

APPROVED MINUTES OF THE STATE OF IDAHO PROFESSIONAL STANDARDS
COMMISSION MEETING OF MARCH 20-21, 2014

ATTENDANCE

Members present at March 20 committee meetings: Bierne, Boothe, Enger, Henry, Kellerer, Lakey-Campbell, Meyer, Mikolajczyk, Nuckols, Ritter, Roark, Sakota, Van Mullem, Welton. SDE staff present: Haas, Lackey, Markland, Raney, Schwab. Absent: Allred, Nelson. Guests: Matt Compton, John Jesse, Christie Miranda, Terry Owens, Andy Snook.

Members present at the March 21 general meeting: Bierne, Boothe, Enger, Henry, Kellerer, Lakey-Campbell, Meyer, Mikolajczyk, Nuckols, Ritter, Roark, Sakota, Van Mullem, Welton. SDE staff present: Haas, Lackey, Markland, Raney, Schwab. Absent: Allred, Nelson. Guests: TJ Bliss, Matt Compton, Jeremy Davidson, Alex Macdonald, Christie Miranda.

AGENDA REVIEW/REVISIONS/APPROVAL

M/S (Nuckols/Bierne): To approve the March 20-21, 2014, Commission meeting agenda as printed. Motion carried unanimously.

APPROVAL OF MINUTES

M/S (Lakey-Campbell/Enger): To approve the January 23-24, 2014, Commission meeting minutes as printed. Motion carried unanimously.

CONSIDERATION OF STIPULATIONS/FINAL ORDERS BY FULL COMMISSION

Deputy Attorney General Andy Snook provided the Commission with the Stipulation listed below. The Stipulation 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 (Enger/Lakey-Campbell): To accept the proposed Stipulation as written and enter the accompanying Consent Order in Case #21230 regarding the certificate of Rebecca Hunsaker. Motion carried unanimously. Commission members Bierne, Henry, Meyer, Ritter, and Sakota were recused from voting.

Andy Snook provided the Commission with the Stipulation listed below. The Stipulation 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 and discussed the Stipulation at the meeting and voted as follows:

M/S (Welton/Nuckols): To accept the proposed Stipulation as written and enter the accompanying Consent Order in Case #21318 regarding the certificate of Joy Lynn Wirsch. Motion carried unanimously. Commission members Bierne, Henry, Meyer, Ritter, and Sakota were recused from voting.

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 revoking the certificate of Gregory Bramwell based upon his alleged misconduct.

M/S (Kellerer/Lakey-Campbell): To accept the proposed Findings of Fact and Conclusions of Law subject to indicating revocation of certificate in Case #21335 regarding the certificate of Gregory Bramwell. Motion carried unanimously. Commission members Bierne, Henry, Meyer, Nuckols, Ritter, and Sakota were recused from voting.

ADMINISTRATIVE REPORT

Taylor Raney (unless indicated otherwise) reported on the following.

1. Christie Miranda was introduced as a newly-hired program specialist in Certification in the Department of Education. She will be working on alternative certification matters and staff the Authorizations Committee.
2. Taylor distributed to members the first draft of a Commission communication plan he has developed for members' use in communicating items of interest to their constituencies. Communication items can be taken from meeting talking points circulated after every Commission meeting; members are asked to tailor items to the needs of their constituencies. This topic will be revisited at the May Commission meeting. The communication plan in final form will be incorporated into the Commission Procedures Manual.
3. Taylor shared with members the responses received when he requested feedback from participants involved in the Ethics Symposium held in October. He has asked the Professional Development Committee to take over this discussion that centers on the furthering of ethics in Idaho.
4. A letter of congratulations was sent to Jamie Esler, who was selected as Idaho's 2014 Teacher of the Year. Jamie responded to Taylor and also traveled to Boise to address the Senate and House Education Committees on his project that involves students in work that contributes to the public body of knowledge as well as the integration of writing standards in science classes.
5. Samples of two different types of letters that will now be issued to ethics case complainants were distributed to members. The first letter reports disciplinary action taken upon the respondent's certificate and provides contact information

toward which to direct a public records request. The second type of letter will be sent in ethics cases where no disciplinary action is pursued and there are no available public records.

