to begin a conversation on the necessity for a national code of ethics for a fiduciary profession such as teaching.

M/S (Bierne/Henry): To have Christina Linder form a small group with the purpose of organizing a symposium on ethics preceding the Professional Practices Institute conference. The purpose of this symposium is to start a conversation on ethics with stakeholders and measure the status of the ethics issue in the state. Motion carried unanimously.

Commission members/staff who volunteered to be a part of the above-mentioned small group were: Clara Allred, Shannon Haas, Paula Kellerer, Laural Nelson, Mikki Nuckols, Tony Roark, Annette Schwab, and Andy Snook.

Commission Procedures Manual Revisions

Members suggested the following revisions to the Commission Procedures Manual:

- Page 6, A. Duties of the Officers, 1. Chair, item g – add “as deemed necessary for Commission business” at the end of the phrase “Represents the Commission, or

designates a representative to represent the Commission, at State Board of Education meetings.”

- Page 6, B. Duties of the Committee Chairs, item 7 – change “before” to “during.”
- Page 6, B. Duties of the Committee Chairs, add item “8. Becomes familiar with Robert’s Rules of Order.”
- Page 13, under E., delete item 4 (line of jumbled letters caused by printing error).
- Page 13, add the following bulleted phrase under G, item 2: “A Letter of Concern may be issued as warranted by the Executive Committee.”
- Page 28, Appendix F: INVESTIGATIVE FLOWCHART, change “Forward to Bob for Investigation” to “Forward to Investigator.”

M/S (Raney/Bierne): To accept the proposed revisions to the Commission Procedures Manual. Motion carried unanimously.

COMMUNICATION PLAN

Paula Kellerer reported that items of interest in these meeting minutes that members may want to communicate to their constituencies include:

- Proposed rule changes for implementing the Smarter Balanced assessment will be presented at August State Board meeting; TJ Bliss is managing that transition; rule change to allow ninth graders to bank their ISAT scores and use appropriate 8th grade credits toward graduation; summer classes taken the junior year will count toward the required math class in the senior year; College Access Challenge Grant will provide free training for counselors in September (see page 1, STATE BOARD REPORT).
- Troy Hutchings made presentation on teacher ethical decision making; IHEs to determine if that is being taught or if it is being incorporated; PSC to explore ethics symposium to convene prior to PPI (see page 3, ETHICS PRESENTATION; page 12, NEW BUSINESS, Ethics Symposium).
- Standards Committee strongly leaning toward institutions choosing not to be NCATE-accredited to pay for onsite expenses of program review and a sliding-scale annual fee; input needed (see page 7, STANDARDS COMMITTEE, item 1).
- Standards Committee strongly considering elimination of current Physical Science endorsement and exploration of STEM; input from stakeholder groups needed now (see page 8, STANDARDS COMMITTEE, item 3).
- New InTASC core teaching standards are aligned with Danielson framework; will be posted on website soon (see page 8, STANDARDS COMMITTEE, item 4).
- Educator Preparation Clinic scheduled for September 13 (see page 8, STANDARDS COMMITTEE, item 5).
- NASDTEC PPI in Boise on October 23-25 (see page 9, EXECUTIVE COMMITTEE).
- Administrator preparation piloting Proficiency Assessment through Teachscape (see page 9, ADMINISTRATIVE REPORT, item 1).

- Work continues on Schoolnet implementation for teacher preparation and administrator preparation programs; there is an EDS component (see page 10, ADMINISTRATIVE REPORT, item 2).
- Educator evaluation will be proposed as temporary rule, thus becoming effective immediately (see page 10, ADMINISTRATIVE REPORT, item 3).
- Evaluator training will be funded by Title II money; administrators, mentors, and cooperating teachers to be trained; follow-up meetings for Cohorts I and II (see page 10, ADMINISTRATIVE REPORT, item 5).
- Tiered licensure is moving forward (see page 10, ADMINISTRATIVE REPORT, item 6).
- Work of Idaho Mathematics Steering Committee continues; regional centers now are funded at state universities (see page 11, ADMINISTRATIVE REPORT, item 8)
- Deans will discuss possible need to respond to NCTQ report (see page 11, ADMINISTRATIVE REPORT, item 10)
- NASDTEC winter symposium in Oregon on February 2; discussion of policy impacting IHEs (see page 12, NASDTEC Annual Conference Update).

ADJOURNMENT

M/S (Bierne/Raney): To adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 11:45 a.m.

Mary Jane Markland, Secretary
Professional Standards Commission

Christina Linder, Administrator
Professional Standards Commission