



**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** July 27, 2015

**ISSUE:** Approval of Agenda

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Agenda for the July 27, 2015 State Board of Education meeting.

**SUPPORTING INFORMATION ATTACHED:**

- Agenda

**PREPARED BY:** *Chelsie Oaks*  
Chelsie Oaks, Executive Assistant

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**



**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** July 27, 2015

**ISSUE:** Approval of Minutes

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the minutes from the State Board of Education meeting on May 13-14, 2015 & June 5, 2015

**SUPPORTING INFORMATION ATTACHED:**

- Minutes of May 13-14, 2015
- Minutes of June 5, 2015

**PREPARED BY:** *Chelsie Oaks*  
Chelsie Oaks, Executive Assistant

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

WYOMING STATE BOARD OF EDUCATION  
May 14, 2015  
Fremont CSD #38 Boardroom  
445 Little Wind River Bottom Road  
Arapahoe, Wyoming

Wyoming State Board of Education members present: Kathy Coon, Dicky Shanor, proxy for Jillian Balow, Sue Belish, Nate Breen, Scotty Ratliff, Kathryn Sessions, Walt Wilcox, Belenda Willson

Members absent: Pete Gosar, Ken Rathbun, Hugh Hageman, Ron Micheli, and Jim Rose

Also present: Chelsie Oaks, WDE; Brent Young, WDE; Paige Fenton Hughes, SBE Coordinator; Megan Nicholas, Attorney General's Office (AG)

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#### CALL TO ORDER

Chairman Pete Gosar was unable to attend the meeting, the meeting was called to order at 8:07 a.m. by Vice Chair, Kathy Coon.

Chelsie Oaks conducted roll call and established that a quorum was present.

#### APPROVAL OF AGENDA

Sue Belish moved to amend the agenda to add a discussion on the JEC meeting prep and MindMixer and to hear the committee reports to the end of the agenda, seconded by Scotty Ratliff; the motion carried.

#### APPROVAL OF MINUTES

Minutes from the March 17-18, 2015 & April 1, 2015 State Board of Education meetings were presented for approval.

Kathryn Sessions moved that the minutes be approved, seconded by Sue Belish; the motion carried.

#### RESTRUCTURING PLANS

Scott Bullock, WDE Federal Programs Division consultant, gave a brief overview of the federal requirements for restructuring plans and the Board's role in approving the plans. The following schools each presented their plan individually.

Albany County School District (CSD) #1, Velma Linford Elementary school, Scotty Ratliff moved to approve the presented plan, with follow-up from the WDE on the implementation of the plan, seconded by Belenda Willson; the motion carried.

Converse CSD #1, Douglas Upper Elementary School, Brent Norman highlighted the plan provided in the Board packet. Walt Wilcox moved to approve the presented plan, with follow-up from the WDE on the implementation of the plan, seconded by Kathryn Sessions; the motion carried.

Fremont CSD #1, Pathfinder High School, Jannette Van Patten, principal at Pathfinder High School presented its plan to the Board, and noted her biggest struggle is attendance and tardiness. Belenda Willson moved to approve the plan, but only after the Fremont CSD #1 School Board approves it. Seconded by Sue Belish; the motion carried.

Fremont CSD #14, Wyoming Indian Elementary School, Principal Owen St. Clair, went over the restructuring plan, noted the school wants to focus on individual learning. Sue Belish moved to approve the restructuring plan for Fremont #14 for Wyoming Indian Elementary, Scotty Ratliff seconded; the motion carried.

Goshen CSD #1 Trail Elementary & Lincoln Elementary Schools, Jean Chrostoski, Superintendent, introduced herself and staff. Staff discussed the restructuring plans for both schools. Scotty Ratliff moved to approve the restructuring plans for Trail and Lincoln Elementary Schools, Walt Wilcox seconded; the motion carried.

Nate Breen asked that he be excused from the next two presentations due to a conflict of interest as he serves on the Laramie County School District #1 School Board and has already approved the plans.

Laramie CSD #1 Baggs Elementary School, Coleen West, Assistant Director of Instruction/School Improvement at LCSD #1 and Brook Kelly, Principal, reviewed the restructuring plan with the Board. Trustee Belish commented on how she liked the idea of the "literacy audit" that the school conducted. Sue Belish moved to approve the Baggs Elementary School restructuring plan, seconded by Kathryn Sessions; the motion carried.

Laramie CSD #1 Pioneer Park Elementary, April Gates, Principal, presented the Pioneer Park Elementary School restructuring plan. Kathryn Sessions commented that she likes to substitute teach at the school because there is a high level of respect between students and teachers. Scotty Ratliff moved to approve the plan, seconded by Kathryn Sessions; the motion carried.

Walt Wilcox excused himself from voting on the next plan due to a conflict of interest, as he is an assistant superintendent at Natrona County School District #1. Nate Breen returned as a voting member.

Natrona CSD #1 Midwest School, Chris Tobin and Brian Doner, Principals, discussed with the Board the restructuring plan they created for their school and the unique changes faced by being located 45 miles out of Casper but still in Natrona's district. Scotty Ratliff moved to approve the presented plan, seconded by Belenda Willson; the motion carried.

Dancers from the Arapaho Tribe performed for the State Board of Education

Teton CSD #1 Colter Elementary, Jackson Elementary School, Pam Shea, Superintendent, Pier Trudelle, Principal of Moran Elementary. Sue Belish moved to approve the restructuring plan for Colter Elementary School on receipt of the proper signatures from Teton CSD #1 School Board, Nate Breen seconded; the motion carried.

Walt Wilcox suggested that there be a process established for future restructuring plans and that the WDE provide a recommendation on assurances.

The Board thanked Scott Bullock and the WDE for all the work. It was requested that the restructuring plans come in the same format, with a one or two page executive summary, and a criteria checklist for the Board members to use when reviewing plans in the future.

Linda Barton, the Director of the Wyoming Afterschool Alliance, presented to the Board at the request of Chairman, Pete Gosar. Mrs. Barton described how the Alliance provides resources and technical assistance to local program providers and presented information on the trends with children learning in afterschool settings. Linda Barton asked the Board to contact her with questions and extended an invitation to attend the Wyoming Afterschool Alliance Conference on October 19-20, 2015 in Laramie.

#### MINDMIXER

Trustee Belish, explained to the Board that every school district in Wyoming has been offered the opportunity to use this platform for one year free of charge. This platform allows you to put information out that will be seen by all the districts. Mrs. Belish said this could be a good tool to reach people, but does not think the Board can make a decision today until the communication strategic plan is developed with a PR firm.

Sue Belish moved to table further discussion on MindMixer until the communication plan is completed, seconded by Kathryn Sessions; the motion carried.

#### WYOMING CENTER FOR EDUCATIONAL LEADERSHIP (WyCEL) CONTRACT

SBE Coordinator, Paige Fenton Hughes, discussed the deliverables within the contract and the Board's desire to move forward with the collaborative council.

The Board agreed that it wanted to postpone part of the deliverables that work directly on the collaborative council. Kathryn Sessions moved to approve the portion of the contract related to the NASBE grant and to omit the sections pertaining to the collaborative council. Additionally, a limit of not to exceed \$2,500 be added into the contract. Sue Belish seconded.

Board member, Sue Belish, said that she does not want to have a discussion on the collaborative council in the June SBE meeting but wished to postpone it for a while. Mrs. Belish felt that this meeting had been filled with collaboration with the districts and the Department. Additionally, she wanted to have a further discussion on the collaborative council when the Board and State Superintendent can all be in the discussion.

The motion carried.

Nate Breen suggested scheduling a monthly meeting on a set rotation and if the meeting is not necessary it can be cancelled. The Board determined that the SBE Administrative Committee will establish the dates and come to the next meeting with a proposed meeting schedule.

The Board discussed and determined the next meeting should start the evening of June 4<sup>th</sup> starting at 4:00 p.m. for the National Association of State Boards of Education (NASBE) training. If there are additional restructuring plans they could present on Friday, June 5<sup>th</sup>.

#### COMMUNICATION COMMITTEE

Paige Fenton Hughes advised the Board that the contract they would enter into with Pascal Public Relations would be for the one pager that Kelly Pascal presented to the Board the day before in the work session.

Kathryn Sessions moved to accept the contract with Pascal Public Relation for planning, facilitating, and creating a presentation on a communication plan for the State Board, seconded by proxy Dicky Shanor.

Proxy for State Superintendent, Dicky Shanor, had a concern with the projected cost of a survey quoted by Pascal PR, and asked that the SBE communication committee monitor that cost.

Motion carried.

#### JEC MEETING PREP

SBE Coordinator, Paige Fenton Hughes, gave an overview on how the joint meeting between the Joint Education Committee and the State Board of Education came about, and that the meeting is scheduled for June 5<sup>th</sup> in Saratoga. She noted that they do not wish to have a facilitator and that the co-chairs will run the round table discussion. Paige asked the Board to give suggestions on topics of discussion.

Kathy Coon suggested the conversation be around assessment, early childhood, and support for districts and their work on State Systems of Support and the Elementary and Secondary Education Act (ESEA) and Wyoming Accountability in Education Act (WAEA).

Sue Belish agreed but additionally felt Native American Education and collaboration should be discussed as well.

Walt Wilcox, wanted the Board to know that the hard work of the districts displayed at this meeting are not isolated incidences and that all districts in the state are working hard for the betterment of students in Wyoming.

#### OTHER ISSUES, CONCERNS, DISCUSSION AND PUBLIC COMMENT

No public comment was given.

The meeting adjourned at 3:04 p.m.

WYOMING STATE BOARD OF EDUCATION

June 5, 2015

Carbon CSD #2 Boardroom

315 1st St

Saratoga, Wyoming

Wyoming State Board of Education members present: Pete Gosar, Ken Rathbun, Dicky Shanor, proxy for Jillian Balow, Ron Micheli, Scotty Ratliff, Kathryn Sessions, Walt Wilcox, and Belenda Wilson

Members absent: Kathy Coon, Sue Belish, Nate Breen, Hugh Hageman and Jim Rose

Also present: Chelsie Oaks, WDE; Kathy Scheurman, WEA; Geri FitzGerald, AdvanED; Brent Young, WDE; Paige Fenton Hughes, SBE Coordinator; Boyd Brown, Superintendent of Campbell CSD #1; Dianne Frazer, WDE; Brian Aragon, WDE; Mackenzie Williams, Attorney General's Office (AG)

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CALL TO ORDER

Chairman Pete Gosar called the meeting to order at 2:58 p.m.

Chelsie Oaks conducted roll call and established that a quorum was present.

APPROVAL OF AGENDA

Kathryn Sessions moved to approve the agenda as presented, seconded by Ron Micheli; the motion carried.

APPROVAL OF TREASURER'S REPORT

Scotty Ratliff moved to approve the Treasurer's Report with the ending balance of \$481,007.20, Kathryn Sessions seconded; the motion carried.

SCHOOL DISTRICT ACCREDITATION

Dianne Frazer, WDE, and Geri FitzGerald, AdvancED, reminded the Board that each year the SBE accredits all K-12 school districts in Wyoming and then they went on to explain the components of accreditation are monitored and evaluated by AdvancED, the regional accreditation agency for Wyoming, in cooperation with the Wyoming Department of Education. This year eleven Wyoming districts were evaluated using the NCA district model. The areas reviewed in accreditation include Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. All Wyoming schools are required to focus on student performance and improve student achievement through their school improvement plans. Quality contacts are made annually with each school or district, and accreditation visits are conducted on site using a five-year cycle. All districts must complete a two-year progress report following the on-site visits

on each overall recommendation within their accreditation reports, regardless of the score received. It is a process which reflects true continuous improvement as we work with each district throughout the school year. As part of this continuous improvement process, AdvancED has provided progress monitoring for each district that was awarded accreditation with follow-up during their 2013-2014 on-site visits.

Dianne Frazer discussed the findings and assured the Board that the following school districts have accomplished the tasks required of them for the 2014-2015 school year and have been evaluated in accordance with the evaluative criteria associated with those tasks. In addition, the WDE has completed a review of school district systems and state assurances. Districts with ongoing issues in any systems area or significant issues in assurances, including staffing, will be required to develop and implement a corrective action plan.

Scotty Ratliff moved that the following Wyoming school districts be granted full accreditation:

Albany CSD #1	Crook CSD #1	Hot Springs CSD #1	Park CSD #16	Uinta CSD #4
Big Horn CSD #1	Fremont CSD #1	Johnson CSD #1	Sheridan CSD #1	Uinta CSD #6
Big Horn CSD #2	Fremont CSD #2	Laramie CSD #1	Sheridan CSD #2	Washakie CSD #1
Big Horn CSD #3	Fremont CSD #6	Laramie CSD #2	Sheridan CSD #3	Washakie CSD #2
Big Horn CSD #4	Fremont CSD #14	Lincoln CSD #1	Sublette CSD #1	Weston CSD #1
Campbell CSD #1	Fremont CSD #21	Lincoln CSD #2	Sublette CSD #9	Weston CSD #7
Carbon CSD #1	Fremont CSD #24	Natrona CSD #1	Sweetwater CSD #1	
Carbon CSD #2	Fremont CSD #25	Niobrara CSD #1	Sweetwater CSD #2	
Converse CSD #1	Fremont CSD #38	Park CSD #1	Teton CSD #1	
Converse CSD #2	Goshen CSD #1	Park CSD #6	Uinta CSD #1	

Seconded by Ron Micheli; the motion carried

## INSTITUTIONS ACCREDITATION

Dianne Frazer, WDE, reported that each year the SBE accredits certain institutional schools in Wyoming. The components of accreditation are monitored and evaluated by AdvancED. All institutional schools received an on-site accreditation visit in the 2013-2014 school year. Each school received an accreditation recommendation for AdvancED accreditation from the visiting team. Teams can recommend that the school be accredited or that the school be accredited under review. Under review is recommended when the school has significant work to do for improvement tasks. This status allows time for the school to complete the work and to receive assistance as needed. All schools must complete a progress report following the on-site visits on each assigned required action, regardless of the scores received. Each school has 2 years to complete this report. It is a process which reflects true continuous school improvement, as we work with each school throughout the school year, and any necessary changes are made along the way.

One institutional school, Southeastern Wyoming Juvenile Center, closed December 2014.

Dianne Frazer discussed the findings and assured the Board that the following institutional schools have accomplished the tasks required of them for the 2014-2015 school year and have been evaluated in accordance with the evaluative criteria associated with those tasks.

Ken Rathbun moved that the following Wyoming institutional schools be granted full accreditation:

- Big Horn Basin Children’s Center (Northwest BOCES)
- Colter High School (Wyoming Boys’ School)
- C-V Ranch (Region V BOCES)
- Mae Olson Education Center (Cathedral Home for Children)
- Normative Services
- Powder River Basin Children’s Center (Northeast BOCES)
- Red Top Meadows
- St. Joseph’s Children’s Home
- Wyoming Behavioral Institute
- Wyoming Girls’ School
- Youth Emergency Services, Inc.

Seconded by Scotty Ratliff; the motion carried.

### ALTERNATIVE SCHEDULES

Brian Aragon, WDE, presented to the Board the alternative schedule applications and explained the state statute that provides the opportunity for school districts to apply for a waiver to the statutory requirement for schools to be in session for 175 student contact days each year. Districts may request a one year or two year approval for an alternative schedule for any or all of the district schools by submitting an application. The application must include educational objectives, a description of the proposed schedule and a copy of the proposed calendar, a description of the methods to be used to evaluate improved student achievement, evidence of two advertised public meetings, public comment records, and evidence of meeting required hours for each grade level.

Brian assured the Board that the following school districts have submitted all required materials and submitted them for approval of Alternative School Schedules:

SCHOOL DISTRICT	ALTERNATIVE SCHEDULE SUMMARY	YEARS APPROVED
Campbell 1- Westwood High school only	4.5 day week with Friday interventions 146 student days 2015-16 and 148 2016-17 185 staff days	2015-2016 2016-2017
Carbon 2- district-wide	4 day schedule with 1 Friday a month student contact 159 student days 170 staff days	2015-2016 2016-2017
Johnson 1- Kaycee School	4-day school week (Focus Fridays) 149 student days 185 staff days	2015-2016 2016-2017

Laramie2- district-wide	4-day week (intervention and remediation Fridays) 155 student days 185 teacher days	2015-2016 2016-2017
Lincoln 2- SVHS, Cokeville Schools, Swift Creek High School	4/5 day weeks 153 student days 165 staff days (Cokeville Schools)  4/5 day weeks 163 student days 175 staff days (SVHS) 162 student days 174 staff days(SCHS)	2015-2016
Niobrara 1- Lance Creek School	4 day week/Friday attendance November- February 162 student days 175 teacher days	2015-2016 2016-2017
Sheridan 1- district-wide	4 day week 148 student days 164 teacher days	2015-2016 2016-2017
Sheridan 3- District-wide	4 day week 148 student days 164 teacher days	2015-2016 2016-2017
Sweetwater 1- Farson- Eden Schools	4 day week (Friday school am) 150 student days 160 teacher days	2015-2016 2016-2017
Teton 1- JHHS and SHS	173 days(no school on high impact Fridays) 190 teacher days	2015-2016 2016-2017

Scotty Ratliff moved to approve the alternative school schedules presented to the Board, seconded by Ken Rathbun; the motion carried

#### SBE MEETING SCHEDULE

Paige Fenton Hughes, SBE Coordinator, reviewed the memo provided to the Board that included overviews on the Science Standards meetings, the Alternative Schools Task Force, the Assessment Task Force, State Systems of Support, the Select Accountability Committee, the Joint Education Committee, an update on NASBE Regional Conference: Leading a Standards-based System and an update on the Professional Judgment Panel request for review rules.

Additionally, Paige requested that the Board think about the upcoming legislative session.

The Board briefly discussed a collaborative council. Kathryn Sessions mentioned seeing if the Governor would support and consider being the backbone of the council. Paige Fenton Hughes

suggested that the Board have a discussion with the Idaho State Board of Education on its Collaborative Education Council

The SBE Administrative Committee proposed the below meeting dates for SBE meeting schedule.

July 27, 2015 Teleconference  
August 13, 2015 in Casper  
September 23-25, 2015 in Pinedale  
October 27-28, 2015 in Casper  
November 11-12, 2015 in Worland  
February 22-23, 2016 in Cheyenne  
March 17-18, 2016 in Newcastle  
April 28-29, 2016 in Afton  
May 26-27, 2016 in Laramie

Dicky Shanor, proxy for State Superintendent Balow, moved to accept the proposed meeting schedule, seconded by Kathryn Session; the motion carried.

#### OTHER ISSUES, CONCERNS, DISCUSSION AND PUBLIC COMMENT

Boyd Brown, Superintendent of Campbell CSD #1, gave public comment on the need for assessment and accreditation to mesh.

Scotty Ratliff, suggested that Brent Young and Paige Fenton Hughes look at the Board's Policies of Governance manual and provide revisions and updating to the SBE Administrative Committee.

The State Board of Education adjourned at 5:47 p.m.