6. Taylor plans an orientation for new Commission members with the start of the 2014-2015 school year. It will consist of a webinar with those individuals just prior to the first meeting of the year followed by a debriefing at the conclusion of that meeting. It was suggested that the deputy attorney general talk to new members, especially Executive Committee members, about confidentiality/liability.
7. The Tiered Licensure Technical Advisory Committee (TAC), of which Taylor is a member, is working on tiered licensure tied to a career ladder compensation model. Both of these efforts are recommendations of the Governor's Task Force for Improving Education. Right now the minimum requirements for Tier 1 – Initial Licensure are being discussed, including a rating of “2” or better in all components of the Danielson Framework for Teaching. The committee's recommendations for Tier 2 – Professional Licensure have not yet been finalized. This committee will make recommendations to the State Board TAC, which will make recommendations to the State Board. The State Board will then make their recommendations to the legislature through the rules change process. Taylor requested that members make their constituencies aware of this current work on tiered licensure in Idaho.
8. The Council of Chief State School Officers (CCSSO) Network for Transforming Educator Preparation (NTEP) steering committee is moving forward with several recommendations that are informing Idaho's Tiered Licensure TAC regarding the recommendations from the CCSSO *Our Responsibility, Our Promise* report. A learner-ready teacher, which is Idaho's vision for initial licensure, is defined in that report as follows:

“Learner-ready teachers are ready on day one to model for and develop in students the knowledge and skills students need to succeed. A learner-ready teacher demonstrates proficiency in:

- deep content and instructional knowledge;
- motivating and engaging students;
- providing personalized student learning, driven by data, to maximize achievement;
- reflecting and collaborating to evaluate and improve practice;
- shared leadership for the learning of all students.”

Three elements of the recommendations from CCSSO are licensure; program approval; and data collection, analysis, and reporting. Taylor added that it is important to keep what is mentioned above in mind as we focus our discussions.

9. The State Board, at its February 26-27 meeting, accepted the University of Idaho program approval state team report; the 2011-2012 and 2012-2013 Commission annual reports; and the University of Idaho/College of Southern Idaho 2+2 Career and Technical Education new program proposal.
10. Recent activity in Certification/Professional Standards includes: the review/revision of the School Psychologist standards; travel to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Winter Symposium by Taylor and Cina Lackey; the beginning of protocol for the 2015 Northwest Nazarene University program approval review; travel by Taylor to an NTEP team leads meeting; and the hiring of a program specialist.
11. Upcoming activity in Certification/Professional Standards includes: the review/revision of the Special Education Generalist, Blind and Visually Impaired, and Deaf and Hard of Hearing standards; travel to the Spring Council for the Accreditation of Educator Preparation (CAEP) Conference by Taylor; travel to the CCSSO State Consortium on Educator Effectiveness (SCEE)/NTEP meeting by Taylor, Cina, and Becky Meyer.

SMARTER BALANCED ASSESSMENT SYSTEM UPDATE

Dr. TJ Bliss, Director of Assessment/Accountability in the Department of Education, updated Commission members on this system. He touched briefly on the history of Idaho's statewide assessment. The first version of the Idaho Standards Achievement Tests (ISAT) was implemented in 2001; the second version in 2006. In 2010, Idaho adopted the higher Common Core State Standards (CCSS) in math and English language arts (ELA). In 2011, Idaho joined the Smarter Balanced Assessment Consortium, a state-led consortium working to develop a next generation assessment system aligned to the CCSS. Since then, we have been phasing out of the ISAT into the Smarter Balanced Assessment, a performance-based assessment that allows us to probe student knowledge at deeper levels. The assessment was piloted last year; the field test is being administered this spring; and the operational assessment will be given in the 2014-2015 school year.

Idaho has much involvement in the Smarter Balanced effort, including 100 plus teachers/administrators, 20 higher education faculty, and 15 State Board/Department of Education staff members. Idaho will use the Smarter Balanced Assessment System to test student ability in math and ELA only; science will be tested through the ISAT.

The CCSS in math are asking students to have both procedural fluency and conceptual understanding and to connect the two; to maintain a high cognitive demand; to communicate reasoning about concepts; to reason abstractly and quantitatively; and to construct viable mathematical arguments and critique the reasoning of others. In ELA, the new standards are asking students to engage in complex texts and use evidence to inform, argue, and analyze; to work collaboratively, understand multiple perspectives, and present ideas; and to develop and use linguistic resources. The Smarter Balanced Assessment, then, is designed to cover the range of knowledge and skills in the CCSS.