# WYOMING

## State Board of Education

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Cheyenne, Wyoming 82002-0050  
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PETE GOSAR  
*Chair, Laramie*

KATHY COON  
*Vice Chair, Lusk*

KEN RATHBUN  
*Treasurer, Sundance*

JILLIAN BALOW  
*State Superintendent*

SUE BELISH  
*Ranchester*

NATE BREEN  
*Cheyenne*

HUGH HAGEMAN  
*Fort Laramie*

RON MICHELI  
*Fort Bridger*

SCOTTY RATLIFF  
*Riverton*

JIM ROSE  
*Ex-Officio, CCC*

KATHRYN SESSIONS  
*Cheyenne*

WALT WILCOX  
*Casper*

BELENDIA WILLSON  
*Thermopolis*

CHELSIE OAKS  
*Executive Assistant*

July 17, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Collaborative Council

Please find in your packet the report of the Idaho Task Force for Improving Education (2013). This task force was appointed by the governor, and they engaged in about eight months of work and deliberations before submitting the completed report. You'll see that the membership closely mirrors the membership you all were thinking of when you envisioned a collaborative education council in the state of Wyoming.

I talked with the executive director of the Idaho State Board of Education, Mike Rush, along with the chief training and policy officer, Tracie Bent. We will have the Idaho folks on in the meeting with us to give a short overview of their work and then field your questions.

If you'll recall, we just wanted an opportunity to hear about, as Walt would say, their journey. And then we'll have a chance to ask some questions and get clarifications. You can see by the report that their work was extensive. The work continues to be refined through "education improvement committees." Here is a link to an overview of the committee work:

[http://www.boardofed.idaho.gov/board\\_initiatives/Education%20Committees%202014/2014\\_Education\\_Improvement\\_Subcommittee\\_Reports.asp](http://www.boardofed.idaho.gov/board_initiatives/Education%20Committees%202014/2014_Education_Improvement_Subcommittee_Reports.asp)

Please read through the report and check out the follow up committee information on the website and keep track of any questions you might want to pose.

# Task Force for Improving Education



September 6, 2013



# Task Force for Improving Education

September 6, 2013

Office of the State Board of Education  
650 West State St. Rm 307  
Boise, ID 83702





**IDAHO STATE BOARD OF EDUCATION**

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208-334-2270 | FAX: 208-334-2632  
email: [board@osbe.idaho.gov](mailto:board@osbe.idaho.gov)

September 5, 2013

The Honorable C.L. "Butch" Otter  
Office of the Governor  
State Capitol  
P.O. Box 83720  
Boise, ID 83720

Dear Governor Otter:

On behalf of the 31 members of the Task Force for Improving Education, which you commissioned in December 2012, I am pleased to forward the attached recommendations to you. These recommendations are the result of eight months of diligent work by the Task Force members who met frequently, studied research and best practices, and engaged in thoughtful, collaborative discussions about how Idaho's education system could better prepare our children for success.

While some of the recommendations are specific and detailed, others represent broader concepts that will require additional study and development. We all recognize that there is much work to be done and that it will take time, but this is a first, important step.

I, and all the members of the Task Force, thank you for your vision and leadership in convening the group and allowing us the time and latitude to provide you with our collective ideas and recommendations. We remain ready to answer any questions you may have and to assist you in this important work.

Sincerely,

Richard Westerberg  
Task Force Chair



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## Executive Summary

In December 2012, Gov. C.L. “Butch” Otter announced that the State Board of Education would shepherd a discussion about how to improve Idaho’s education system to better prepare students for success. A Task Force of 31 individuals, representing a broad and diverse group of stakeholders from across the state, assembled in January 2013 to begin discussion and identify areas of focus.

As an overarching goal, the group unanimously adopted the State Board’s goal that 60 percent of Idahoans between the ages of 25 and 34 attain a postsecondary degree or credential by 2020. Currently, only 39 percent of Idahoans between 25 and 34 years of age have a postsecondary degree or credential. A key result of efforts to improve K-12 education is increasing high school graduation rates and ensuring that graduates go on to postsecondary education and are prepared to succeed in obtaining degrees, certificates or credentials.

Initially, the Task Force identified five areas of focus for research and discussion: Professional Development (including leadership), Teacher Effectiveness (including recruitment and retention), Fiscal Stability, Technology, and Structural Change. Those were then consolidated into three areas: Fiscal Stability, Structural Change (including technology) and Effective Teachers and Leaders (with Professional Development at all levels – school board, administrators and teachers included).

These three groups developed initial strategies and recommendations that were taken to the public in a series of seven Community Forums around the state in April 2013. Public input was also gathered via email and the Task Force website set up through the State Board of Education.

From June through August, each of the three groups met several times to research issues and further refine recommendations. They studied best practices, invited researchers and education stakeholders from other states to present findings on specific topics, and discussed how to develop recommendations that could be implemented in Idaho. The Fiscal Stability and Effective Teachers and Leaders group merged during this time to work jointly on several of the recommendations.

After eight months of study and deliberation, the Task Force for Improving Education finalized recommendations at its August 23<sup>rd</sup> meeting. After presentations from the chairs of the two subcommittees – Structural Change and Fiscal Stability/Effective Teachers and Leaders – the group voted on each of the 21 recommendations presented. All recommendations were approved by unanimous vote with the exception of the recommendation to endorse implementation of the Idaho Core Standards, which had one dissenting vote.

The following page summarizes the final 20 recommendations (note: due to overlap of the recommendations on job-embedded professional development and collaboration, two of the recommendations were combined).



## Task Force for Improving Education Members and Affiliation

Richard Westerberg, Task Force Chair	Idaho State Board of Education
Laurie Boeckel, Vice President, Legislation	Idaho Parent Teacher Association
Roger Brown, Deputy Chief of Staff and Senior Special Assistant	Office of the Governor
Corinne Mantle-Bromley, Dean, College of Education	University of Idaho
Cheryl Charlton, Chief Executive Officer	Idaho Digital Learning Academy (IDLA)
Linda Clark, Superintendent, Joint Dist. No. 2 (Meridian)	Idaho Assoc. of School Administrators (IASA)
Penni Cyr, President	Idaho Education Association (IEA)
Reed DeMordaunt (R), Chairman House Education Committee	Idaho House of Representatives
Karen Echeverria, Executive Director	Idaho School Boards Association (ISBA)
Ken Edmunds	Idaho State Board of Education
Wayne Freedman, School Board Trustee (Council, Idaho)	ISBA, Past President
John Goedde (R), Chairman Senate Education Committee	Idaho State Senate
Steve Higgins, Principal	IASA, Grangeville High School
Mary Huff, School Board Trustee (Melba, Idaho)	ISBA
Teresa Jackman, The Academy Charter School	IEA, Pocatello School District
Lisa Kinnaman and Roger Quarles	Idaho Leads Project
Alex LaBeau, President	Idaho Association of Commerce & Industry
Mike Lanza, Co-founder	Idaho Parents and Teachers Together (IPATT)
Rod Lewis	Idaho State Board of Education
Bob Lokken, CEO, WhiteCloud Analytics	Idaho Business for Education
Tom Luna, Superintendent of Public Instruction	Idaho State Department of Education
Alan Millar, Principal, Forrest M. Bird Charter Academy (Sandpoint)	Idaho Charter School Network
Phyllis Nichols, Counselor	New Plymouth School District
Katie Pemberton, Canby Middle School	Coeur d'Alene School District
Mary Ann Ranells, Superintendent, Lakeland School District	Idaho Assoc. of School Administrators (IASA)
Anne Ritter, Meridian School Board	ISBA President
Brian Smith, Teacher, Sandpoint High School	Idaho Education Association (IEA)
Geoffrey Thomas, Superintendent, Madison School District	Idaho Assoc. of School Administrators (IASA)
Janie Ward-Engelking (D), House Education Committee	Idaho House of Representatives
Cindy Wilson, Teacher, Capital High School (Boise)	Idaho Education Association (IEA)
Rob Winslow, Executive Director	Idaho Assoc. of School Administrators (IASA)



## **Fiscal Stability/Effective Teachers and Leaders**

Linda Clark, Chair  
Rob Winslow, Co-Chair  
Brian Smith  
John Goedde  
Karen Echeverria  
Katie Pemberton  
Rod Lewis  
Penni Cyr  
Steve Higgins  
Janie Ward-Engelking  
Mary Ann Ranells  
Mary Huff  
Phyllis Nichols  
Alex LaBeau  
Geoffrey Thomas  
Wayne Freedman  
Laurie Boeckel  
Lisa Kinnaman / Roger Quarles  
Teresa Jackman

## **Structural Change**

Reed DeMordaunt, Chair  
Bob Lokken, Co-Chair  
Mike Lanza  
Anne Ritter  
Ken Edmunds  
Alan Millar  
Tom Luna  
Cheryl Charlton  
Cindy Wilson  
Roger Brown  
Corinne Mantle-Bromley



## Summary of Recommendations

### 1. **Mastery Based System**

We recommend the state shift to a system where students advance based upon content mastery, rather than seat time requirements. This may require a structural change to Idaho's funding formula and/or some financial incentive to school districts. We also recommend that mastery be measured against high academic standards.

### 2. **Idaho Core Standards**

We strongly endorse the rigorous and successful implementation of the Idaho Core Standards as an essential component of high performing schools. Higher standards in all subject areas help raise student achievement among all students, including those performing below grade level.

### 3. **Literacy Proficiency**

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas.

### 4. **Advanced Opportunities**

We recommend the state ensure that all students have access to advanced opportunities by expanding post-secondary offerings while a student is still in high school.

### 5. **Revamp the State's Accountability Structure Involving Schools**

We recommend the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes.

### 6. **Empower Autonomy by Removing Constraints**

We recommend the Governor's Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

### 7. **Annual Strategic Planning, Assessment, and Continuous Focus on Improvement**

We recommend each district be required to have a strategic plan (and to renew it annually) that identifies and focuses district-wide continuous improvement toward statewide goals. Both the local board and the state should provide oversight to ensure that the plan is appropriate to local circumstances and aligns to and supports the state's goals. The plan forms the basis from which accountability will be structured and the superintendent will be evaluated.

### 8. **Statewide Electronic Collaboration System**

We recommend that a statewide electronic collaboration system be adopted for educators to share ideas and resources across the state.

**9. High Speed Bandwidth and Wireless Infrastructure**

We recommend the state expand the existing high speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless infrastructure necessary for simultaneous equal access and opportunity. This will require ongoing funding for the repair and replenishment of equipment.

**10. Educator and Student Technology Devices**

We recommend that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

**11. Restoration of Operational Funding**

We recommend restoration of operational funding to the FY 2009 level. Although traditionally called “discretionary” funding, operational funds are the normal, reasonable costs of doing business and include such items as paying for heat, lights and fuel; transporting students in a safe manner to and from school; and providing timely and relevant content materials and training for teachers. A multiple year approach could be implemented to rebuild operational funding.

**12. Career Ladder Compensation Model**

We recommend a phased implementation of a Career Ladder of teacher compensation. The model proposed combines competitive salaries with incentives, rewards and accountability. Further, we believe it should be tied to a revised system of state licensure.

**13. Enrollment Model of Funding Schools**

We recommend a change from Average Daily Attendance (ADA) to Average Daily Enrollment/ Membership. This will enhance fiscal stability and remove current barriers to personalized and/or mastery learning models that are required to meet the State Board’s 60 percent goal.

**14. Tiered Licensure**

We recommend a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures.

**15. Mentoring**

We recommend that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. These standards provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. We recommend the state provide funding support for a mentoring program.

**16. Ongoing Job-embedded Professional Learning**

Teacher effectiveness is paramount to student success, and professional development is paramount to teacher effectiveness. Professional development must be regularly scheduled and ongoing. We recommend that districts provide regular professional learning opportunities, and we support ongoing funding for professional development. We recommend the use of the research-based standards of the National Staff Development Council known as Learning

Forward. We further recommend that resources for educator learning be prioritized, monitored and coordinated at the state level.

**17. Site-based collaboration among teachers and instructional leaders**

Time to collaborate is critical to effective teaching and implementation of higher standards and technology. We strongly encourage districts to restructure the traditional school day schedule to allow for job-embedded collaboration time. We support the creation of professional learning communities that increase educator effectiveness and results for all students. We recommend providing training models to districts for their use in training the members of the professional learning communities, and encourage models that focus on team outcomes and collective responsibility.

**18. Training and development of school administrators, superintendents and school boards**

We recommend continued training and professional development of school administrators, superintendents and school boards. The committee supports further development and implementation of the Idaho Standards for Effective Principals and the pilot work being conducted in the 2013-14 school year to further explore effective performance measures for school administrators. This includes ongoing implementation and support for administrator training in assessing classroom performance through observation.

**19. Provide enhanced pre-service teaching opportunities through the state's colleges of education**

We support the efforts of Idaho's higher education institutions to increase and enhance clinical field experiences for pre-service teachers.

**20. Participation in the CCSSO's "Our Responsibility, Our Promise" recommendations to improve teacher preparation**

We support Idaho's participation in implementing The Council of Chief State School Officers (CCSSO) "Our Responsibility, Our Promise" recommendations to help ensure that every teacher and principal is able to prepare students for college and the workforce.



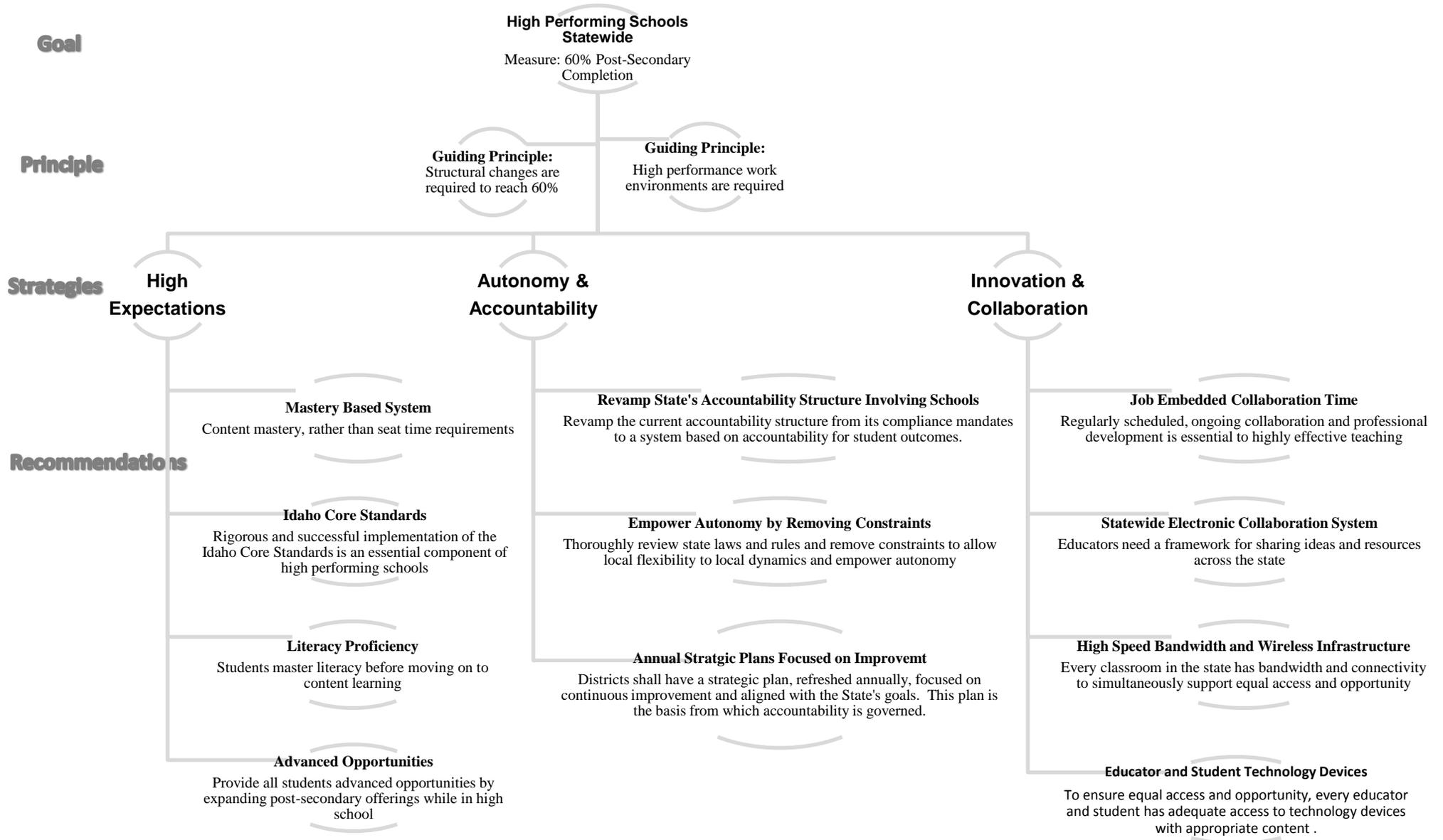
## Structural Change Recommendations

The Structural Change Subcommittee analyzed the need for structural change and technology in education. The subcommittee's focus was on improving how we educate Idaho students and how we pursue the goal of 60% of Idahoans age 24-35 having at least a one-year postsecondary degree or certificate. The following is our overall goal, the guiding principles, strategies, and recommendations for reaching this goal.

The chart on the following page summarizes the goal, guiding principles, strategies and recommendations for structural change in Idaho's education system.



# Structural Change Subcommittee Report





## **The Goal**

The goal of these structural change strategies is for Idaho to have a uniform and high-performing public K-12 education system, as measured by the State Board of Education (SBOE) goal of 60% of people entering the workforce having some post-secondary degree or certificate. This is required to prepare our students for the future.

## **Guiding Principles**

In pursuit of strategies that would transform Idaho education to ultimately achieve the 60% goal, we settled on two guiding principles. As these shaped our thinking and helped focus the many ideas we explored, these principles are worth communicating.

### **Guiding Principle 1: Significant structural change is absolutely necessary if the state is to achieve the 60% goal.**

There is an axiom that goes “the current [education] system is perfectly designed to produce the results we are currently getting.” Today, Idaho’s education system is perfectly designed to produce 39% of Idahoans (25-34 years of age) with at least a one-year degree or certificate.<sup>1</sup> Thus to achieve the 60% goal, we must make significant structural changes. Tactical and program-level changes might be necessary, but alone they will not be enough. For example, raising budgets by 15% across the board, if we could afford to do so, would certainly help restore the system to the pre-2009 state. Perhaps it would also allow us to add some new programs and/or grant staff a 5% raise. However, those measures, regardless of their individual merits, would hardly raise achievement from 35% to 60%.

Structural change requires changing the way people work today. It changes how decisions are made, resources such as time and budget are allocated, priorities are set, and people in the system view and approach their jobs.

### **Strategy #1: High Expectations**

Research shows that achieving new levels of performance begins with setting high expectations. Perhaps the best illustration of this in education is a quote from former Secretary of State, Condoleezza Rice, who in referring to some experiences during her time as the Provost of Stanford University said, “If you have low expectations of even the best students, they will live down to them.”<sup>2</sup>

Expectations identify the gap that drives mastery and continuous improvement. So our first strategy is to set high expectations across the state, as a cornerstone of high-performance system.

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<sup>1</sup> Idaho State Board of Education (Data Source: US Census Bureau, 2011 American Community Survey).

<sup>2</sup> [Education and National Security](#), Condoleezza Rice, 5<sup>th</sup> Annual Excellence in Action National Summit on Education Reform, November 27, 2012.

**Recommendation #1.1: Mastery Based System**

We recommend the state shift to a system where students advance based upon content mastery, rather than seat time requirements. This may require a structural change to Idaho's funding formula and/or some financial incentive to school districts. We also recommend that mastery be measured against high academic standards.

Currently, Idaho's education system focuses on how many instructional hours, also referred to as seat time, a student receives. Students can be promoted from grade level to grade level based on age, regardless of whether they have mastered the content knowledge or standards at each grade level, which is often not in the best interest of the child.

However, simply eliminating instructional time requirements is not enough. There must be benchmarks students must meet throughout their K-12 education, rather than one competency test at the end of their schooling. In the report *It's Not a Matter of Time*, the authors suggest a time-based system must be replaced with a competency-based system with the following components:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.”<sup>3</sup>

As a Task Force, we strongly believe the classroom of the future will include more technology and more personalized/differentiated learning. The classroom of the future precipitates a mastery-based model where the focus is on outcomes, rather than inputs. Therefore, the Task Force recommends the state shift to a system where students advance based upon content mastery that is measured against high academic standards, which may require revising the public schools funding formula in Idaho Code and/or creating a financial incentive in addition to the public schools funding formula.

**Recommendation #1.2: Idaho Core Standards**

We strongly endorse the rigorous and successful implementation of the Idaho Core Standards as an essential component of high performing schools. Higher standards in all subject areas help raise student achievement among all students, including those performing below grade level.

The Idaho Core Standards are a higher standard—or expectation—of what a student should be able to know and do at each grade level.<sup>4,5</sup> Standards build upon each other to

<sup>3</sup> [It's Not a Matter of Time: Highlights from the 2011 Competency-Based Learning Summit](#), Chris Sturgis, Susan Patrick, and Linda Pittenger, iNACOL and CCSSO, July 2011.

<sup>4</sup> [A Comparison of the Idaho English Language Arts Standards to the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects](#), Achieve, July 2010

ensure a student has the knowledge and skills required to succeed after high school in post-secondary education or the workforce.

Research shows that when statewide systems adopt high standards, all students rise to the expectation, including students who struggled under the previously lower standards.<sup>6</sup> The Idaho Core Standards are a major step in helping Idaho students achieve the goal of 60% of Idaho's population having some form of post-secondary degree or certificate by 2020.

Along with adoption, rigorous and successful implementation of the standards is critical. Without the necessary funding, professional development, time and resources required, teachers and principals will not be prepared to teach to the higher and more rigorous standards.

After an analysis of the adoption and methodology behind the Idaho Core Standards and ensuring the state has maintained its independence in its ability to create and adopt standards, curriculum, and assessment, the Task Force strongly endorses Idaho's decision to raise academic standards for all students by implementing Idaho's Core Standards in mathematics and English language arts. Rigorous and successful implementation of the Idaho Core Standards is an essential component to preparing Idaho's students to meet the Task Force goal.

### **Recommendation #1.3: Literacy Proficiency**

We recommend students demonstrate mastery of literacy before moving on to significant content learning. Reading proficiency is a major benchmark in a student's education. Students must learn to read before they can read to learn content in other subject areas.

Another expectation we hold for students is reading proficiency. According to research from the Annie E. Casey Foundation, "Reading proficiently by the end of third grade is a crucial marker in a child's educational development. Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation's competitiveness and general productivity."<sup>7</sup>

Knowing how to read proficiently enables a student to read and learn content in other subject areas. The Task Force recommends students demonstrate mastery of literacy before moving on to significant content learning.

In the research, third grade is currently used as a reference; however, with a mastery-based system, grades will become irrelevant. What remains relevant is that reading proficiency is a prerequisite to moving on to mastery of other subject areas.

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<sup>5</sup> [A Comparison of the Idaho's Mathematics Standards to the Common Core State Standards in Mathematics](#), Achieve, July 2010

<sup>6</sup> [High Standards Help Struggling Students: New Evidence](#), Constance Clark and Peter W. Cookson Jr., Education Sector, November 2012

<sup>7</sup> [Early Warning! Why Reading by the End of Third Grade Matters](#), Annie E. Casey Foundation, 2010.

**Recommendation #1.4: Advanced Opportunities**

We recommend the state ensures that all students have access to advanced opportunities by expanding post-secondary offerings while a student is still in high school.

As we shift toward a mastery-based system of education, it necessitates that we provide opportunities for our advanced students who progress and master content more quickly.

Beyond necessity, advanced opportunities have also proven to be an effective strategy for raising college readiness rates among students. A study of dual enrollment in Texas found that “high school students who had completed a college course before graduation were nearly 50 percent more likely to earn a college degree from a Texas college within six years than students who had not participated in dual enrollment.”<sup>8</sup>

Currently, there are a number of advanced opportunities programs in Idaho. The 8-in-6 program helps Idaho students complete 8 years of schoolwork (2 years of middle school, 4 years of high school, and 2 years of postsecondary or trade school) in just 6 years. Students accomplish this by taking online courses over the summer and by taking online overload courses during the school year.

The Dual Credit for Early Completers program allows students who have completed all their state-required high school graduation requirements early (with the exception of the senior project and the senior math requirement) to take up to 36 college or professional technical credits of dual credit courses, 12 Advanced Placement exams, or 12 College Level Examination Program (CLEP) exams paid for by the state.

The Mastery Advancement Program gives students the opportunity to earn a scholarship for completing high school early.

In order to engage and retain our advanced students, the Task Force recommends the state expand upon current advanced opportunities and post-secondary offerings for all students while in high school.

**Guiding Principle 2: A foundation of high-performance schools is a high-performance work environment.**

Before we embark on selecting strategies, we must have a vision of the future education system that we desire and the type of system that would achieve the 60% goal. That vision assisted us in sorting through strategies and selecting focus areas.

The vision of a uniform, high-performing school system, across Idaho, must be rooted in creating a high-performance work environment in our schools. Scientific research shows

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<sup>8</sup> [Taking College Courses in High School: A Strategy for College Readiness](#), Ben Struhl and Joel Vargas, Jobs for the Future, October 2012.

that in complex work, such as educating students, there are three vital components to a high-performance environment: higher purpose, mastery, and autonomy.<sup>9,10</sup>

The higher purpose inherent in education is obvious.

In mastery, we are not speaking to a state of being, but rather to the continual pursuit of improvement and forward progress. Mastery in this form is addressed both in the area of professional development (the work of the Effective Teachers and Leaders Subcommittee) and in the structural changes to support continuous improvement, innovation, and a supporting governance structure.

Autonomy is perhaps the most challenging in light of our historic approach to public education. Simply put, autonomy is people's need to be empowered to take ownership for results and to have the flexibility to address challenges and local dynamics they face in pursuit of results for our students.

Our vision is a system that pushes decision making as close to the student and parents as possible and adapts to the needs of the student. Autonomy is vital to both teachers and administrators fulfilling their potential as educators. However, pure autonomy, without accountability for results, would be *laissez-faire* and certainly fail both the state's constitutional mandate, as well as the state's fiduciary responsibility with taxpayers' monies. Thus, the concept of autonomy must be wed to accountability for outcomes.

## Strategy 2: Autonomy and Accountability

Autonomy is critical for two reasons. First, autonomy ignites empowerment, engagement, and ownership for results. Second, local circumstances vary greatly and change frequently, thus optimal decisions can only be derived from local knowledge of factors material to the decision. A pointed illustration of this was the Task Force's survey of best practices in some of Idaho's schools today. Without exception, these efforts were initiated not because of, but in spite of, state rules. State laws and rules are made in a slow and deliberate manner – this is simply the nature of the instruments in play. This and other outside factors diminish local accountability and detract from an agile, innovative, and continuously improving education system.

Historically, the state has exercised its authority and accountability for our education system via laws and rules that dictate and micro-manage how things are done and how money is spent. Certainly the Constitution and taxpayers' monies allow the state this authority. The answer to this dilemma lies in outcomes-based accountability. Plainly put, the state should set goals for the public education system, allocate monies, and then hold local leadership accountable for progress against those goals. This meets the financial

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<sup>9</sup> [The Puzzle of Motivation](#), Dan Pink, TED Talk, 2009.

<sup>10</sup> [Policy Implications of Finland's Model for Teacher Preparation, Support, and Autonomy](#), Alison Henken, George Washington University.

stewardship obligation, the constitutional mandate, and the moral obligation of educating our children to the best of our ability.

### **Recommendation #2.1: Revamp the State’s Accountability Structure Involving Schools**

We recommend the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes. The state has constitutional and financial authority and mandates to ensure a quality and uniform education.

Historically this has been executed primarily through laws and rules that dictate how things are done locally, while seemingly little effort has been invested in setting goals, establishing expected outcomes, adapting to local factors, and/or effectively responding should a district continually struggle. This situation must be revamped.

The Task Force recommends the state revamp the accountability structure involving schools. The existing structure that relies on compliance mandates should be replaced with a system that is based on accountability for student outcomes.

The revamped accountability structure should exhibit the following characteristics:

1. An annual rhythm, in support of the continuous improvement aim.
2. The accountability model centers on the district strategic plan, as outlined in Recommendation #2.3.
3. The annual cycle should begin with the state publishing an “Annual Planning Memo” that outlines key themes, templates, and items of interest for the districts in their planning process. This will set expectations and provide a common template to streamline the planning process for everyone.
4. Each district builds their own strategic plan, founded on improvements in student outcomes, and identifying the key focus areas for that district (as is outlined in #2.3).
5. At year end, each district produces their Annual Status Report. The report outlines progress toward their strategic plan in student outcomes, achievements, struggles, and key lessons learned from the prior year.
6. Should districts be underperforming and continually struggling to make forward progress, the local board and state board should collaborate, and if necessary, make leadership changes. This is a dual accountability structure – as is mandated by the constitution, taxpayers’ monies, and the children who are being underserved by the district leadership.

In revamping the accountability structure, several concepts should be avoided as they are counterproductive to the local district and the students in that district. First, accountability from the state level should focus on and stop at the superintendent level. The state is not in a position to “reach around” and meddle in manners lower than that; these should be the domain of local leadership. Second, accountability reinforced by withholding resources from the district is counterproductive and must be avoided.

**Recommendation #2.2: Empower Autonomy by Removing Constraints**

We recommend the Governor’s Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

This recommendation is one of “addition by subtraction.” The state should meticulously comb through the existing administrative rule and prune any rules that dictate how the schools are run, with a focus on things that limit the flexibility, decision making, and agility of schools to continually adapt and improve.

Additionally, it may be necessary to put rules in place that prevent other outside influences from limiting the autonomy in the schools. Who places those restrictions is irrelevant, they have the same corrosive effect. As long as the schools are operating within the laws, and in pursuit of the state’s higher goals and purposes, administrators and teachers should be allowed to “figure it out” at a local level.

**Recommendation #2.3: Annual Strategic Planning, Assessment, and Continuous Focus on Improvement**

We recommend each district be required to have a strategic plan (and to renew it annually) that identifies and focuses district-wide continuous improvement toward statewide goals. Both the local board and the state should provide oversight to ensure that the plan is appropriate to local circumstances and aligns to and supports the state’s goals. The plan forms the basis from which accountability will be structured and the superintendent will be evaluated.

The plan must address key strategic areas:

- a. The plan must be data driven, specifically in student outcomes, and outline current strengths and key areas for improvement.
- b. The plan must set clear, measureable targets, based on student outcomes – both long term and short term.
- c. The plan must define focus areas for improvement.
- d. The plan must address specific local plans for technology, innovation, and collaboration.
- e. The plan must specify plans for professional development of staff.
- f. The plan must encourage community and parent engagement.
- g. The plan must describe high-level budget priorities.

The completed strategic plan is submitted to the state for review. Target assessment and best practices are reviewed. The targets should be aggressive, but achievable. Any requested changes by the state are negotiated between the local leadership and the state.

**Strategy #3: Innovation and Collaboration**

Core to how our schools continually transform themselves in pursuit of the 60% goal are the two strategies of innovation and collaboration. It should be the norm that schools are embracing new ideas, new technologies, sharing best practices, and continually improving.

These strategies, by their nature, cannot be initiated from the statehouse down. These must be initiated and driven locally, as the strategies require agility, engagement, and continual small changes that are tested, proven out, and shared. The cumulative effects, over time and across the state, will add up to big breakthroughs. Additionally, collaboration is critical as it provides the support, the diversity of perspective, and the ability for good ideas to spread virally and be further enhanced. Technology is obviously a vital infrastructure that underlies these strategies, especially in our geographically scattered and rural state.

The state plays a vital role in these strategies in providing the infrastructure, ecosystem, and incentives in support of local schools in the pursuit of these strategies. Additionally, the state's role in supporting the innovation and collaboration strategies also coalesces with Strategy #2 and the need for removing barriers and providing accountability structure that secures commitment to continual improvement.

**Recommendation #3.1: Job-Embedded Collaboration/Professional Development Time**

See Recommendations #2.3 and #2.4 of the Fiscal Stability / Effective Teachers and Leaders Subcommittee (Pages 17-18).

**Recommendation #3.2: Statewide Electronic Collaboration System**

We recommend that a statewide electronic collaboration system be adopted for educators to share ideas and resources across the state.

The same technology innovations and tools that will open learning opportunities to students will also open collaborative opportunities for teachers. Educator collaboration must not be limited within the school or district. Through the use of technology, teachers will be able to connect virtually, create learning communities, and share resources no matter their geographic location. The Task Force recommends that a statewide electronic collaboration system be adopted for educators to share best practices and resources across the state.

**Recommendation #3.3: High Speed Bandwidth and Wireless Infrastructure**

We recommend the state expand the existing high speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless

infrastructure necessary for simultaneous equal access and opportunity. This will require ongoing funding for the repair and replenishment of equipment.

The benefits of technology in education are abounding; however, classroom technology is not innovative in and of itself. What is innovative is the teacher's ability to harness the technology as a tool or resource. In order to promote the use of technology in the classroom, the state must provide an infrastructure that enables schools to effectively implement technology and best practices associated with technology.

Currently, the Idaho Education Network (IEN) connects every public high school with high speed bandwidth. In future phases, the IEN plans to expand the bandwidth infrastructure to cover schools serving students below grade 9. The bandwidth is managed so that when a school district approaches its threshold, the bandwidth is increased.

During 2013, the Idaho Legislature restored funding for a wireless environment in each public school serving high school grades.<sup>11</sup> The State Department of Education (SDE) awarded a contract for a wireless managed service. This wireless infrastructure will be an extension of the IEN broadband system. School districts that have chosen to opt in will receive the wireless service during the 2013-2014 school year.

The Task Force recommends the state expand the existing high-speed bandwidth infrastructure to ensure every school (high school, middle school, and elementary school) has the bandwidth and wireless infrastructure necessary to create equal access and opportunity for all students. This will require ongoing funding for the repair and replenishment of equipment.

### **Recommendation #3.4: Educator and Student Technology Devices**

We recommend that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

Technology infrastructure does not stop at bandwidth and high-speed infrastructure. In order to create a uniform system of education as the Idaho Constitution requires<sup>12</sup>, connectivity must exist for the individual student. Equal access and opportunity for all students, no matter where they live in Idaho, require bandwidth, wireless technology, and a device.

One of the major findings in Project RED<sup>13</sup>, a study of impact of educational technology in nearly 1,000 schools, was that lower student-computer ratios improve outcomes.

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<sup>11</sup> [Senate Bill 1200](#)

<sup>12</sup> [Constitution of the State of Idaho, Article IX Education and School Lands, Section 1.](#)

<sup>13</sup> Project RED, The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness, The Greaves Group, The Hayes Connection, One-to-One Institute, 2010.

Another finding in Project RED was that teacher professional learning and collaboration (at least monthly) is one of the strongest predictors of implementation success. According to the report, “Teachers must continually hone their ability to create and improve the 21<sup>st</sup> century computer-enhanced learning environment. Professional learning is essential for their growth in effectively integrating education technology.”

Furthermore, educational technology is not at its apex. We expect technology to continue to develop and expand. This will require the education system to embrace new and changing technology over time in a number of ways. One of the main obstacles school districts face in implementing technology is dedicated funding. There is a level of annual funding required to maintain and replace equipment, as well as provide professional development around effective integration of technology.

The Task Force recommends that every educator and student have adequate access to technology devices with appropriate content to support equal access and opportunity. Educator professional development is critical to the effective implementation of technology.

## **Fiscal Stability Effective Teachers and Leaders Recommendations**

The Fiscal Stability and the Effective Teachers and Leaders subcommittees both worked to develop an initial set of recommendations based on separate fact finding and brainstorming sessions. They then combined efforts when they discovered many of their ideas overlapped. The recommendations that follow reflect the work of that combined group.

The subcommittee believes that the following recommendations are critical in pursuit of the state's goal of 60% of Idaho's citizens ages 25-34 having at least one-year of postsecondary credential by 2020.

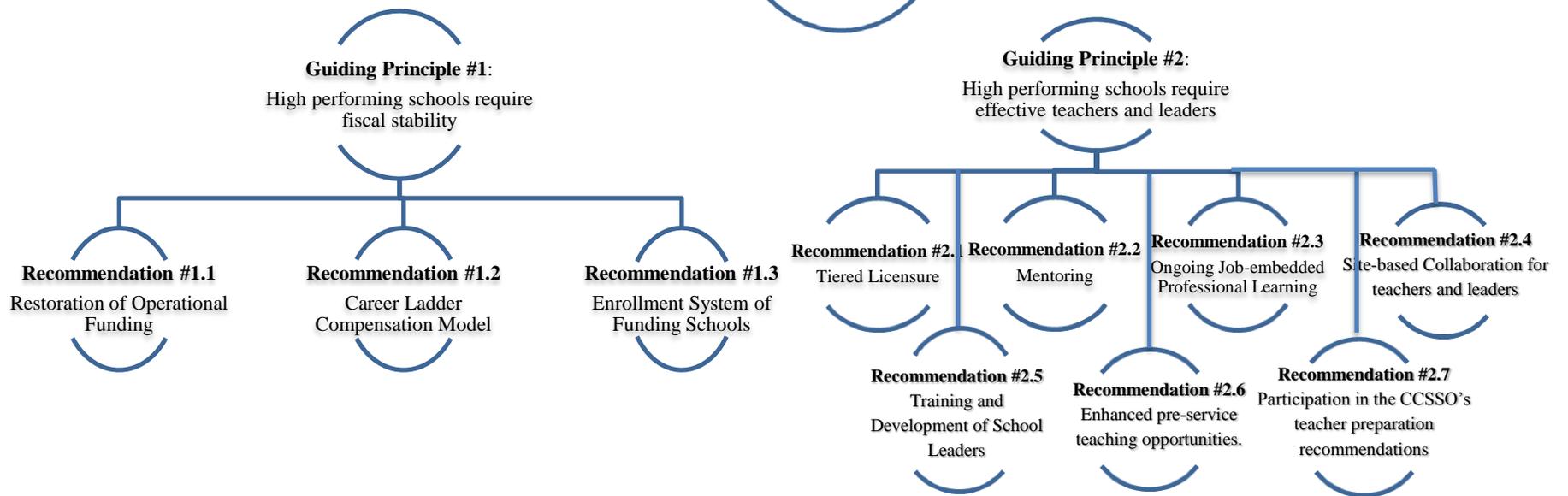
The chart on the following page summarizes the guiding principles and recommendations for achieving fiscal stability and ensuring there are effective teachers and leaders in Idaho's education system.



Fiscal Stability/ Effective Teachers and Leaders Subcommittee

# High Performing Schools Statewide

Measure: 60% Postsecondary Completion





## **The Goal**

The goal of these recommendations regarding fiscal matters and teacher and leader effectiveness is for Idaho to have a uniform and high-performing public K-12 education system, as measured by the State Board of Education (SBOE) goal of 60% of people entering the workforce having some post-secondary degree or certificate. This is required to prepare our students for the future.