The Smarter Balanced items are of varying difficulty provided by the Depth of Knowledge framework (scale of cognitive demand) that they are based on. In order to assess the student's basic/low level thinking (Level 1 – identify, define, memorize; Level 2 – organize, classify, or compare), a multiple choice/matching item is used. To assess higher thinking/deeper knowledge (Level 3 – critique, revise, investigate; Level 4 – create, evaluate, or design), the student is asked to write a short answer or do a performance task, such as an essay. With the ISAT (where students' abilities to write were measured with a multiple choice test), 90 percent of the test items were at Levels 1 and 2; 10 percent were at Level 3; and there were no items at Level 4. With Smarter Balanced, 30 percent of the test items are at Levels 1 and 2, and 70 percent are at Levels 3 and 4.

Each of the Smarter Balanced Assessment components (formative, interim, and summative) has a purpose. The optional formative assessment (or instructional practice) reveals the gap between students' current learning and the lesson goal. It informs instruction/learning and is supported by the digital library (available for use in June). The digital library, probably the most important element of Smarter Balanced, will provide teachers the resources to build capacity to do formative assessment. The optional interim assessment (or assessment of learning) shows what students have learned, if there is evidence that improvement strategies are working, and how resources (time, effort, and money) should be allocated at district/school levels. The summative assessment (another assessment of learning) is done annually at the state level. It shows if students have met the standards, how subgroups are performing over time, if there is evidence that improvement strategies are working, and how state/district resources should be allocated next year. It consists of a Computer Adaptive Portion (CAP) of multiple choice/short answer items and also performance tasks to measure higher-order thinking skills.

Our state's public higher education institutions are involved in the Smarter Balanced effort. All committed to participate with the consortium at the beginning development of the summative assessment. Additionally, all have agreed to implement policy that students who pass the 11th grade Smarter Balanced Summative Assessment will receive exemption from remediation in the first year of college.

The math summative assessment duration estimates are: CAP – 2 hours; performance task – 1.5 hours; in-class activity - .5 hour; total – 4 hours. The ELA summative assessment duration estimates are: CAP – 2 hours; performance task – 2 hours; in-class activity - .5 hour; total – 4.5 hours. Unlike the ISAT, the CAP can be started/stopped when needed and grade levels can be mixed, so there is more flexibility in scheduling with Smarter Balanced.

The essential elements for a quality assessment system in Idaho are full alignment to Idaho Core Standards; computer-based summative assessments in grades 3-8 and in high school; computer-based interim assessments; formative assessment tools for teacher development; assessment of lower- and higher-order thinking skills; state involvement in development and quality assurance; sole ownership of student data; data availability to Idaho for further analysis; cost neutrality or savings; and extensive accommodations and

accessibility options. All of the above elements are in the Smarter Balanced Assessment System. No other assessment product available today meets all of these criteria.

Some concerns from the field that have been raised about Smarter Balanced include the need for cost neutrality (to be determined in July when the contract is finalized); time out of the classroom (6.5 hours is less than 1 percent of the students' total annual instruction time); computer lab access for the field test (the assessment was made optional for grades 9 and 10 to compensate for this); and participation accountability (the federal waiver Idaho received for its field test prevents star ratings from changing this year). There has also been concern raised about how long score reporting will take because the assessment is hand scored. To help in this area, Idaho will request from the vendor a rolling scoring process; a 10-day turn-around for scores; and the involvement of Idaho teachers in some of the scoring, which will provide those Idaho teachers with professional development. A one-page executive summary of the refined process of hand scoring is currently being developed.

A Smarter Balanced Advisory Committee has recently been organized and is comprised of 6 superintendents, 3 testing coordinators, 6 principals, 2 teachers, and 1 higher education representative. This committee will discuss feedback from the field test, the operational testing window, the high school graduation proficiency requirement, and the Idaho assessment item review panel. TJ encouraged any Commission members who have feedback on the field test to email the committee at SmarterBalancedAdvisoryCommittee@sde.idaho.gov.

A Star Rating Committee has also been formed and is comprised of elementary, secondary, and alternative principals; charter and non-charter superintendents; district testing/curriculum coordinators; and a number of Department of Education staff members from the areas of accountability, school improvement, and data research. This committee will work on what information districts need before the start of the 2014-2015 school year; school accountability in 2015; readjustment of bucket distributions and growth measures in the star rating system; and phasing in the standards in terms of accountability.

Approximately 50 percent of Idaho's school districts have responded to the Smarter Balanced tech-readiness tool. More than 95 percent of those districts indicate they are ready technologically for the assessment.