### **Guiding Principle 1: High performing schools require fiscal stability**

In order for schools to achieve the student performance required of a world-class education system, the state needs a more equitable and adequate funding system. The committee identified several factors leading to the current instability including over reliance on supplemental levies, the teacher compensation model, and the Average Daily Attendance (ADA) funding model.

### **Recommendation #1.1: Restoration of Operational Funding**

In 2008-2009, the Idaho Legislature funded school district operations with a Distribution Factor at \$25,696.00 per unit. School districts saw a steady decline in the operational funding between that time and the 2011-2012 year when the factor reached a low of \$19,626.00 per unit. In 2012-2013, there was minimal increase to \$19,706.00 per unit and for the upcoming 2013-2014 school year it was increased to \$20,000 per unit (still 22% below the 2008-2009 school year). The majority of the additional funding appropriated for 2013-2014 was distributed for technology, differentiated pay, restoring the experience “steps” on the salary grid, and teacher training.

Idaho’s school districts have been hard hit with the reduction in operational (sometimes called “discretionary”) funding. Costs for insurance premiums, utilities, fuel, and other operating expenses have significantly increased during the time in which operational funding was decreasing. Since these operational costs are not “discretionary” in nature, districts began the cuts with elimination of funds for professional development, content materials (previously called textbooks), elimination of bus routes and stops to name a few. As the recession worsened and operational funding was cut further, districts reduced mid-day kindergarten busing or went to alternate day kindergarten, cut calendar days (furloughing staff), moved to 4 day weeks, and ultimately cut staff to balance their budgets.

This situation has caused significant fiscal instability in Idaho’s districts – instability that is further magnified by the increased reliance of districts on supplemental levies and the variation throughout the state in districts’ ability to pass these levies.

Although traditionally called “discretionary” funding, the Distribution Funding provides operational funds that are the normal, reasonable costs of doing business. These costs include such items as paying for heat, lights and fuel; transporting students in a safe manner to and from school; providing timely and relevant content materials and training for teachers.

Restoration of operational funding is not growth in government. It is restoration necessary for the operation of schools and districts. Idaho's districts are in dire need of this restoration. Fund balances are depleted, supplemental levies (where passed) are at levels that would be difficult to increase in most communities, and many districts have exhausted their ability to use "one time" funds to balance their budgets. Without restoration of these funds, many will face future years with no options other than cutting the school year (again), reducing staff, or asking taxpayers for (another) tax increase to maintain operations. This creates fiscal instability.

From 2003-2004 to 2008-09, operational funding was stable or increased slightly, evidence of the Idaho legislature's recognition of the need to provide adequate, stable operational funding. These were not years of excess, and a return to this level of funding is restoration rather than growth.

Total restoration of operational funding to the 2009 level would cost \$82.5 million. However, a multiple year approach to restoration could be implemented. A 5-Year restoration approach to rebuild operational funding would cost \$16.5 million per year.

### **Recommendation #1.2: Career Ladder Compensation Model**

The current method of teacher compensation in Idaho is a second factor in the fiscal instability of the state's school districts. One of the primary drivers of the current teacher compensation model is the base salary. When the current model was implemented during the 1994-1995 school year, the Legislature set the base salary at \$19,328. The Legislature set the base salary for the 2013-2014 school year at \$23,123, which over time, is approximately a 1% increase per year. The result has been non-competitive salaries that make it difficult to hire and retain teachers. Potential movement on a complex pay grid is difficult to anticipate and budget. Districts that must pay above the state schedule to be competitive, have the added instability of funding their salary schedules. In addition, the current system lacks incentives and accountability.

The committee has researched pay systems throughout the United States and has considered merit pay systems, differentiated pay systems, and many of their variations.<sup>1</sup> The committee believes that the best system for Idaho is a simple Career Ladder that combines competitive salaries with incentives, rewards, and accountability. Further, we believe it should be tied to a revised system of state licensure. The proposed system is comprised of three tiers – each tied to a state license/certificate. Criteria for movement between the tiers include experience, additional credentialing, and accountability based on performance. Further, tiers two and three would include additional salary that can be earned for fulfillment of leadership responsibilities, including such things as curriculum development work, chairing collaboration teams, mentoring, and other responsibilities that the districts may determine. Funds would flow to the districts based upon the number of individuals in each of the top two tiers, and these funds would be paid out to the teachers for the work, as cited. This approach

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<sup>1</sup>Task Force for Improving Education, [June 21, 2013 meeting](#) and [July 12, 2013 meeting](#) presentations and materials.

allows districts to determine the leadership responsibilities that are needed and allows teachers to select the roles they wish to fulfill and to be compensated for them. This approach would fund a major portion of the Mentor Program (Recommendation #2.2).

The Career Ladder is performance based. Specifically, each teacher moves up the ladder based upon credentialing and performance. Successful teacher evaluations are necessary for an individual to move to higher tiers and to remain placed on the tiers, as determined at the time of re-certification.

Funding of the Career Ladder will require additional (new) funds for public education in Idaho. It could, however, be phased in as necessary. Note: In year one, the current allocations for “differentiated pay” could be repurposed to fund the Career Ladder model. The Career Ladder will help to reduce the disparity in salary among Idaho’s districts. While districts may continue to fund their salary schedules at rates higher than the state mechanism, the salary model will reduce the gap for districts and ultimately provide more stability for all districts.

The committee recommends a phased implementation of the Career Ladder – moving all teachers to the new salary schedule initially, and increasing the compensation tied to each tier over time to reach the recommended pay levels of a 40/50/60,000 salary schedule. Such a model will entice individuals to enter the teaching profession and provide incentives for them to improve their craft and to remain in Idaho. The committee also believes that the Career Ladder approach provides enhanced accountability based upon performance.

The total cost of a move to this salary schedule would be approximately \$200-\$250 million. Again, a multiple year approach could be implemented. A 5-6 year phase-in to include moving existing teachers to the new career ladder would cost approximately \$40 million per year.

#### Supporting Recommendations:

The accountability model is predicated on a strong evaluation system.

- The committee endorses the ongoing implementation of the State Department of Education’s new evaluation framework.<sup>2</sup>
- The committee recommends the continued training of principals as evaluators and encourages the incorporation of research-based evaluation techniques such as those identified in the recent MET study.<sup>3</sup>

The tables on the following page show the first year steps for the three rungs of the Career Ladder, the incremental fiscal impact, and the steps of the ladder in year 6 of implementation.

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<sup>2</sup> [Enhancing Professional Practice: A Framework for Teaching](#), Idaho State Department of Education.

<sup>3</sup> [Measures of Effective Teaching \(MET\)](#) Policy and Practice Brief, Bill and Melinda Gates Foundation, January 2013.

**Career Ladder Year 1**Salary Reimbursement  
Table

Career Ladder Rung	Step 1	Step 2	Step 3	Step 4	Step 5
Standard Teacher	\$33,000	\$34,000	\$35,000		
Professional Teacher	\$40,000	\$41,000	\$42,000	\$43,000	\$44,000
Master Teacher	\$47,000	\$48,000	\$49,000	\$50,000	\$51,000

Note: In the early years, there would be up to 3 transition steps where those currently earning above the amount on the Professional Step 5 are rounded up to the nearest 1,000.

**Incremental  
Fiscal Impact**

Year	Rung 1, Step 1	Career Ladder	Leadership Awards	Total	Annual Incremental Cost
1	\$33,000	\$25.6 million	\$15.9 million	\$42.4 million	\$42.4 million
2	\$34,250	\$68.8 million	\$15.9 million	\$84.7 million	\$42.3 million
3	\$36,000	\$109.4 million	\$15.9 million	\$125.3 million	\$40.6 million
4	\$36,250	\$152.3 million	\$15.9 million	\$168.2 million	\$42.9 million
5	\$38,000	\$193.7 million	\$15.9 million	\$209.6 million	\$41.4 million
6	\$40,000	\$236 million	\$15.9 million	\$251.9 million	\$42.3 million

**Career Ladder Year 6**Salary Reimbursement  
Table

Career Ladder Rung	Step 1	Step 2	Step 3	Step 4	Step 5
Standard Teacher	\$40,000	\$41,000	\$42,000		
Professional Teacher	\$47,000	\$48,000	\$49,000	\$50,000	\$51,000
Master Teacher	\$54,000	\$55,000	\$56,000	\$57,000	\$58,000

**Recommendation #1.3: Enrollment Model of Funding Schools**

The Task Force believes that the present system of funding schools on Average Daily Attendance (ADA) is a factor of fiscal instability. The dual issues of unknown enrollment and unknown attendance present a double-edged sword for fiscal planning. Further, the ADA reporting requirements of the Idaho System for Educational Excellence (ISEE) system have added to fiscal stress on districts due to the additional staff required to ensure accuracy and reliability of the data. It is our belief that a move to an enrollment (or membership) model would lessen the unknowns and diminish ISEE staffing requirements. It is also noted that ADA and Carnegie Unit-based funding are an impediment for districts to the move to personalized learning and the mastery learning provisions that are necessary to make a system truly personalized. A funding model based on “seat time” impedes the progress of a student toward mastery.

There are two financial methods of making the change from ADA to enrollment/membership-based funding. One plan requires no additional state funding and is based upon reallocation of the current funds in a different manner. In this model, divisors and minimums are adjusted to account for the fact that enrollment is higher than attendance (in order to keep the statewide unit-driven funding level). Districts with an attendance rate above 95.2% will tend to come out behind while districts with attendance rates below 95.2% will tend to come out ahead. In the second model, divisors and minimums for calculating support units are not adjusted and enrollment is fully funded. The cost of model 2 is approximately \$60 million.

The committee recommends the change from Average Daily Attendance (ADA) to Average Daily Enrollment /Membership even if additional funding is not available. This will enhance stability and remove current barriers to personalized and/or mastery learning models that are required to meet the 60% goal.

**Guiding Principle 2: High performing schools require effective teachers and leaders**

The classroom teacher is the most important school-related determinant of student achievement. Effective teachers increase student success, close achievement gaps and foster a student’s ability to learn. This results in lower dropout rates, higher numbers of students going on to postsecondary experiences and increased employment and earnings opportunities. Strong administrators and leaders enable teachers to develop, grow and succeed in their profession.

**Recommendation #2.1: Tiered Licensure**

The committee recommends a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures. Evaluations based upon the Framework for Teaching (FFT) will begin in pre-service and continue throughout a teacher’s career. This performance assessment would be supported by multiple artifacts and evidence of the candidate’s practice.<sup>4</sup>

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<sup>4</sup> [Tiered Licensure](#), Christina Linder, Idaho State Department of Education, July 12, 2013.

An additional recommended measure of candidate effectiveness should be the candidate's ability to develop student learning objectives in order to assess student growth over the period of the candidate's clinical practice. These performance-based measures shall result in the development of an ongoing Individualized Professional Learning Plan (IPLP) created in partnership with the candidate's cooperating teacher and university supervisor. This plan (IPLP) will be submitted to the State Department of Education, along with the candidate's scores in the 22 components of the FfT, to inform required professional development and would also be collected as part of the state's longitudinal database on teacher performance and IHE performance. These documents will be required in order to apply for initial, novice licensure.

Upon being recommended for initial licensure, a **NOVICE LICENSE** (three-year license, non-renewable after 6 years) would be issued. Novice teachers could apply for a **PROFESSIONAL LICENSE** (five-year license, renewable dependent upon performance) after 3 years from the time of initial licensure. This part of professional licensure performance assessment would be supported by multiple artifacts and evidence of the teacher's practice. An additional measure of effectiveness proposed would be the teacher's ability to develop student learning objectives in order to assess student growth over the period of the candidate's clinical practice. Standardized state tests would also be considered as part of teacher performance.

After 5 years with a **PROFESSIONAL LICENSE**, a teacher may apply to be considered for a **MASTER TEACHER LICENSE** (five-year license, renewable dependent upon performance). This part of the professional licensure performance assessment will be supported by multiple artifacts and evidence of the teacher's practice. An additional measure of effectiveness proposed would be the candidate's ability to develop student learning objectives in order to show student growth. Standardized state tests would also be considered as part of teacher performance.

A teacher's ability to renew his or her current level of teacher certification would be dependent on performance measures throughout the validity period.

Supporting Recommendations:

- The committee recommends the State Department of Education work with stakeholders to clearly determine expectations and authentic measures to earn each tier of the licensure model.
- Performance-based measures should result in the development of an ongoing Individualized Professional Learning Plan (IPLP) throughout a teacher's career, created in partnership with the teacher's administrator and a peer. This IPLP should be revised according to the teacher's performance evaluations and personal reflections throughout the period of professional licensure.

**Recommendation #2.2: Mentoring**

The committee focused time on researching and discussing best practices and models for developing high quality teachers.<sup>5</sup> According to the New Teacher Center, “New teacher support is a critical component of a comprehensive solution to achieving excellence in teaching quality. High-quality support programs for new teachers—often referred to as induction programs—not only increase the retention of beginning teachers, but also their impact on student learning.”

The committee recommends the following:

Each district should develop a mentoring program for the support of new teachers that follows the guidelines of the Idaho Mentor Program Standards.<sup>6</sup> These standards were developed in 2009 as a joint project of the Professional Standards Commission, the State Board of Education, and the State Department of Education in order to provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. These Program Standards require that representatives from across the educational community come together for initial planning and continue together to monitor and evaluate for program improvement.

The state should provide funding support for a mentoring program. It is noted that the cost of providing master teachers to act as mentors for novice teachers is integrated into the Career Ladder model; however, costs for substitutes, training of mentors, etc. would be needed. The best practice model which provides for a “release time” mentor, in which a trained mentor supports novice and struggling teachers, would require additional funding of approximately \$7,000 per novice/struggling teacher.<sup>7</sup>

**Recommendation #2.3: Ongoing Job-embedded Professional Learning**

Teacher effectiveness is paramount to student success, and professional development is paramount to teacher effectiveness. Professional learning is critical to educators’ ability to develop the new knowledge, skills, and practices necessary to better meet students’ learning needs and enhance student learning results. These development opportunities must be regularly scheduled and ongoing.

The committee recommends the following:

- Adhere to the research based standards of the National Staff Development Council now known as Learning Forward.
- Prioritize, monitor and coordinate resources for educator learning at the state level. Implementation of the Idaho Core Standards, Smarter Balanced assessment and

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<sup>5</sup> Task Force for Improving Education, [June 21, 2013 meeting](#) presentations and materials.

<sup>6</sup> [Idaho Mentor Program Standards](#), January 2009.

<sup>7</sup> [Is Mentoring Worth the Money?](#) A Benefit-Cost Analysis and Five-year Rate of Return of a Comprehensive Mentoring Program for Beginning Teachers, Anthony Villar and Michael Strong, Nov. 2007.

technology will require ongoing funding and resources that should be built into the funding system.

- Provide ongoing funding for professional development and require that districts provide regular professional learning opportunities.

The committee supports the state's definition of Professional Development as:

A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which:

- a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Idaho Core Standards.
- b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes.
- c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators.
- d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources.
- e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community.<sup>8</sup>

#### **Recommendation #2.4: Site-based collaboration among teachers and instructional leaders**

Time to collaborate is critical to effective teaching and implementation of higher standards and technology. However, time is a major obstacle in teachers being able to collaborate. State instructional time requirements are also an obstacle to incorporating collaboration time. However, a shift to a mastery-based model, as recommended by the Structural Change subcommittee, would render minimum instructional hours irrelevant. Instead, the focus would be on results, and collaboration time would be structured toward attaining those results.

The committee studied best practices both in Idaho and around the country and recommends the following:<sup>9</sup>

- Strongly encourage districts to restructure the traditional school day schedule to allow for job-embedded collaboration time.
- Create professional learning communities that increases educator effectiveness and results for all students.
- Provide training models to districts for their use in training the members of the professional learning communities.
- Encourage models that focus on team outcomes and collective responsibility.

<sup>8</sup> [IDAPA 08.02.03.013](#) Idaho Definition of Professional Development.

<sup>9</sup> [Schools As Collaborative Learning Communities](#), Carole Cooper and Julie Boyd.

**Recommendation #2.5: Training and development of school administrators, superintendents, and school boards.**

Effective leadership is a cornerstone of effective schools. Continued focus should be given to the training and development of school administrators, superintendents, and school boards.

The committee supports further development and implementation of the Idaho Standards for Effective Principals and the pilot work being conducted in the 2013-14 school year to further explore effective performance measures for school administrators. This includes ongoing implementation and support for administrator training in assessing classroom performance through observation.<sup>10</sup>

**Recommendation #2.6: Provide enhanced pre-service teaching opportunities through the state's colleges of education.**

The committee supports the efforts of Idaho's higher education institutions to increase and enhance clinical field experiences for pre-service teachers.

**Recommendation #2.7: Participation in the CCSSO's "Our Responsibility, Our Promise" recommendations to improve teacher preparation.**

The committee supports Idaho's participation in implementing The Council of Chief State School Officers (CCSSO) "Our Responsibility, Our Promise" recommendations to help ensure that every teacher and principal is able to prepare students for college and the workforce. The CCSSO recommendations focus on licensure; program approval; and data collection, analysis, and reporting to improve the way we prepare our educator workforce. These recommendations are supported by the Colleges of Education at Idaho's public higher education institutions.<sup>11</sup>

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<sup>10</sup> [Idaho Standards for Effective Principals](#), July 2013.

<sup>11</sup> [CCSSO Teacher Preparation Grant Overview](#), 2013.



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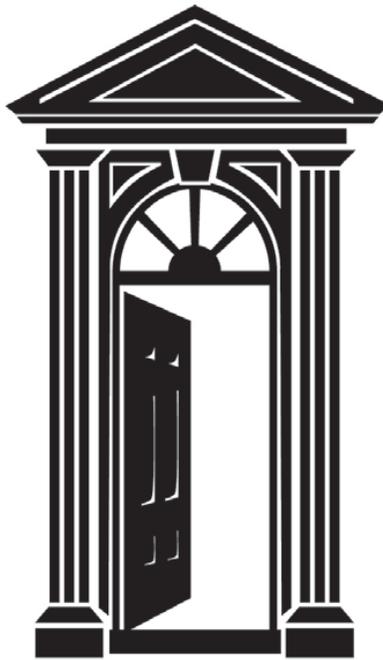
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# WYOMING

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July 17, 2015

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: School University Partnership Summer Pre-Symposium and NNER Summer Symposium

Pete was able to join me for a little bit during the Wyoming School University Partnership Summer Symposium wrap-up where we were asked to honor Michael Day for his work as interim dean of the UW College of Education as well as his contributions to the partnership governing board and the state board. Thanks to Pete for joining me there and for welcoming attendees from all across the nation to Laramie for National Network of Educational Renewal (NNER) summer symposium.

The partnership hosted the pre-symposium which was focused on the *Our Kids* book by Putnam (2015) that Chelsie recently sent to you. There was a panel discussion and then table discussions about the implications for education mentioned in Putnam's book. There were about 65 to 70 people from mostly around Wyoming, although there were participants from Colorado, Nebraska, Ohio, New York and other states as well. In the afternoon there were several breakout sessions. Here is a link to the agenda for the day:

<http://www.uwyo.edu/wsup/nner/summer%20symposium%20in%20Laramie.html>

The partnership was also fortunate to host the NNER summer symposium, bringing education partners dedicated to the idea of simultaneous renewal to Laramie. This was the first year the symposium was not held in Seattle. The symposium is limited to a few participants who must apply and be accepted. They come from partnership sites all across the nation and from both K-12 and post-secondary institutions. If you are interested in reviewing the agenda, readings, facilitators, and participants, you can access the information at this link:

<http://www.uwyo.edu/wsup/nner/symposia-conferences.html>

Thanks to Audrey Kleinsasser and partnership staff for hosting this event and bringing educators from all over the nation to Wyoming!



# WDE Assessment Updates

Volume 3, Issue 24

July 10, 2015

## 2015-16 Assessment Calendar

-Deb Lindsey-  
777-8753

-Jessica Steinbrenner-  
777-8568

Shelly Andrews  
777-3781

-Michelle Carroll-  
777-3618

-Will Donkersgoed-  
777-5133

-Emily Brantz-  
777-5296

-Nadia Vasquez-  
777-2906

Below please find the statewide assessment calendar for next year. After many discussions with our vendors, our Technical Advisory Committee, and with district staff, we've decided to keep the PAWS window during the month of March. We struggled with the timing of districts' spring breaks along with the need to get data files from vendors as early in June as possible. And, we've heard consistently from the field, "Please stop changing the state assessment system!" Moving the test window to April would have complicated the spring 684 data collection for accountability, thereby delaying reporting of assessment and accountability results by at least a month, and made performance comparisons to prior years less meaningful given the additional time for instruction. All in all, we think it's a better idea to shift the timing of statewide assessment when we make the shift to a new assessment system. Thanks to all of you for your patience as we carefully examined all of our options.

Wyoming State Assessment Calendar, 2015-16

Grade	PAWS Mar 7 - 25	Wy-ALT Feb 29 - Mar 25	ACCESS for ELLS TBD	ACCESS-ALT for ELLS TBD	Aspire Apr 11 - May 3	ACT Plus Writing Apr 19 (May 3)	WorkKeys Apr 20 (May 4)* (optional)	COMPASS Oct 5 - 23 Apr 11 - May 3 (optional)
K			x					
1			x	x				
2			x	x				
3	x	x	x	x				
4	x	x	x	x				
5	x	x	x	x				
6	x	x	x	x				
7	x	x	x	x				
8	x	x	x	x				
9		x	x	x	x			
10		x	x	x	x			
11		x	x	x		x	x	
12			x	x			x	x

\* The online window for WorkKeys is April 20 through May 4.

### Inside this Issue:

- Assessment and Accountability Release Schedule Summer/Fall 2015 2
- Accountability System Update 2
- Compass Information 3
- Information on State Assessment Systems 3
- Technical Specifications for the New, online 9th & 10th Grade State Assessment 3
- Assessment Literacy & Formative Assessment Resource Development Training 3
- Upcoming Dates 4

### NEW: 2016 PAWS Blueprint and Cut Scores

The PAWS blueprints in science, math, and reading are unchanged from 2015. These can be found on the WDE assessment website and identify the content emphases on the tests. Click here: <http://edu.wyoming.gov/educators/assessment/paws/>

The score ranges associated with each of the four performance levels in all three subject areas are also unchanged. Science cuts have been in place since 2006 and the new reading & math cuts were established in 2014. All cuts will remain in place into the foreseeable future. The cuts can be found on the WDE website: <http://edu.wyoming.gov/educators/assessment/cut-scores/> Descriptors for the performance levels are also found on the web; just click on the Performance Level Descriptors link.

## **NEW: Assessment and Accountability Release Schedule Summer/Fall 2015**

All districts should review the student level PAWS (grades 3-8) and Wy-ALT (grades 3-11) data released by WDE on June 29<sup>th</sup>. District staff should follow the instructions in the Memorandum to Superintendents to approve their results.

<http://edu.wyoming.gov/downloads/communications/memos/2015/2015-074.pdf>

Individual student reports (ISRs) for PAWS should all be in districts by now; please ensure that one copy is sent home to parents. Individual reports for the Wy-ALT are available in the Online Reporting System and should also be distributed to parents. All PAWS and Wy-ALT data will be considered final and used in federal and state accountability calculations after the confidential review period ends on July 13, 2015. Aggregate reports that summarize school performance will become public on July 13<sup>th</sup>. ACT, Explore, and Plan results will be confidentially released for a two-week review period on or before August 3<sup>rd</sup>. Accountability reports (both AYP and SPRs) will be released for the two week confidential review period on August 21; these reports are expected to become public on 9-4-15.

July 13 – Confidential PAWS review ends; aggregate data become available

August 3 – ACT, Explore, and Plan results are released confidentially for two weeks

August 17 – ACT, Explore, and Plan results are available to public

August 21 – Accountability reports are released confidentially for two week district review

September 4 – Accountability reports are available to public

## **Accountability System Updates**

On June 3<sup>rd</sup>, the WDE presented to the Select Committee several changes to the school accountability system. These changes, approved by the Select Committee, were proposed in order to improve the system overall. Specifically, the changes include the following:

Changes for Schools with Grades 3 through 8

- ◆ Achievement and Growth Indicators are unchanged
- ◆ Equity indicator changes:
  - ◇ Definition of the consolidated subgroup no longer based upon below proficient scores in the prior year
  - ◇ Cut-points were identified that will identify approximately 23% of the lowest performing students in reading and/or math for inclusion in the consolidated subgroup
  - ◇ The school equity score will be the median student growth percentile (MGP) of the consolidated subgroup

Changes for High Schools

- ◆ Alternative schools will not receive indicator target levels or a school performance level. They will receive confidentially reported scores on the indicators for information only
- ◆ Academic Performance will include achievement, growth and equity
  - ◇ Growth will be reported in reading and math based upon subject area test scores from Explore to Plan to ACT
  - ◇ ACT will provide Wyoming with student scores for a new Wyoming scale on the Explore and Plan reading and math tests. A score of 150 on the Wyoming Scales will be predictive of later ACT proficient performance (also 150 on the Wyoming scale).
  - ◇ The school equity score will be the MGP of the consolidated subgroup
- ◆ There is just one change to overall readiness
  - ◇ The Hathaway Scholarship Level additional readiness sub-indicator will include the success curriculum level from the student's transcript

A detailed description of the complete school accountability model may be found in the *Implementation Manual* located on the Wyoming Department of Education Website at the following url: <http://edu.wyoming.gov/downloads/accountability/2015/implementation-handbook.pdf>

### **Assessment Literacy & Formative Assessment Resource Development Training**

The Wyoming Department of Education is providing five regional two-day professional development opportunities for teachers on assessment literacy and formative assessment resource development. The training will be presented by Jan Hoegh, Associate Vice President of Marzano Research.

Laramie: July 21-22  
 Casper: July 23-24  
 Thermopolis: July 28-29  
 Rock Springs: July 30-31  
 Gillette: August 4-5

To register for the free workshop, please click here: <https://goo.gl/41n0PM>

For any questions, please contact Shelly Andrews at: [shelly.andrews@wyo.gov](mailto:shelly.andrews@wyo.gov) or 307-777-3781.

### **Compass Information**

Recently, ACT sent an email blast concerning COMPASS, stating that ACT is eliminating the COMPASS assessment. The WDE, however, is working with ACT to provide the COMPASS through the fall of 2016. Given the planned obsolescence of COMPASS, we will not transition to the new COMPASS 5.0 system as previously planned and communicated. Please feel free to contact Jessica Steinbrenner, [Jessica.steinbrenner@wyo.gov](mailto:Jessica.steinbrenner@wyo.gov) or at 307-777-8568, with any questions.

### **Information on States' Assessment Systems**

New documents have been created by the US Chamber of Commerce to help educators communicate with families and the broad community on issues related to higher standards and related assessments. State by state information can be found here:

<http://www.businessforcore.org/interactive-map/> and info specific to Wyoming can be found here:

<http://www.businessforcore.org/wp-content/uploads/2015/05/WY-for-Web.pdf>

Text in the Wyoming primer is up-to-date and references the statutorily required Assessment Task Force. It may be useful as you prepare for this summer's data releases.

### **Technical Specifications for the New, online 9th and 10th Grade State Assessment**

As we finish the 2014-2015 school year, we begin preparing for the 2015-2016 school year. As many of you already know, ACT Explore and ACT Plan will no longer be available for statewide administration. Beginning this upcoming 2015-2016 school year, ACT Aspire will be used to assess students in grades 9 and 10. Below is the link to the technical specifications for ACT Aspire.

<http://www.discoveractaspire.org/assessments/technical-requirements/>

Please contact Jessica Steinbrenner at [Jessica.steinbrenner@wyo.gov](mailto:Jessica.steinbrenner@wyo.gov) or at 307-777-8568 with any questions.

**-Word of the Week-****Criterion Referencing**

**Making test scores meaningful without indicating the test taker's relative position in a group. On a criterion referenced test, each individual test taker's score is compared with a fixed standard, rather than with the performance of the other test takers. Criterion referencing is often defined in terms of proficiency levels, The test score required to attain each proficiency level is specified in advance. The percentages of test takers at the different proficiency levels are not fixed; they depend on how well the test takers perform on the test. The PAWS is a criterion-referenced test. This means that the performance expectations for students are aligned to our state's adopted standards (the criterion). In principle, all students could earn scores of proficient/advanced, since the cut scores are aligned to grade level expectations articulated in the standards.**

**Important Upcoming Dates**

**July (late)** — PAWS public data release

**July 21-22** — Laramie, Assessment Literacy & Formative Assessment Resource Development Training

**July 23-24** — Casper, Assessment Literacy & Formative Assessment Resource Development Training

**July 28-29** — Thermopolis, Assessment Literacy & Formative Assessment Resource Development Training

**July 28- 29**— Assessment Task Force

**July 30-31** — Rock Springs, Assessment Literacy & Formative Assessment Resource Development Training

**August 4-5** — Gillette, Assessment Literacy & Formative Assessment Resource Development Training

**August 21** — Assessment Task Force

**September 9** — Assessment Task Force

# **DRAFT WYOMING NATIVE AMERICAN EDUCATION LEGISLATION**

## **Purpose and Beliefs**

The purpose of this legislation is to increase statewide understanding of and respect for the cultural heritage of the Eastern Shoshone and Northern Arapaho tribes. It is the belief of the legislature that every Wyoming student, whether Indian or non-Indian, should learn about the culture and history of the Eastern Shoshone and Northern Arapaho tribes.

## **Wyoming Department of Education Indian Education Staff**

The Superintendent of Public Instruction (Superintendent) shall maintain sufficient Wyoming Department of Education (Department) staff to implement and provide ongoing technical assistance related to this legislation. Department personnel shall work with tribal leaders to develop and disseminate accurate information specific to the cultural heritage and contemporary contributions of Wyoming Indian tribes. Department staff shall conduct in-services, trainings, workshops, conferences and other activities to advance statewide understanding of Native American culture.

## **Indian Education Advisory Council**

The Superintendent shall appoint an Indian Education Advisory Council. The council shall consist of representatives from each tribe in Wyoming and other Indian education stakeholders as deemed appropriate by the superintendent. The representatives of the tribes shall be appointed from nominations submitted by the tribal councils of each of the tribes. The advisory council members shall serve for three-year terms.

## **Essential Understandings and Web Resources**

The Department will work collaboratively with the Indian Education Advisory Council and other state agencies to develop essential understandings for eastern Shoshone and Northern Arapaho tribes. The essential understandings will reference source documents and media resources to enable an accurate understanding of the culture and history of the Wyoming tribes. The essential understandings will be made available through internet access, and may be provided in a print format.

References and media resources will be made available through internet access. The website will also feature current authors, visual artists, dancers, performing artists and others from the Wind River reservation that would add to understanding of contemporary Native American culture in Wyoming.

### **Native American Literature**

The legislature recognizes the importance of Native American literature in advancing statewide understanding of Native American culture. The advisory council will develop and maintain a list of recommended Native American authors and books that are culturally relevant and school appropriate.

### **Language Revitalization**

The legislature encourages American Indians in the state to use, study and teach their native languages in order to encourage and promote: The survival of the native language; Increased student scholarship; Increased student awareness of the student's culture and history; increased student success. Provisions for certification of teachers of the Arapaho and Shoshoni language are included in W.S.21-2-802(ii)(A).

### **American Indian Studies**

Any teacher new to the profession, from out-of-state, or certified after 2017 shall complete a three credit hour course in American Indian studies offered by a Wyoming college. The course shall pertain to the history, traditions, customs, values, beliefs, ethics, and contemporary affairs of American Indians, particularly the tribes of Wyoming. Coursework will be aligned to the essential understandings that were developed by the department and the Indian education advisory committee.

The district board of trustees may adopt a policy requiring all of its certified personnel to satisfy the course requirement for American Indian studies. If such policy is adopted, enforcement and administration is the sole responsibility of the district board of trustees. Members of boards of trustees and all non-certified personnel in public school districts are encouraged to take the course in American Indian studies.

### **Indian Student Performance**

Support for schools to improve Native American student performance is provided through the Multi-Tiered System of Support defined in W.S.21-2-204(f), the contractual agreement with the tribes referenced in 21-4-601, other state programs within the department focused on dropout prevention and improvement of academic performance, and all federal programs dedicated to raising the academic achievement of the disadvantaged.

### **Contractor(s)**

The department may contract with service providers to provide training, coordinate the advisory committee, and/or to conduct other aspects of this legislation. The department will not, however, transfer the management and decision making authority for Native American education as defined in this statute to a contractor.

## Summary of Montana Indian Education for All Statutes

### **20-1-501. Recognition of American Indian cultural heritage -- legislative intent.**

- (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.
- (2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:
  - (a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and
  - (b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
- (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

### **20-1-502. American Indian studies -- definitions.**

As used in this part, the following definitions apply:

- (1) "American Indian studies" means instruction pertaining to the history, traditions, customs, values, beliefs, ethics, and contemporary affairs of American Indians, particularly Indian tribal groups in Montana.
- (2) "Instruction" means:
  - (a) a formal course of study or class, developed with the advice and assistance of Indian people, that is offered separately or that is integrated into existing accreditation standards by a unit of the university system or by an accredited tribal community college located in Montana, including a teacher education program within the university system or a tribal community college located in Montana, or by the board of trustees of a school district;
  - (b) inservice training developed by the superintendent of public instruction in cooperation with educators of Indian descent and made available to school districts;
  - (c) inservice training provided by a local board of trustees of a school district, which is developed and conducted in cooperation with tribal education departments, tribal community colleges, or other recognized Indian education resource specialists; or
  - (d) inservice training developed by professional education organizations or associations in cooperation with educators of Indian descent and made available to all certified and classified personnel.

**20-1-503. Qualification in Indian studies -- trustees and noncertified personnel.**

- (1) The board of trustees for an elementary or secondary public school district may require that all of its certified personnel satisfy the requirements for instruction in American Indian studies. Pursuant to Article X, section 8, of the Montana constitution, this requirement may be a local school district requirement with enforcement and administration solely the responsibility of the local board of trustees.
- (2) Members of boards of trustees and all non-certified personnel in public school districts are encouraged to satisfy the requirements for instruction in American Indian studies.

**Reference: Montana Indian Education for All - [http://leg.mt.gov/bills/mca\\_toc/20\\_1\\_5.htm](http://leg.mt.gov/bills/mca_toc/20_1_5.htm)**

## Summary of South Dakota Indian Education Statutes

### **13-1-47. Office of Indian Education established.**

The Office of Indian Education is hereby established within the Department of Education. The Office of Indian Education shall support initiatives in order that South Dakota's students and public school instructional staff become aware of and gain an appreciation of South Dakota's unique American Indian culture. The secretary of the Department of Education shall appoint an Indian Education Advisory Council. The council shall consist of representatives of all nine tribes in South Dakota along with Native American educators from all parts of the state. The nine representatives of the tribes shall be appointed from nominations submitted by the tribal councils of each of the tribes. The council members shall serve for three-year terms.

### **13-1-48. Certain teachers required to take course in South Dakota Indian studies.**

Any teacher new to the profession, from out-of-state, or certified after 1993 shall complete a three-credit-hour course in South Dakota Indian studies. The course shall include components specific to:

- (1) Language and cultural awareness;
- (2) History;
- (3) Educational theory and background of the traditional tribal education; and
- (4) Implementation and strategies of Indian learning styles, curriculum development and authentic assessment.

### **13-1-49. Curriculum and coursework in South Dakota American Indian history and culture.**

The Department of Education, in cooperation with the Indian Education Advisory Council created in § 13-1-47, shall develop course content for curriculum and coursework in South Dakota American Indian history and culture.

### **13-1-50. South Dakota American Indian language revitalization program established.**

The South Dakota American Indian language revitalization program is hereby established. The Office of Indian Education shall develop a pilot program to offer instruction in the Lakota, Dakota, and Nakota languages to educators of South Dakota American Indian students. The pilot program may be extended to offer instruction in the Lakota, Dakota, or Nakota language directly to South Dakota American Indian students in accordance with the language associated with the students' tribe. Nothing in this section restricts the instruction of Dakota, Nakota, or Lakota to a student from a different tribal language group. The Office of Indian Education shall provide a report on the status of the development and implementation of the South Dakota American Indian language revitalization program to the 2009 Legislature.

### **Reference:**

[http://legis.sd.gov/Statutes/Codified\\_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-1](http://legis.sd.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-1)

# Summary of Arizona Indian Education Statutes

## North Central Comprehensive Center

### **S.B. 1363 (2006) Establishes the office of Indian education in the department of education and directs the state superintendent to hire appropriate staff.**

- The office of Indian education will:
  - Provide technical assistance to schools and Indian nations to meet the educational needs of Native American students;
  - Provide technical assistance to schools and Indian nations in the planning, development, implementation and evaluation of curricula that are culturally relevant and aligned to state standards;
  - Provide technical assistance to schools and Indian nations to develop culturally appropriate curricula and instructional materials;
  - Establish an Indian education advisory council that will include parents who are not certified teachers;
  - Encourage and foster parental involvement.
  
- At least once a year, representatives from all Indian nations, members of the state board, the governor's office, the state commission on Indian affairs, the intertribal council of Arizona, the legislature, the superintendent of public instruction and the Indian education advisory council will meet to assist in evaluation, consolidating and coordinating all activities relating to the education of Native American students.
  
- All school districts with tribal lands located within their boundaries are required to provide a district-wide Native American education status report to all Indian Nations represented within the district's boundaries and to the department of education. Based on this data, the office of Indian education, in collaboration with entities that serve Native American students, will submit an annual statewide Native American education status report to all Indian nations in the state. The division will provide a copy of this report to the secretary of state and the director of the state library, archives and public records.

ARIZ. REV. STAT. ANN. § 15-710 - All schools are required to give instruction in the history of Arizona, including the history of Native Americans in Arizona. Instruction must be given in accordance with the state course of study for at least one year of the common school grades and high school grades respectively.

# Summary of Utah Indian Education Statutes

## North Central Comprehensive Center

H.B. 33 signed into law 03/23/15 entitled American Indian and Alaskan Native Education

- Creates the American Indian-Alaskan Native Education Education Commission and the American Indian-Alaskan Native Public Education Liaison position, working under the superintendent of public instruction.
- Requires the commission to include, among others, the liaison and members of various tribes and nations located in Utah.
- Directs the commission to create the American Indian-Alaskan Native Education State Plan to address the educational achievement gap and meet the educational needs of native students in the state.

# Summary of Hawaii Indian Education Statutes

## North Central Comprehensive Center

### **S.C.R. 147 passed 06/07/13 entitled Assessments for Hawaiian Language Immersion Students**

- Requests the board of education, as part of its development of a comprehensive Hawaiian studies program, to create a coalition to address the issue of developing assessments in the Hawaiian language for Hawaiian language immersion students to more accurately measure their academic achievement.