AUTHORIZATIONS COMMITTEE

During its March 20, 2014, meeting, the Authorizations Committee recommended that the Commission approve the following new Teacher to New Certificate/Endorsement requests (for the 2013-2014 school year):

ABRAHAMSON, Rose, Chief Tahgee Elementary Academy #483, All Subjects K-8
BARBER, Mathew, Bonneville Joint #93, Natural Science 6-12
KRAACK, Anthony, St. Maries Joint #41, English 6-12
LINVILLE, Audrey, Meadows Valley #11, Drama 6-12

LOGAN, April, Forest Bird Charter #487, Chemistry 6-12; Physics 6-12
PARKER, Naomi, West Jefferson #253, English 6-12
SANDERS, Steven, Idaho Connects Online School #469, Health 6-12
WELLS, Kathy, Orofino Joint #171, Generalist K-12

During its March 20, 2014, meeting, the Authorizations Committee recommended that the Commission approve 10 Provisional Authorizations and 1 Alternative Authorization – Content Specialist (for the 2013-2014 school year).

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

PROFESSIONAL DEVELOPMENT COMMITTEE

Chair Mikki Nuckols reported the committee discussed next steps for the educator ethics issue in Idaho. Mikki asked the full Commission for input/direction regarding this effort. Members spent considerable time discussing the fact that some higher education institutions have ethics embedded in other courses; the need for an inventory of what is currently being done in districts regarding the ethics effort before defining a professional development schematic or model board policy (procedures with guidance); ethics as a life-style issue; the publicly discoverable evidence trail that social media leaves; the blurred boundaries between professional responsibilities and personal inclinations; the *Ethical Conduct Handbook for Teachers* on the Professional-Technical Education website; the need to inform districts that the *Code of Ethics for Idaho Professional Educators* is nonprescriptive so that districts can maintain local control and define their own individual parameters for ethical conduct, etc.

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

BUDGET SUBCOMMITTEE

Budget Subcommittee Chair Anne Ritter reported that the Commission budget is as expected at this point in the fiscal year. The subcommittee will be developing the budget for FY15 and will ensure that there are sufficient amounts in line items where the Commission has statutory obligations (investigations, ethics hearings, standards reviews, and program approvals). It is recommended that the Salaries, Benefits line item be adjusted for purposes of accuracy and that other line items be left as is while the new Commission administrator familiarizes himself with the Certification and Professional Standards budgets.

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 has been discussing whether both the Chemistry and Physics Praxis exams should be required for the composite Physical Science endorsement in light of the fact that Educational Testing Service (ETS) is discontinuing the Physical Science Praxis exam. ETS representatives provided the committee with relevant information regarding the retirement of the Physical Science: Content Knowledge Praxis II test.

The Commission APPROVED the Standards Committee’s recommendation (made after receiving feedback from several stakeholder groups including teachers, administrators, and higher education institutions) that a teacher candidate for the Physical Science endorsement pass either the General Science, Chemistry, or Physics Praxis II assessment and that, when the Science Standards are reviewed, this issue should be readjusted and addressed accordingly.

2. The committee considered the submission of a University of Idaho newly-proposed Online Teaching endorsement. The committee expressed concern over the proposed 12 credits that do not meet the 20-credit requirement of the Online Teaching endorsement requirements in IDAPA rule and also the lack of field work required.

The Commission PASSED the Standards Committee’s recommendation to reject the University of Idaho newly-proposed Online Teaching endorsement, asking the institution to review IDAPA 08.02.02.033 C and D and adjust the proposal to meet those outcomes for committee reconsideration in May.

3. At its January 23-24 meeting, the Commission approved the Standards Committee’s recommendation to conditionally approve the Northwest Nazarene University (NNU) English as a New Language new program proposal. NNU would prefer that this proposal not be forwarded to the State Board for approval consideration until the institution is ready to start recruiting.

The Commission APPROVED the Standards Committee’s recommendation to hold the Commission’s January 23-24 recommendation to the State Board for conditional approval of the NNU English as a New Language new program proposal until the university returns to the Commission and renews its request.

4. The committee reviewed/considered the state team report and the NCATE report resulting from the Lewis-Clark State College full program onsite review conducted on November 3-5, 2013.

The Commission PASSED the Standards Committee’s motion to recommend to the State Board the approval of the Lewis-Clark State College program with the conditions outlined in the state team report as listed below.

Core Standards – Reviewed but Not Subject to Approval

Elementary Education – Approved

Special Education – Conditionally Approved

English Language Arts – Approved

Reading – Approved

Physical Education – Approved

Health Education – Approved

Mathematics – Approved

Social Studies – Reviewed but Not Subject to Approval

- **History – Approved**

Science – Reviewed but Not Subject to Approval

- **Biology – Conditionally Approved**
- **Chemistry – Conditionally Approved**
- **Earth and Space Science – Conditionally Approved**

English as a New Language – Conditionally Approved

Gifted and Talented - Approved

Heather Van Mullem abstained from voting.