### **S.R.107 passed 4/12/13 entitled Assessments for Hawaiian Language Immersion Students**

- Requests the board of education, as part of its development of a comprehensive Hawaiian studies program, to create a coalition to address the issue of developing assessments in the Hawaiian language for Hawaiian language immersion students to more accurately measure their academic achievement.

HAWAII CONST. ART. X, SEC. 4 Hawaii's constitution states that the state will promote the study of Hawaiian culture, history and language. The state is to provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise will be encouraged as a suitable and essential means in furtherance of the Hawaiian education program.

Native Hawaiian Education Reauthorization Act of 2015 H.R.895 would change the composition, duties and responsibilities of the Native Hawaiian Education Council, gives grant priority to certain programs that benefit Native Hawaiian students, including those that “meet the unique cultural and language needs of Native Hawaiian students in order to help them meet challenging state academic achievement standards.”

# Summary of Alaska Indian Education Statutes

## North Central Comprehensive Center

ALASKA STAT. § 14.20.025 Authorizes the issuing of limited certificates to teach Alaska Native language or culture. Applicants must demonstrate instructional skills and subject matter expertise sufficient to ensure the public that the person is competent as a teacher. The state board may require a person issued a limited certificate to undertake and make satisfactory progress in academic training.

ALASKA STAT. § 14.30.420 Requires that school boards establish a local native language curriculum advisory board for each school in the district in which a majority of the students are Alaska Natives. Authorizes any district with Alaska Native students to establish an advisory board for each school with Alaska Native students in their district. If the advisory board recommends the establishment of a native language education curriculum for a school, the school board may initiate and conduct a native language education curriculum for kindergarten through 12th grades at that school. Programs must include native languages traditionally spoken in the community in which the school is located.

# Summary of Idaho Indian Education Statutes

## North Central Comprehensive Center

### IDAHO CODE § 33-1280

It is the policy of the state of Idaho to preserve, protect and promote the rights of Indian tribes to use, practice and develop their native languages and to encourage American Indians in the state to use, study and teach their native languages in order to encourage and promote: The survival of the native language; Increased student scholarship; Increased student awareness of the student's culture and history Increased student success.

Directs the state board to promulgate rules authorizing American Indian languages teachers to teach in the public schools of the state. Each Indian tribe may establish its own system of designation for individuals qualified to teach that tribe's native language. In establishing such a system, each tribe will determine: The development of an oral and written qualification test, Which dialects shall be used in the test, Whether the tribe will standardize the tribe's writing system, How the teaching methods will be evaluated in the classroom The period of time for which a tribal designation shall be valid.

Each Indian tribe will provide to the state board of education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language. Upon receiving the names of American Indian languages teachers designated by an Indian tribe, the state board is directed to authorize those individuals as American Indian languages teachers according to board rules.

The state board of education may not require an American Indian languages teacher who has obtained tribal designation to teach a native language to hold a specific academic degree or to complete a teacher education program. An American Indian languages teaching authorization will qualify the authorized individual to accept a teaching position or assignment in any school district of the state that offers or permits courses in an American Indian language. A holder of an American Indian languages teaching authorization who does not also have a teaching certificate as provided in section IDAHO CODE § 33-1201, may not teach any subject other than the American Indian language for which he or she is authorized to teach.

# Summary of New Mexico Indian Education Statutes

## North Central Comprehensive Center

### **N.M. STAT. ANN. § 22-23-1 through N.M. STAT. ANN. § 22-23-6**

- Instructional materials for Native American bilingual multicultural education programs are to be written, when permitted by the Indian nation, tribe or pueblo, and if written materials are not available, an oral standardized curriculum will be implemented.
- For Native American students enrolled in public schools, equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials are required to satisfy a goal of the Indian Education Act.
- To be eligible for state financial support, each bilingual multicultural education program must provide for the educational needs of linguistically and culturally different students, including Native American students.

# Summary of Oregon Indian Education Statutes

## North Central Comprehensive Center

OR. REV. STAT. § 342.144 Directs the Teacher Standards and Practices Commission to establish an American Indian languages teaching license. The commission may not require an applicant to hold a specific academic degree, to complete a specific amount of education or to complete a teacher education program to receive an American Indian languages teaching license. Each American Indian tribe may develop a written and oral test that must be successfully completed by an applicant for an American Indian languages teaching license in order to determine whether the applicant is qualified to teach the tribe's native language.

An American Indian languages teaching license qualifies the holder to accept a teaching position in a school district, public charter school, education service district, community college or state institution of higher education. A holder of an American Indian languages teaching license who does not also have a teaching license may not teach a subject other than the American Indian language they are approved to teach by the tribe.

# Summary of Washington Indian Education Statutes

## North Central Comprehensive Center

H.B. 1134 signed into law 04/23/13 entitled Authorizing State-Tribal Education Compact Schools

- Reaffirms the state's commitment to government-to-government relationships with the tribes that have been recognized by proclamation, and in the centennial accord and the millennium agreement and authorizes the superintendent of public instruction to enter into state-tribal education compacts.
- Requires schools which are the subjects of state-tribal education compacts to be exempt from all state statutes and rules applicable to school districts and school district boards of directors, except those statutes and rules which are made applicable under the state tribal education compact.
- Allows for a school that is the subject of a state tribal education compact may not charge tuition except to the same extent as school districts may be permitted to do so with respect to out-of-state and adult students, but may charge fees for participation in optional extracurricular events and activities.
- Requires schools to report student enrollment in order to secure federal funding.
- Requires a district's levy base to include the funds allocated by the superintendent of public instruction to a school that is the subject of a state-tribal education compact and that formerly contracted with the school district to provide educational services through an interlocal agreement and received funding from the district.

# Summary of Wyoming Indian Education Statutes

## Native American Rights Fund

### **§ 21-2-802. Powers and duties; teacher certification; suspension and revocation; certification fees; disposition of collected fees.**

(ii) In addition to paragraph (a)(i) of this section, the professional teaching standards board shall by rule and regulation provide for:

A. Certification of teachers of the Arapahoe and Shoshoni language and in its discretion, the board may make other exceptions as to both teachers and administrators it determines necessary and proper in special circumstances; . . . .

### **Administrative Rules and Regulations, Professional Teaching Standards Board;**

#### **Chapter 13, Additional Endorsements.**

##### **§ 1. Native Language Endorsement.**

(a) Arapahoe or Shoshoni. This endorsement is granted in compliance with W.S. 21-2-802 (a)(ii)(A) and is reserved for these languages

(b) Tribal Council approval. ...apply only to Arapahoe and Shoshoni Indian language instructors who have been approved by a committee of the Tribal Council which determines the applicant's proficiency and capability for teaching the language.

(i) A two year certificate may be issued to an applicant who has:

(A) been approved by Tribal Council Committee; or

(B) been employed by a school district to teach the Arapahoe and Shoshoni

(ii) certificate may be renewed by applicant who:

(A) receives the Tribal Council Committee's approval to renew; and

(B) is employed by a school district for the purpose of teaching the Arapaho and Shoshoni Language.

### **21-4-601. Education programs on the Wind River Indian Reservation.**

(a) The legislature finds that, through education programs provided by the Eastern Shoshone and the Northern Arapaho Indian Tribes to school age Indian children residing on the Wind River Indian Reservation, the state can address conditions of unemployment, poverty and lack of adequate job skills which exist on the reservation. Maintenance of these education programs unique to Indian students is of mutual benefit to the tribes and the state, reducing future financial needs of those students as tribal members and as Wyoming residents for public education, job services, substance abuse services and income supplements.

(b) Subject to amounts appropriated by the legislature, the [state superintendent of public instruction] shall enter into negotiations with the individual or joint business councils of the Eastern Shoshone and Northern Arapaho Indian Tribes to determine the appropriate contractual arrangements for the provision of education programs and services addressing Indian students at risk of failure in school and other programs and services essential to the success and welfare of these students as specified under subsection (a) of this section. Contractual arrangements entered into under this subsection shall include a requirement that the expenditure of contractual amounts, as verified annually in writing, is for programs tied to improvement of student performance on the statewide assessment. For purposes of this section, the director shall include an amount within his biennial budget request which is computed in accordance with subsection (c) of this section to provide a per student amount that when nonstate funding sources are considered, is comparable to per student amounts provided for public schools under the Wyoming education resource block grant model.

(c) To arrive at a biennial funding amount for purposes of subsection (b) of this section, an estimate shall be computed as follows:

(i) Determine a combined average per student funding level under the Wyoming education resource block grant model for Fremont County school districts number fourteen (14), number twenty-one (21) and number thirty-eight (38);

(ii) Multiply the per student amount determined under paragraph (i) of this subsection by the number of students enrolled in education programs and services provided by the joint business council pursuant to subsection (a) of this section;

(iii) Subtract from the amount computed under paragraph (ii) of this subsection all Federal Bureau of Indian Affairs funds for K-12 programs received by the joint business council for education programs and services provided under subsection (a) of this section.

(d) The joint business council of the Eastern Shoshone and the Northern Arapaho Indian Tribes shall annually report to the governor, the director, the joint education interim committee and the select committee on tribal relations on the expenditure of contractual amounts as required under subsection (b) of this section.

## Purpose and Beliefs

### **20-1-501. Recognition of American Indian cultural heritage -- legislative intent.**

- (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.
- (2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:
  - (a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and
  - (b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.
- (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

H.B. 1134 signed into law 04/23/13 entitled Authorizing State-Tribal Education Compact Schools

- Reaffirms the state's commitment to government-to-government relationships with the tribes that have been recognized by proclamation, and in the centennial accord and the millennium agreement and authorizes the superintendent of public instruction to enter into state-tribal education compacts.
- Requires schools which are the subjects of state-tribal education compacts to be exempt from all state statutes and rules applicable to school districts and school district boards of directors, except those statutes and rules which are made applicable under the state tribal education compact.
- Allows for a school that is the subject of a state tribal education compact may not charge tuition except to the same extent as school districts may be permitted to do so with respect to out-of-state and adult students, but may charge fees for participation in optional extracurricular events and activities.
- Requires schools to report student enrollment in order to secure federal funding.
- Requires a district's levy base to include the funds allocated by the superintendent of public instruction to a school that is the subject of a state-tribal education compact and

that formerly contracted with the school district to provide educational services through an interlocal agreement and received funding from the district.

### **Indian Education Staff**

SD: The Office of Indian Education is hereby established within the Department of Education. The Office of Indian Education shall support initiatives in order that South Dakota's students and public school instructional staff become aware of and gain an appreciation of South Dakota's unique American Indian culture.

AZ: S.B. 1363 (2006) Establishes the office of Indian education in the department of education and directs the state superintendent to hire appropriate staff. The office of Indian education will:

- Provide technical assistance to schools and Indian nations to meet the educational needs of Native American students;
- Provide technical assistance to schools and Indian nations in the planning, development, implementation and evaluation of curricula that are culturally relevant and aligned to state standards;
- Provide technical assistance to schools and Indian nations to develop culturally appropriate curricula and instructional materials;
- Establish an Indian education advisory council that will include parents who are not certified teachers;
- Encourage and foster parental involvement.

UT: HB. 33 Creates the American Indian-Alaskan Native Public Education Liaison position, working under the superintendent of public instruction.

### **Tribal Advisory Council**

SD: The secretary of the Department of Education shall appoint an Indian Education Advisory Council. The council shall consist of representatives of all nine tribes in South Dakota along with Native American educators from all parts of the state. The nine representatives of the tribes shall be appointed from nominations submitted by the tribal councils of each of the tribes. The council members shall serve for three-year terms.

AZ: At least once a year, representatives from all Indian nations, members of the state board, the governor's office, the state commission on Indian affairs, the intertribal council of Arizona, the legislature, the superintendent of public instruction and the Indian education advisory council will meet to assist in evaluation, consolidating and coordinating all activities relating to the education of Native American students.

UT: H.B. 33 Creates the American Indian-Alaskan Native Education Education Commission. Requires the commission to include, among others, the liaison and members of various tribes and nations located in Utah.

Native Hawaiian Education Reauthorization Act of 2015 H.R.895 would change the composition, duties and responsibilities of the Native Hawaiian Education Council, gives grant priority to certain programs that benefit Native Hawaiian students, including those that “meet the unique cultural and language needs of Native Hawaiian students in order to help them meet challenging state academic achievement standards.”

## **Indian Culture and History**

ARIZ. REV. STAT. ANN. § 15-710 - All schools are required to give instruction in the history of Arizona, including the history of Native Americans in Arizona. Instruction must be given in accordance with the state course of study for at least one year of the common school grades and high school grades respectively.

SD: 13-1-49. Curriculum and coursework in South Dakota American Indian history and culture. The Department of Education, in cooperation with the Indian Education Advisory Council created in § 13-1-47, shall develop course content for curriculum and coursework in South Dakota American Indian history and culture.

HAWAII CONST. ART. X, SEC. 4 Hawaii's constitution states that the state will promote the study of Hawaiian culture, history and language. The state is to provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise will be encouraged as a suitable and essential means in furtherance of the Hawaiian education program.

### **N.M. STAT. ANN. § 22-23-1 through N.M. STAT. ANN. § 22-23-6**

- Instructional materials for Native American bilingual multicultural education programs are to be written, when permitted by the Indian nation, tribe or pueblo, and if written materials are not available, an oral standardized curriculum will be implemented.
- For Native American students enrolled in public schools, equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials are required to satisfy a goal of the Indian Education Act.
- To be eligible for state financial support, each bilingual multicultural education program must provide for the educational needs of linguistically and culturally different students, including Native American students.

## Language Revitalization

### **13-1-50. South Dakota American Indian language revitalization program established.**

The South Dakota American Indian language revitalization program is hereby established. The Office of Indian Education shall develop a pilot program to offer instruction in the Lakota, Dakota, and Nakota languages to educators of South Dakota American Indian students. The pilot program may be extended to offer instruction in the Lakota, Dakota, or Nakota language directly to South Dakota American Indian students in accordance with the language associated with the students' tribe. Nothing in this section restricts the instruction of Dakota, Nakota, or Lakota to a student from a different tribal language group. The Office of Indian Education shall provide a report on the status of the development and implementation of the South Dakota American Indian language revitalization program to the 2009 Legislature.

### **S.C.R. 147 passed 06/07/13 entitled Assessments for Hawaiian Language Immersion Students**

- Requests the board of education, as part of its development of a comprehensive Hawaiian studies program, to create a coalition to address the issue of developing assessments in the Hawaiian language for Hawaiian language immersion students to more accurately measure their academic achievement.

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- Requests the board of education, as part of its development of a comprehensive Hawaiian studies program, to create a coalition to address the issue of developing assessments in the Hawaiian language for Hawaiian language immersion students to more accurately measure their academic achievement.
- ALASKA STAT. § 14.20.025 Authorizes the issuing of limited certificates to teach Alaska Native language or culture. Applicants must demonstrate instructional skills and subject matter
- expertise sufficient to ensure the public that the person is competent as a teacher. The state
- board may require a person issued a limited certificate to undertake and make satisfactory progress in academic training.

ALASKA STAT. § 14.30.420 Requires that school boards establish a local native language curriculum advisory board for each school in the district in which a majority of the students are Alaska Natives. Authorizes any district with Alaska Native students to establish an advisory board for each school with Alaska Native students in their district. If the advisory board recommends the establishment of a native language education curriculum for a school, the school board may initiate and conduct a native language education curriculum for kindergarten

through 12th grades at that school. Programs must include native languages traditionally spoken in the community in which the school is located.

#### IDAHO CODE § 33-1280

It is the policy of the state of Idaho to preserve, protect and promote the rights of Indian tribes to use, practice and develop their native languages and to encourage American Indians in the state to use, study and teach their native languages in order to encourage and promote: The survival of the native language; Increased student scholarship; Increased student awareness of the student's culture and history Increased student success.

Directs the state board to promulgate rules authorizing American Indian languages teachers to teach in the public schools of the state. Each Indian tribe may establish its own system of designation for individuals qualified to teach that tribe's native language. In establishing such a system, each tribe will determine: The development of an oral and written qualification test, Which dialects shall be used in the test, Whether the tribe will standardize the tribe's writing system, How the teaching methods will be evaluated in the classroom The period of time for which a tribal designation shall be valid.

Each Indian tribe will provide to the state board of education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language. Upon receiving the names of American Indian languages teachers designated by an Indian tribe, the state board is directed to authorize those individuals as American Indian languages teachers according to board rules.

The state board of education may not require an American Indian languages teacher who has obtained tribal designation to teach a native language to hold a specific academic degree or to complete a teacher education program. An American Indian languages teaching authorization will qualify the authorized individual to accept a teaching position or assignment in any school district of the state that offers or permits courses in an American Indian language. A holder of an American Indian languages teaching authorization who does not also have a teaching certificate as provided in section IDAHO CODE § 33-1201, may not teach any subject other than the American Indian language for which he or she is authorized to teach.

OR. REV. STAT. § 342.144 Directs the Teacher Standards and Practices Commission to establish an American Indian languages teaching license. The commission may not require an applicant to hold a specific academic degree, to complete a specific amount of education or to complete a teacher education program to receive an American Indian languages teaching license. Each American Indian tribe may develop a written and oral test that must be successfully completed

by an applicant for an American Indian languages teaching license in order to determine whether the applicant is qualified to teach the tribe's native language.

An American Indian languages teaching license qualifies the holder to accept a teaching position in a school district, public charter school, education service district, community college or state institution of higher education. A holder of an American Indian languages teaching license who does not also have a teaching license may not teach a subject other than the American Indian language they are approved to teach by the tribe.

**WY § 21-2-802. Powers and duties; teacher certification; suspension and revocation; certification fees; disposition of collected fees.**

(ii) In addition to paragraph (a)(i) of this section, the professional teaching standards board shall by rule and regulation provide for:

- A. Certification of teachers of the Arapaho and Shoshoni language and in its discretion, the board may make other exceptions as to both teachers and administrators it determines necessary and proper in special circumstances; . . . .

**WY Administrative Rules and Regulations, Professional Teaching Standards Board;  
Chapter 13, Additional Endorsements.**

**§ 1. Native Language Endorsement.**

(a) Arapaho or Shoshoni. This endorsement is granted in compliance with W.S. 21-2-802 (a)(ii)(A) and is reserved for these languages

(b) Tribal Council approval. ...apply only to Arapahoe and Shoshoni Indian language instructors who have been approved by a committee of the Tribal Council which determines the applicant's proficiency and capability for teaching the language.

(i) A two year certificate may be issued to an applicant who has:

- (A) been approved by Tribal Council Committee; or
- (B) been employed by a school district to teach the Arapaho and Shoshoni

(ii) certificate may be renewed by applicant who:

- (A) receives the Tribal Council Committee's approval to renew; and
- (B) is employed by a school district for the purpose of teaching the Arapaho and Shoshoni Language.

## **American Indian Studies**

### **13-1-48. Certain teachers required to take course in South Dakota Indian studies.**

Any teacher new to the profession, from out-of-state, or certified after 1993 shall complete a three-credit-hour course in South Dakota Indian studies. The course shall include components specific to:

- (1) Language and cultural awareness;
- (2) History;
- (3) Educational theory and background of the traditional tribal education; and
- (4) Implementation and strategies of Indian learning styles, curriculum development and authentic assessment.