5. The higher education institutions in the state have requested that the Standards Committee provide guidance and clarification on the performance-based component of a new endorsement in IDAPA 02.02.08.021. Taylor Raney and Cina Lackey will draft clarifying language for the institutions.
6. Idaho higher education institutions have also requested guidance and clarification on Idaho Comprehensive Literacy Assessment requirements for secondary education majors. Taylor and Cina will propose language to amend IDAPA to more accurately reflect the intent of knowledge for secondary education majors.
7. The committee considered a Boise State University newly proposed program for engineering and computer science. Committee members expressed concern in light of the fact that there is not currently an endorsement in either engineering or computer science. It was decided that Taylor Raney and Paula Kellerer will contact Dr. Louis Nadelson at the institution to discuss their concerns.

M/S (Kellerer/Van Mullem): To table consideration of program approval for Boise State University’s engineering and computer science pending the exploration and creation of appropriate endorsement language.

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

STATE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Alex Macdonald, Director of Instructional Technology in the Department of Education, and Jeremy Davidson of Pearson updated the Commission on the state’s efforts to help districts move toward an integrated approach to professional development built on the

foundation of leadership. Such professional development would be related to the implementation of the Idaho Core Standards, the transition to new assessment, and the integration of digital content/technology in the classroom, all of which are supported using data-driven instructional practices. With the available funding provided, each district has the opportunity to train and build a core educational leadership team in developing a three-year Professional Development Plan to be submitted to and accepted by the Department of Education.

Idaho, in partnership with Discovery Education, has developed professional development modules for districts to implement at the local level as a part of their Professional Development Plans. The module trainings give schools and districts meaningful professional development tools that dovetail the same Idaho Core Standards, assessment literacy, and use of digital content. All are supported by Schoolnet, Idaho's statewide instructional improvement system.

A pilot of the Educator Development Suite (EDS), which is the teacher evaluation portion of Schoolnet, was recently conducted in eight districts throughout the state regionally. Approximately 148 teachers participated in the components of setting up professional development plans and completing self-reflections and self-evaluations on their progress toward the Danielson Framework domains/indicators. The principals also completed observations of the teachers using the same domains/indicators. For the pilot, the EDS was available solely for teachers and principals. In the future, however, it will provide the opportunity for evaluating any school personnel, including those in a non-teaching capacity.

From the teacher perspective, the EDS displays the teacher's professional development goals; professional development profile (lists all professional development activities participated in); available professional development activities; self-reflection capability (includes Danielson Framework domains/indicators); the ability to attach artifacts, etc. From the principal perspective, the EDS displays the entire observation caseload the principal has been tasked with observing for the school year; observation scheduling capability; the number of students and grade levels in each classroom; links to students' performance indicators; a scripted notebook for quick notes; a performance-rating capability for teachers based on the Danielson Framework domains/indicators; each teacher's professional growth plan, and the availability of a number of reports. The EDS system also offers such things as student perception data and classroom assessments, which will vary from school to school. Teachers and school leadership will be able to practice with the EDS this spring, and it will be fully implemented by the 2014-2015 school year. A core group of district leadership as well as IT navigators have been trained to assist districts in implementing these professional development resources.

EXECUTIVE COMMITTEE

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

M/S (Meyer/Bierne): 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 (Henry/Ritter): 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 5 cases and found Probable Cause in 4 of those. There are currently 8 cases under investigation, 11 cases pending stipulation, 6 cases in which the administrative complaints are to be filed, 1 case in which the administrative complaint has been filed, 1 case on hold (reviewing federal court documentation), and 8 default cases.

Cases closed included the following:

#21222 -	Permanent Revocation
#21229 -	Conditioned Certificate
#21306 -	Letter of Reprimand; then Reinstatement
#21317 -	Letter of Reprimand
#21319 -	Indefinite Suspension with Conditions
#21331 -	Revocation
#21332 -	Letter of Reprimand
#21334 -	No Probable Cause
#21339 -	No Probable Cause
#21340 -	No Probable Cause

Taylor Raney distributed to Commission members an article that he has written for Idaho Association of School Administrators' *Perspective* magazine on what the Commission does with an alleged ethics violation. It addresses the confusion on the part of administrators as to what happens when they submit an ethics complaint. The article can be tailored for other organizations.