### **20-1-502. American Indian studies -- definitions.**

As used in this part, the following definitions apply:

- (1) "American Indian studies" means instruction pertaining to the history, traditions, customs, values, beliefs, ethics, and contemporary affairs of American Indians, particularly Indian tribal groups in Montana.
- (2) "Instruction" means:
  - (a) a formal course of study or class, developed with the advice and assistance of Indian people, that is offered separately or that is integrated into existing accreditation standards by a unit of the university system or by an accredited tribal community college located in Montana, including a teacher education program within the university system or a tribal community college located in Montana, or by the board of trustees of a school district;
  - (b) inservice training developed by the superintendent of public instruction in cooperation with educators of Indian descent and made available to school districts;
  - (c) inservice training provided by a local board of trustees of a school district, which is developed and conducted in cooperation with tribal education departments, tribal community colleges, or other recognized Indian education resource specialists; or
  - (d) inservice training developed by professional education organizations or associations in cooperation with educators of Indian descent and made available to all certified and classified personnel.

### **20-1-503. Qualification in Indian studies -- trustees and noncertified personnel.**

(1) The board of trustees for an elementary or secondary public school district may require that all of its certified personnel satisfy the requirements for instruction in American Indian studies. Pursuant to Article X, section 8, of the Montana constitution, this requirement may be a local school district requirement with enforcement and administration solely the responsibility of the local board of trustees.

(2) Members of boards of trustees and all non-certified personnel in public school districts are encouraged to satisfy the requirements for instruction in American Indian studies.

## **Increasing Native Student Achievement and Improving Graduation Rates**

### **WY 21                    ~~4-601~~ Education programs on the Wind River Indian Reservation.**

(a) The legislature finds that, through education programs provided by the Eastern Shoshone and the Northern Arapaho Indian Tribes to school age Indian children residing on the Wind River Indian Reservation, the state can address conditions of unemployment, poverty and lack of adequate job skills which exist on the reservation. Maintenance of these education programs unique to Indian students is of mutual benefit to the tribes and the state, reducing future financial needs of those students as tribal members and as Wyoming residents for public education, job services, substance abuse services and income supplements.

(b) Subject to amounts appropriated by the legislature, the [state superintendent of public instruction] shall enter into negotiations with the individual or joint business councils of the Eastern Shoshone and Northern Arapaho Indian Tribes to determine the appropriate contractual arrangements for the provision of education programs and services addressing Indian students at risk of failure in school and other programs and services essential to the success and welfare of these students as specified under subsection (a) of this section.

Contractual arrangements entered into under this subsection shall include a requirement that the expenditure of contractual amounts, as verified annually in writing, is for programs tied to improvement of student performance on the statewide assessment.

## **Native American Student Report**

AZ: All school districts with tribal lands located within their boundaries are required to provide a district-wide Native American education status report to all Indian Nations represented within the district's boundaries and to the department of education. Based on this data, the office of Indian education, in collaboration with entities that serve Native American students, will submit an annual statewide Native American education status report to all Indian nations in the state. The division will provide a copy of this report to the secretary of state and the director of the state library, archives and public records.

UT: H.B. 33 Directs the commission to create the American Indian-Alaskan Native Education State Plan to address the educational achievement gap and meet the educational needs of native students in the state.

# Wind River Indian Reservation Education Modules

## Wyoming PBS - Alpheus Production, Mat Hames, Producer

### About this project

In the center of Wyoming sits the seventh-largest Indian Reservation in the United States: the Wind River Reservation, home of the Eastern Shoshone and the Northern Arapaho tribe. Wind River is isolated, but rugged, beautiful and mysterious. Outsiders think of Wind River as a “separate world.” How did this reservation come to be? Who are the people who live there? How does tribal government work? What languages do they speak? What does the future hold for the people who grow up there?

Less than 160 years ago, the Eastern Shoshone and the Northern Arapaho tribes, like all Native American tribes of the plains, had their world as they knew it taken away in less than 25 years. Between 1850-1865, the constant flow of immigrants from the east became disruptive to their survival as the buffalo were hunted nearly to extinction. These two tribes — who inhabited different areas of the great plains — lost their vast hunting territory, their traditional objects vanished into the vaults of museums back east, and they lost many of their people to the devastation of diseases brought to the west by the pioneers. Wars ensued as the US Army attempted to protect the immigrants. Treaties were made, and broken. As a result of all this, they were told they must depend upon Government rations, and must learn agriculture, adopt western clothing, stop speaking their language, and gradually evolve to an unfamiliar way of life. Many of their children were sent to boarding schools intended to “make them civilized.” Eventually, both of these tribes (formerly enemies) came to live together on the Wind River Indian Reservation, in Central Wyoming. During this time, many non-Indians showed them great kindness, and churches in particular played a role in providing assistance in a time of great need. The tribes got along with each other, and with non-Indians living in nearby communities. And, the tribes held on to their identities through strong extended families, passing down traditions and rituals that kept them strong. Despite the predictions of ethnographers and scientists, they survived and adapted. But in a single generation, their world was no longer recognizable to them, and the trauma of these events still haunts their youth today. The high unemployment, the isolation and high rates of poverty and crime are often the focus of media coverage, and these problems must be acknowledged, with the context of the history that can help that trauma heal, opening a brighter future. As the past is being more often acknowledged, a grieving process can allow them (and other people of Wyoming) to move forward. Also, more and more often

youth are not only finishing college, but attending graduate school and bringing those skills back to the reservation. The Casinos - while controversial initially - have allowed the tribes a way to fund more educational programs, provided careers on the reservation, and given the tribes more clout and standing in Wyoming.

While Wind River is the seventh largest Indian Reservation in the United States, it is little understood. Often, when tribal members of the Wind River Reservation leave upon graduation, and move to other parts of the state, they are treated like outsiders. Rumors and 'legends' about Wind River persist among youth across Wyoming schools. These stereotypes then manifest in a fearfulness between non-Indian students and Indian students living off the reservation. Often it results in tribal members eventually feeling they must move back to the reservation because they are not welcome anywhere else.

The goal of these five learning modules, which will be available in K-12 schools in Wyoming, is to educate students about Wind River in a way that helps to 'demystify' the reservation, easing concerns, erasing fears, and helping promote friendship and understanding. It will present stories of real people who live on the reservation, and show how they are just like non-Indians - they have dreams and aspirations of a better future for themselves and their families. While the videos will not shy away from presenting an honest picture of the obstacles they face, they will also show the bright future that is available to the reservation. The positive aspects of the extended family will be shown and emphasized, and the history will be explained that places their world into context within a larger narrative story of loss and trauma, but hope for a bright future. You cannot understand the present without understanding the past.

We will present the historical information with exciting motion graphics / animation sequences that will bring to life the origins of the reservation. Far from being a dry recitation of facts with a droning narrator, these videos will feel more like documentaries. Eschewing a typical 'historical documentary' approach, these videos will be designed to appeal to millennials and younger students, with an engaging and humanistic approach, focusing on personal stories and emotions.

## Video 1 — How Did the Wind River Reservation Begin? (10 minutes)

We will briefly explore the “Peace Policy” which led to the creation of Indian Reservations, and will focus on the Plains Tribes initial treaty - the Fort Laramie Treaty in 1851. Then we will give a high-level overview of the creation of the Shoshone Indian Reservation in 1868, mentioning Chief Washakie and other notable tribal members of that era. Then we will provide a big-picture view of Ft. Bridger Treaty of 1868 (the last treaty in which the Indians played a part), and then the Northern Arapaho tribe’s settlement on the reservation in 1878. We will get into more detail about why the Northern Arapaho came to Wind River in video #3. Then we will describe the gradual transition to agriculture, the establishment of the many towns around Wind River, and their evolution into what we see today. We’ll provide a brief overview of the current major landmarks on the reservation, a layout of the various schools, casinos and communities. We will meet two families on the reservation, Eastern Shoshone and Northern Arapaho, and learn about their hopes and dreams for the future.

### Possible Interviews:

- Current Chairman or Member of the Eastern Shoshone Business Council
- Current Chairman or Member of the Northern Arapaho Business Council
- Sam Dresser, Northern Arapaho (Economic Development)
- Lynette St. Clair, Eastern Shoshone (Education)
- Orville St. Clair, Eastern Shoshone (Former Business Council Member)
- Warren Murphy, Author “A Religious and Spiritual History of Wyoming”
- John Washakie, Librarian at Ft. Washakie Schools
- Sara Wiles, Photographer, Author, Social Worker
- Todd Surovell - George C. Frisson Institute, University of Wyo Laramie
- Matt Stirn, Director of Jackson Hole Archaeological Initiative, Jackson Hole

## Video 2 — Who Are the Eastern Shoshone People? (10 minutes)

We will describe the story of the Eastern Shoshone people, beginning as far back as 11,000 years ago with the discovery of petroglyphs in Wyoming that point to their ancient ties to the lands. We will describe what is known about their migrations across Idaho, the Snake River area, and Wyoming. We will explore the Shoshone language, and how it continues today, being kept alive by technology and in homes and schools on the reservation. We will describe the “Sheepeaters”, and the tribal leadership structures in the 1800’s and how they evolved into the present-day tribal government. We will then describe how they came to settle at Wind River. We will also talk about the early Episcopalian and Catholic Missionaries who came onto the reservation, the BIA, and tribal sovereignty issues. We will also look at the 1970’s and Shoshone reaction to role with the American Indian Movement. We’ll then spend about 50 percent of the video focusing on the present day Shoshone Tribe, looking at communities of Ft.

Washakie and Crow Heart, as well as their schools, their traditions, and their aspirations for the future.

Possible Interviews:

- Current Chairman or Member of the Eastern Shoshone Business Council
- Lynette St. Clair, Eastern Shoshone (Education)
- Orville St. Clair, Eastern Shoshone (Former Business Council Member)
- Warren Murphy, Author "A Religious and Spiritual History of Wyoming"
- John Washakie, Librarian at Ft. Washakie Schools
- Todd Surovell - George C. Frisson Institute, University of Wyo Laramie
- Matt Stirn, Director of Jackson Hole Archaeological Initiative, Jackson Hole

### Video 3 — Who Are the Northern Arapaho People? (10 minutes)

We will describe the story of the Eastern Shoshone people, beginning as far back as possible, with the migrations of the Arapaho people across the great plains, their love of Estes Park Colorado, and their close ties with the lands in Wyoming. We will then describe how they came to settle at Wind River. We will give a high-level overview of the Arapaho language and how it is making a resurgence on the reservation, with several "language immersion schools." We'll look at the formation of the Tribal College, the launch of the Casino and the tribal sovereignty. We'll look at the American Indian Movement of the 1970's and the role Arapaho played. We will also talk about the early Episcopalian and Catholic Missionaries who came onto the reservation, the BIA, and tribal sovereignty issues. A good 50 percent will be spent focusing on the positive aspects of the extended family, and on the increasing number of Arapaho that are pursuing higher education and grad and post-grad degrees.

Possible Interviews:

- Current Chairman or Member of the Northern Arapaho Business Council
- Sam Dresser, Northern Arapaho (Economic Development)
- Warren Murphy, Author "A Religious and Spiritual History of Wyoming"
- Sara Wiles, Photographer, Author, Social Worker
- Jordan Dreser, Northern Arapaho
- A representative from the Unity group (Youth Tribal Organization)
- Tribal Liaison to the Wyoming Legislature
- Andi Clifford, Arapaho Activist and Casino Human Resources
- Jim, Casino CEO
- Heather Sun Rhodes, Kalen Sun Rhodes, Jared Sun Rhodes, Northern Arapaho
- Todd Surovell - George C. Frisson Institute, University of Wyo Laramie
- Matt Stirn, Director of Jackson Hole Archaeological Initiative, Jackson Hole

### Video 4 — How Does Tribal Government Work? (10 minutes)

Who runs the Wind River Reservation? We will explore how the Tribal Business Councils work alongside the elders to make the best decisions they can for

the people of Wind River. We will also show how Tribal Sovereignty functions, the role of a Tribal Liaison to the Wyoming Legislature, and how the police, fire departments, Fish and Game, the BIA, and other agencies work together to provide services to the Wind River Reservation.

Possible Interviews:

- Current Chairman or Member of the Northern Arapaho Business Council
- Current Chairman or Member of the Eastern Shoshone Business Council
- Sam Dresser, Northern Arapaho (Economic Development)
- Orville St. Clair, Eastern Shoshone (Former Business Council Member)
- Ivan Posey (Former Eastern Shoshone Business Council Member)
- Sara Wiles, Photographer, Author, Social Worker
- Tribal Liaison to the Wyoming Legislature
- Andi Clifford, Arapaho Activist and Casino Human Resources
- Jim, Casino CEO

## Video 5 — The Shining Days of the Future (10 minutes)

We will look at the economic obstacles faced over the last century of Wind River's history, and the positive developments in the last 20 years that have poised the reservation for economic development. We will also look at current problems and describe possible solutions.

Possible Interviews:

- Current Chairman or Member of the Northern Arapaho Business Council
  - Current Chairman or Member of the Eastern Shoshone Business Council
  - Sam Dresser, Northern Arapaho (Economic Development)
  - Orville St. Clair, Eastern Shoshone (Former Business Council Member)
  - Ivan Posey (Former Eastern Shoshone Business Council Member)
  - Sara Wiles, Photographer, Author, Social Worker
  - Tribal Liaison to the Wyoming Legislature
  - Andi Clifford, Arapaho Activist and Casino Human Resources
  - Jim, Casino CEO
-

SUPPLEMENTAL BUDGET REQUEST & MEMORANDUM  
FROM WYOMING PBS  
June 11, 2013

To: Dr. Jo Anne McFarland, CWC President and the Board of Trustees, Central Wyoming College  
From: Ruby Calvert, General Manager, Wyoming PBS  
Re: Supplemental Budget Request for 2014 Session of Wyoming Legislature, on behalf of Wyoming PBS

Wyoming PBS (“WPBS”) respectfully requests that the CWC Board of Trustees of Central Wyoming College, and thereafter the Wyoming Community College Commission, consider and approve a supplemental budget request for WPBS, which would then be submitted to the Select Committee on Tribal Relations, Governor Mead and the Joint Appropriations Committee of the Wyoming State Legislature, in preparation for the 2014 Session of the Wyoming Legislature. This supplemental budget request was reviewed and approved by the Wyoming Public Television Advisory Council at its regular meeting on June 5, 2013. The nature of the supplemental budget request is as follows:

Wyoming PBS requests the sum of \$110,000 to produce five 8-10 minute video segments, together with website components, to support a Native American on-line education curriculum for Wyoming students. The video segments would be focused on: a history of the Wind River Indian Reservation; a feature on the culture and tribal leaders of the Eastern Shoshone tribe; a similar feature on the culture and leaders of the Northern Arapahoe tribe, an overview of tribal governance on the reservation, as well as a profile of the geography, economics and issues that currently exist on the Reservation. The on-line video segments would be enhanced with website components such as teacher lesson plans, maps, timelines, resources and other interactive tools for online instruction.

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RATIONALE:

People in Wyoming think they understand our Native American neighbors, but in fact, tribal history is only lightly explained, if at all, in Wyoming schools, and there is very little information available in newspapers or even on television about the Wind River Indian Reservation and its tribes. There are many reasons to adopt a Native American curriculum in our schools – to create pride in our state’s diversity, to develop cultural awareness, to improve relationships with our neighbors, thereby helping us resolve problems and issues in a better framework of knowledge and understanding. The State of Montana recognized the need to train both teachers and students in Native American education when they adopted their *American Indian Education for All* legislation: (from Montana education website: <http://www.opi.mt.gov/pdf/indianed/>):

**“In 1972 Montana rewrote its constitution. The constitutional delegates wrote, in Article X, Section 1(2): *The state recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity.* In 1999 the Legislature passed House Bill 528 into law, which**

**codified the constitutional intent as MCA 20-1-501. This law is known as American Indian Education for All. *Every Montanan . . . whether Indian or non-Indian, should be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner . . . all school personnel should have an understanding and awareness of American Indian tribes to help them relate effectively with American Indian students and parents. . . Every educational agency and all educational personnel will work cooperatively with Montana tribes . . . when providing instruction and implementing an educational goal*".**

With the assistance of Central Wyoming College professors, Wyoming PBS would put together a team of Native American teachers and scholars to assist with creation of the Wyoming American Indian curriculum, and in fact Michele Hoffman, retiring Superintendent of Fremont County School District #14 in Ethete, and the current superintendent of F.C. School District #21 in Fort Washakie, would be asked to lead the team helping us create these web-accessible curriculum modules. To quote Michelle Hoffman “Tribal governance is taught in just a handful of Wyoming schools as part of the required high school course in state and local government. However, teachers throughout Wyoming have expressed an interest in including this material in social studies taught at their high schools. We [at Fremont County School Dist. #14] would be pleased to share the curriculum we have developed to help educate others.” So, the curriculum is already partly developed – it just needs to be codified, produced and made share-able through online resources.

The video modules would only be part of the curriculum; it would also be necessary to get the assistance from specialized web designers to create interactive timelines, maps of the reservation, and other web enhanced material. A significant part of the budget would be used to pay tribal scholars, educators, graphic artists and a curriculum design specialist to be sure that this unit would align with Wyoming history standards.

Wyoming PBS provides educational programming to the state 24 hours a day, 365 days a year, on two channels; Central Wyoming College holds the license for the station, which is an “NCE” license - meaning “non-commercial, educational television station”; and the station receives it block grant funding through the Wyoming Community College Commission’s budget. It is important to note, however, that the creation of these education modules to teach the history of our state is definitely a part of the mission and vision for the station. Wyoming PBS therefore requests that the Wyoming Legislature provide \$110,000, as a supplemental budget request, in order to create the video modules and a website to support a Native American education curriculum for statewide utilization..

**Budget:**

Producer: Research, write, shoot, edit five 10-minute videos:	\$ 60,000	
Native American Consultants	10,000	
History educators/teachers for lesson planning	10,000	
Curriculum design specialist	5,000	
Graphics designer and web designer	10,000	
Travel, narration, music, captioning, archival/licensing	15,000	\$110,000

Pascal Public Relations  
Communications Planning Status  
July 20, 2015

- Communications Audit
  - Developed audit and shared with board during day-long session and by email with those that could not attend
  - Actively assimilating findings
  - Ongoing contact with Paige Fenton Hughes to discuss status
- WDE asset sharing and discussions
  - Worked with Kari Eakins to learn more about WDE point of view as it relates to communications planning, and to gain access to available tools and information, received extensive contact list and department communications goals
  - Worked with Dicky Shanor to gain access to WDE research with stakeholders, reviewed with Dicky by phone, conducted short interview to understand WDE office point of view, perceptions and goals for communications plan, along with their long-term support plan for executing communications needs
- Recommendations
  - At this point, further research would be helpful, but not necessary to develop communications road map
  - Plan focus is on a coordinated, thoughtful, systematic communications effort using multiple channels of outreach and two-way communications
- Next steps
  - Pascal Public Relations will share an early draft of plan with Paige by August 3 and a second generation draft to board August 13, when feedback will be requested and refinements can be made for a final plan delivery

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** July 27, 2015

**ISSUE: State System of Support**

**BACKGROUND:**

**SUGGESTED MOTION(s)/RECOMMENDATION(s):**

To move that the Wyoming Department of Education on behalf of the State Board of Education finalize interagency contract agreements with the University of Wyoming's Center for Educational Leadership for the delivery of activities for the statewide system of support as outlined in the Center for Educational Leadership's proposal.