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

LEADERSHIP TEAM

Dan Sakota reported that the Leadership Team met by teleconference on March 5. They discussed the March full Commission meeting agenda, budgets, proposed Commission 2014-2015 meeting dates, assessment and professional development presentations at the upcoming Commission meeting, next steps for educator ethics in Idaho, possible delegates to the NASDTEC Annual Conference in June, the letter to Idaho's Teacher of the Year and the emailed response, an orientation for new Commission members, and

human trafficking in Idaho. Nichole Hall of the Department of Education will make a presentation on human trafficking in Idaho at the May Commission meeting.

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

NEW BUSINESS

2014-2015 Commission Meeting Dates

The Commission discussed the scheduling of their meeting dates for 2014-2015.

M/S (Nuckols/Enger): To accept the following Commission meeting dates for 2014-2015: August 14-15; October 16-17; January 22-23; March 19-20; and May 19-20. Motion carried unanimously.

Extension Commission Meeting

Commission members discussed the feasibility of holding one of their meetings elsewhere in the state as a means of informing others of the work of the Commission. Other methods discussed of informing others of the work of the Commission included writing/submitting blurbs to the Department of Education newsletter; speaking (on the part of the Commission administrator or a Commission member) to groups on the Commission's work; and including an explanatory blurb on the Commission website on how to become a member or the specific work of the committees. Taylor Raney also expressed his willingness to partner with a Commission member in writing articles on Commission work for the newsletters of associations.

End-of-Year Reports

Commission committee chairs were asked to submit end-of-year reports electronically as soon as possible.

COMMUNICATION PLAN

Items of interest in these meeting minutes for member communication to constituencies include the following:

- **Proposed Communication Plan Responsibilities for Commission Members.** Members responsible for communication with their sponsoring organizations (see page 2, ADMINISTRATIVE REPORT, item 2).
- **Notification-to-Complainant Letters in Ethics Case Closures.** Two form letters developed as Commission communication tools (see page 2, ADMINISTRATIVE REPORT, item 5).
- **Tiered Licensure Technical Advisory Committee.** Has developed initial licensure recommendations; professional licensure recommendations will be forthcoming. The Department of Education Technical Advisory Committee

(TAC) and the Network for Transforming Educator Preparation (NTEP) team will inform the State Board Technical Advisory Committee (TAC) on tiered licensure and career ladders. If there are questions, contact traney@sde.idaho.gov or 208-332-6886 (see page 2, ADMINISTRATIVE REPORT, item 7).

- **Learner-Ready Teacher Demonstrates Proficiency in Key Areas** (see page 3, ADMINISTRATIVE REPORT, item 7).
- **Standards Reviews Update.** School Psychology Standards have been completed; Specialist/Generalist, Deaf and Hard of Hearing, and Blind and Visually Impaired Standards are upcoming (see page 4, ADMINISTRATIVE REPORT, items 10 and 11).
- **Network for Transforming Educator Preparation (NTEP).** Three elements of recommendations are licensure; program approval; and data collection, analysis, and reporting (see page 3, ADMINISTRATIVE REPORT, item 8).
- **IASA Perspective Article.** Outlines ethical violation process and reporting (see page 11, EXECUTIVE COMMITTEE, second-to-last paragraph).
- **Smarter Balanced Update.** Data base of formative assessment professional development and tools for districts, perhaps for higher education institutions; interim item bank available in fall of 2014; students who pass 11th grade test will receive remediation exemption in first year of college at public institutions; one-page executive summary of hand-scoring process being prepared; districts still accountable for 95 percent participation rate. For questions, contact ahemingway@sde.idaho.gov or 208-332-6976 (see page 4, SMARTER BALANCED ASSESSMENT SYSTEM UPDATE).
- **Follow-Up on Ethics Symposium.** Ideas for ethics professional development for teachers are welcome (see page 7, PROFESSIONAL DEVELOPMENT COMMITTEE).
- **Physical Science Praxis II.** After receiving feedback from several stakeholder groups including teachers, administrators, and higher education, the recommendation is that candidates wishing to certify in Physical Science will need to pass either the Physics, Chemistry, or General Science Praxis II exam after the Physical Science Praxis II exam is retired by ETS (see page 7, STANDARDS COMMITTEE, item 1).

ADJOURNMENT

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

The meeting adjourned at 11:45 a.m.

Mary Jane Markland, Secretary
Professional Standards Commission

Taylor Raney, Administrator
Professional Standards Commission