To move that the Wyoming Department of Education on behalf of the State Board of Education execute contract agreements with the Wyoming Association of School Administrators (WASA) for the purpose of the delivery of activities for the statewide system of support as outlined in the WASA proposal.

To move that the Wyoming Department of Education on behalf of the State Board of Education execute RFP evaluations and the rewarding of a contract for the development of a strategic plan and implementation plan for the statewide system of support.

To move that the Wyoming Department of Education on behalf of the State Board of Education execute RFP evaluations and the rewarding of a contract for the school improvement consultant who will support the activities of the state system of support.

**SUPPORTING INFORMATION ATTACHED:**

- Interagency contract outline with WyCEL on Building Leadership Capacity in Wyoming through Collaboration
- The Wyoming Association of School Administrators WDE Input for State Systems of Support
- Strategic Plan RFP

**PREPARED BY: Brent Young, SBE Liaison**

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

## State System of Support

Summary for July 27, State Board of Education

Statute Reference: 21-2-204 (f)

### **What continues in the current system of support?**

As part of No Child Left Behind states will continue to identify schools that are eligible for Title I School Improvement Grants. Wyoming currently has various cohorts of schools participating and receiving this funding. These schools follow ED guidance for carrying out any approved activities. These schools are monitored through the WDE.

### **What will be new components of the system of support for the 2015-2016 school year?**

- Comprehensive Plan

Each school in Wyoming will be required to create a comprehensive plan for their school. This plan addresses the requirements in Wyoming's Education and Accountability Act. The plan itself is made up of the following three domains:

1. Teaching and Learning
2. Leadership Capacity
3. Resource Utilization

Each of these domains in the plan will contain the following four components:

1. Needs Assessment
2. Statutory Assurances
3. Summary of Practices
4. Improvement Plans

The plans will be submitted to the WDE by November 1 and they will be required to be posted on the school's website

- Appointed Representative

A representative shall be appointed by the state superintendent, in consultation with the local board of trustees, for all schools designated as meeting expectations, partially meeting expectations, and not meeting expectations.

- Communication Plan

Schools designated as exceeding expectations are required to complete a communication plan addressing the practices identified as to why the school has achieved an exceeding expectations rating.

## **What do the proposed action items add to the system of Support?**

- Project Echo

Details for this can be found in the packet and is referred to as the interagency agreement in the submitted motion. This is the Partnership with the University of Wyoming and the Center for Education Leadership. This motion allows for the Center to work with Superintendents across Wyoming through an online platform called ECHO. It is envisioned that this protocol can help with new and existing superintendent training and to support districts with low performing schools. The support comes through case studies that are presented at ECHO. Each ECHO session involves some professional learning opportunity to those in attendance. A nice component of this platform is that there is a requirement to measure its effectiveness so a major element of this protocol will be to identify how this will be done. Dr. Mark Stock will be available for any questions from board members.

The cost of this action item is figured at \$265,000. WDE will be using three identified funding sources to support this work.

- Statewide PLC

Details for this can be found in the packet and I would draw your attention to only the Year 1 PLC component as this is the only item from the proposal being addressed in the submitted motion. This is a partnership with the Wyoming School Administrators Association (WASA). This motion would allow for the selection of a statewide PLC director and assistance. It also allows for some funding associated with office supplies and professional development. This proposal goes on to provide detail on year 2 and beyond as well as newly received proposals on curriculum and assessment. Again, the submitted motion only pertains to the Year 1 PLC activities.

The cost of this action item is also figured at approximately \$265,000. The same funding sources are available for this work.

- RFP Strategic Plan Proposal

The RFP can be found in the packet. This component is what will put an entire strategic plan together and will culminate in a published document providing detail to a comprehensive system of support for Wyoming schools. This project is intended to look beyond year one activities and will address an evolving system of support, required legislative actions, and examine budgetary needs in moving forward.

The cost of this action will depend on the selected vendor. The same funding sources are available for this work.

These motions, if approved will begin the process of providing a level of support for all Wyoming schools. However, the majority of the system of support is yet to be developed. It is envisioned that the work will come from these components and the SBOE will have an opportunity to engage in the work at many levels. I hope this helps some with the motions and I will make myself available for any questions you may have.





**WYOMING**  
DEPARTMENT OF EDUCATION

*Creating Opportunities  
for Students to Keep  
Wyoming Strong*



**Jillian Balow**  
Superintendent of Public Instruction

**Dicky Shanor**  
Chief of Staff



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**On the Web**  
[edu.wyoming.gov](http://edu.wyoming.gov)  
[www.wyomingmeasuresup.com](http://www.wyomingmeasuresup.com)

July 15, 2015

Pete Gosar  
Chairman, Wyoming State Board of Education

Mr. Gosar,

I look forward to the SBOE meeting on July 17<sup>th</sup>. The state system of support has been placed on this agenda as an action item. I realize that typical protocol is for an item to have been introduced for discussion and then placed on the next month's agenda for possible approval. However, I'll provide some context as to why we are breaking from protocol on this particular item.

As referenced in § 21-2-204 (f), A progressive multi-tiered system of support, intervention and consequences shall be established by the state board.

It is being recommended for approval that year one of the system of support involves the following components:

1. Strengthening education leadership in Wyoming
2. Establishing a coherent approach to Professional Learning Communities throughout all Wyoming school districts
3. Utilization of a comprehensive school improvement planning and representative assistances
4. State system of support strategic planning for implementation

At previous state board meetings we have presented updates on these components. However, I have not always been able to provide the details to each of these components due to contract development, writing of request for proposals, and waiting upon partnering organizations to finalize and approve plans to be shared with the board.

In my email communication to the state board, partnering organizations, and to the Select Advisory Committee this evening, I will include this letter as well as supporting documents for each of these components. I as well as individuals from the proposed partnering organizations will be available at the July 27 meeting to address any board member questions.

If approved, activities to support our Wyoming schools will be able to begin immediately as opposed to waiting until the August meeting. Communication has already been shared with districts in regards to

component three. Once the first year plan is approved, communication will go out to Wyoming school districts in regards to the remaining components of the system of support.

Please contact me with any of your own questions in regards to this or other agenda items.

Sincerely,

Brent Young, Chief Policy Officer

# WyCEL

## Building Leadership Capacity in Wyoming through Collaboration

### Phase I: Academic year 2015-2016

**Background:** The importance of bold, courageous and informed leadership cannot be overestimated when it comes to improving educational outcomes for Wyoming students. Without strong educational leadership from the classroom to the school board, Wyoming will never fully attain its dream of being a preeminent leader in education.

Wyoming statute 21-2-204 outlines several goals under accountability legislation. Four of those goals are:

1. Ensure all students leave Wyoming schools career or college ready.
2. Increase the rate of growth for all Wyoming students.
3. Recognize student achievement and minimize achievement gaps.
4. Increase credibility and support for Wyoming public schools.

Most legislative efforts to improve educational outcomes for students have centered on holding educators accountable. While accountability is absolutely necessary, it is not sufficient as the only strategy for improvement. It is also important to combine accountability with capacity building efforts in order to provide educators with the skills, knowledge and opportunity to improve.

This proposal focuses on the need for building leadership capacity at all levels of school organizations through collaborative efforts of various agencies who have responsibility and/or interest in education in Wyoming.

**Strategy 1:** *Build and maintain a statewide professional learning community of superintendents using the ECHO™ project model.*

**Rationale:** Seventy-five percent of Wyoming public school superintendents are new to their position in the last three years. Many of them are either new superintendents or new to Wyoming. The need for regular training and mentoring has never been higher in Wyoming due to the turnover rates and the new expectations and accountability legislation passed in Wyoming. In addition to turnover challenges, the rural nature of our state means that small school districts are likely to be geographically isolated reducing the opportunity for superintendents to have mentors or networking opportunities with other superintendents.

**Model:** The ECHO model™ links expert leadership teams at an academic ‘hub’ with leaders in local school districts throughout Wyoming. Together, they participate in weekly teleECHO™ clinics, combined with mentoring and individual case presentations.

The clinics are supported by basic, widely available teleconferencing technology. During teleECHO™ clinics, leaders from multiple sites present individual problems to the specialist teams and to each other, discuss new developments relating to their districts, and determine possible solutions.

Specialists serve as mentors and colleagues, sharing their leadership knowledge and expertise with other leaders. Essentially, ECHO™ creates ongoing learning communities where leaders receive support and develop the skills they need to improve their organizations. As a result, they can provide comprehensive, best-practice leadership skills to improve their organizations and student achievement. The core of the model is weekly development activities using technology and weekly participation of experts including WDE, UW, school district and state and national experts.

**Process:**

1. An annual calendar of professional development topics centered on district level leadership is created and marketed.
2. Weekly meetings are held using a formal, standard protocol as follows:
  - a. Introduction of participants and weekly topic
  - b. 20-30 minute didactic presentation on a leadership strategy or tool from an expert
  - c. Questions and answers with expert
  - d. Up to two case based presentations from superintendents in the field
  - e. Experts and participants offer suggestions and discussion
  - f. Sessions are taped and archived for asynchronous viewing by other leaders

**Strategy 2: *Create and maintain a statewide mentoring process for superintendents in Wyoming.***

**Rationale:** Seventy-five percent of Wyoming public school superintendents are new to their position in the last three years. Many of them are either new superintendents or new to Wyoming. The need for regular training and mentoring has never been higher in Wyoming due to the turnover rates and the new expectations and accountability legislation passed in Wyoming. In addition to turnover challenges, the rural nature of our state means that small school districts are likely to be geographically isolated reducing the opportunity for superintendents to have mentors or other regular networking opportunities with other superintendents.

**Model:** A group of talented and vetted superintendent leaders will be trained in coaching strategies. They will attend regular ECHO™ project meetings, and be available for one-on-one coaching and mentoring opportunities with superintendents in Wyoming. This mentoring model will be a “needs-based” model as opposed to a regional model. Capitalizing on needs brought out in the weekly ECHO™ meetings, follow up conversations will be held with individual superintendents.

**Process:** A training program will be held in the fall of 2015 and a small group of vetted Superintendent Mentors will be chosen. These mentors will be assigned to various ECHO™ project meetings based on interest and expertise. In addition to attendance at ECHO™ meetings

they will be assigned to superintendents based on the needs of the school district and the superintendent and matched by skill set to the appropriate mentors.

***Strategy 3: Create and implement an annual Principal's Academy for selected principals.***

**Rationale:** The unit of accountability in the Wyoming Accountability law resides at the school level. The principal as school leader plays a tremendous role in the success and improvement of the overall school. Building the capacity of school leadership must be a vital part of any capacity building efforts in Wyoming. Currently, no formal capacity building measures for principals exist at the state level.

**Process:** An outside consulting group with experience in principal level academies will be contracted by WyCEL to design, implement and maintain a Wyoming Principal Academy. Approximately 25% of the content and time in the academy will be reserved for Wyoming related issues. This will include presentations from WyCEL trainers, WDE presenters, and Wyoming administrators. Tuition for the academy will be set at level that will allow costs to be covered without outside funding.

***Strategy 4: Create and maintain a statewide mentoring process open to principals who have a school that "does not meet expectations" under Wyoming accountability law.***

**Rationale:** The unit of accountability in the Wyoming Accountability law resides at the school level. The principal as school leader plays a tremendous role in the success and improvement of the overall school. Building the capacity of school leadership must be a vital part of any capacity building efforts in Wyoming. Currently, no formal mentoring programs for principals exist at the state level.

**Process:** A training program will be held in the fall of 2015 and a small group of vetted Principal Mentors will be chosen and assigned to schools that "do not meet expectations" as requested by local school districts. These mentors will be assigned to principals, matching the skills of the mentors with the needs of the school.

***Strategy 5: Renew the annual Wyoming School Law Conference each July bringing together principals, superintendents and school board members to discuss legal issues in education.***

**Rationale:** In years past, the University of Wyoming hosted an annual gathering of administrators to discuss current legal topics in education. It was a networking opportunity that took place prior to the start of each school year. At one time, it was a key part of administrators professional development in Wyoming.

**Model:** Using a standard conference format, the University of Wyoming in collaboration with the Wyoming School Board's Association and other educational agencies, will sponsor a two day conference hosted at the Gateway Center in Laramie, Wyoming. This will show case the new alumni center and provide a professional development opportunity for attorneys and administrators and others interested in education law.

**SUMMARY:** These five strategies are to be implemented in 2015. The costs to WDE will be \$265,000 for funding the ECHO project. All other costs for 2015 will be covered by WyCel. WyCel funding comes from the UW College of Education, the Ellbogen foundation and school district participants.

TOTAL cost to WDE = \$265,000

## **WyCEL Phase 2: Academic Year 2015 – 2017**

*Strategy 1:* Create a board of directors from WASA, WDE, UW, WAEMSP, WASSP, WSBA members and develop long term by-laws.

*Strategy 2:* See legislative approval and long term funding prospects for WyCEL.

*Strategy 3:* Hire a Director for WyCEL.

## **WyCEL Phase 3: Academic Year 2017 - 2018**

*Strategy 1:* Develop leadership academies for higher education administration.

*Strategy 2:* Develop leadership academies for teacher leaders.

### Budget – WyCEL Phase 1

<b>Strategies</b>	<b>Budget Items</b>	<b>Costs</b>	<b>Notes</b>
<i>Strategy 1:</i> <b>Superintendent ECHO™ Project</b>	Director		
	Administrative Assistant		
	Technology		
	Honorariums		
	Travel		
		TOTAL 265,000	Costs are 250,000 for ECHO and 15,000 for director oversight
<i>Strategy 2:</i> <b>Superintendent Mentoring</b>	Mentor Training Costs	5,000	
	Mentor Stipends	3,000 per mentee	As a result of ECHO™ project meetings, individual mentoring needs will be identified. Individuals wanting access to weekly mentoring calls and visits will pay WyCEL the 3,000 annual fee
	Travel	5,000	Site visits to mentee districts
<i>Strategy 3:</i> <b>Principal Academy</b>	Subcontract with T.I.E. for complete principal academy training for 25 participants for full year	46,000	Participating districts will pay 2,000 tuition to WyCEL
<i>Strategy 4:</i> <b>Principal Mentoring</b>	Mentor Training Costs	5,000	
		3,000 per mentee	Participating individuals wanting access to weekly mentoring calls and visits will pay WyCEL 3,000 annual fee
<i>Strategy 5:</i> <b>School Law Conference</b>	Gateway Center, catering, presenter lodging, etc.		Participants will pay 200 conference fee to cover expenses

**Wyoming Association of School Administrators**

**WDE Input for State Systems of Support**

**8/11/15**

**Jay Curtis, President**

**Section 1—PLC Proposal as drafted by SCSD#2**

**Section 2—Curriculum proposal as drafted by JCSD#1**

**Section 3—Instruction Proposal as drafted by PCSD#1**

**Section 4—Assessment provided by UCSD#1**

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# Statewide Proposal for PLC Model Implementation and Support

## *Introduction*

Educational researcher John Hattie conducted hundreds of meta-analyses to ascertain what instructional practices and strategies had the greatest impact on student learning. He determined that an effect size of 0.4 or higher indicated a practice that had significant influence on student achievement. An effect size of 0.4 meant that a student would gain about one year of learning growth in one year of time. For example, one high leverage practice, timely and specific feedback, had one of the higher effect sizes at .75 (Hattie, *Visible Learning for Teachers*, 2012). In comparison, Hattie reported that the impact of “collective teacher efficacy” on student learning was 1.57 (Hattie, *Festival of Education in New Zealand*, 2014).

One would be hard pressed to find any approach that is more effective in ensuring high levels of learning for all students than establishing and strengthening professional collaboration through Professional Learning Communities (PLCs). A statewide system of support for continuous school improvement that had as its cornerstone a focus on implementation and continuation of effectual PLCs in every school district would have a profound impact on learning in Wyoming.

Recently, niche.com, an educational rating service founded by Carnegie Mellon University, released a report ranking the top five elementary schools in each state. The top five in Wyoming have all adopted and implemented, with fidelity, the DuFour and Eaker model of professional collaboration.

While few in the educational arena argue with the powerful impacts that can be accrued through PLCs, many educators have an incomplete view of the concept. The definition of PLCs held by many is “any loose gathering of educators around any educational topic.” The model for which this proposal advocates, however, has been described by DuFour and Eaker in *Learning by Doing: a Handbook for Professional Learning Communities at Work* (2006). Legitimate PLCs maintain a relentless focus on three big ideas:

- Focus on Learning
- Build a Collaborative Culture
- Focus on Results

The focus on learning, in the DuFour/Eaker model seeks continuous reflection and action in response to four critical questions:

- 1) What do we want students to learn? What should each

- student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
  - 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
  - 4) What will we do if they already know it?

A statewide PLC initiative based on these principals should be an immediate priority for the state of Wyoming.

***Rationale for Statewide Support of PLCs***

WHEREAS, Statewide support for improvement of instruction and learning has been of varying quality depending on the administration and personnel in office at the Wyoming Department of Education at any given time; and

WHEREAS, Statewide support for continuous school improvement has not demonstrated sustainable efficacy; and

WHEREAS, Statewide student achievement results have fallen short of expectations, given the extent of per pupil spending allocated by the legislature; and

WHEREAS, Statewide endeavors to enhance individual and collective quality of life through college and career preparedness of all students is a notable priority; and

WHEREAS, Statewide efforts to use a carrot and stick approach for holding schools, administrators, and teachers accountable, fall far short of results that may be achieved by enlarging individual and collective capacity of school professionals through meaningful collaboration around student learning; and

WHEREAS, Statewide implementation of professional learning communities has been a hallmark of consistently high achieving states such as Massachusetts; and

WHEREAS, Statewide efforts to enhance student academic achievement have long had at their foundation an aspiration to be a model of educational excellence for the rest of the nation; therefore be it

RESOLVED, That the Wyoming Department of Education, in concert with a PLC Advisory Board serving under the auspices of the Wyoming Association of School Administrators, with authorization and funding from the legislature and office of the Governor, forthwith

establish a unit for the implementation, support, and supervision of Professional Learning Communities in all districts and schools within the state.

***Proposed Model for Continuous School Improvement through PLCs***

1. The Wyoming Department of Education, in collaboration with a PLC Advisory Board under the auspices of the Wyoming Association of School Administrators, will establish a unit that is charged with the task of establishing, supporting, and monitoring PLC programs in every district and school in the state.
  - 1.1. The initiative that is developed will be based on the model established by DuFour and Eaker.
  - 1.2. The Professional Learning Communities (PLC) Unit will be comprised of a state director and seven regional directors (coinciding with the states seven community colleges).
  - 1.3. The state and regional directors will be provided with necessary support staff, technology, resources, and supplies to assist with scheduling, training, reporting, and record keeping.
  - 1.4. The PLC Unit will develop virtual PLCs for rural and small schools and for individuals who currently teach singleton courses/classes.
  - 1.5. The budget for the PLC Unit will include adequate funding for ongoing “in-house” capacity building to do the work of PLCs (e.g., Professional Learning Communities at Work Institute, RTI at Work Workshop, Common Core NOW Conference, Assessment NOW Conference).
  - 1.6. The state PLC director will report to the Superintendent of Public Instruction and the PLC Advisory Board, and regional PLC directors will report to the state PLC director.
2. State law and Department of Education policies will accommodate and support a minimum of 60-90 minutes per week of collaboration time for instructional staff in each school.
3. The PLC Unit will create and regularly update (based on established research) a PLC support framework that will include but not be limited to:
  - 3.1. Provision of onsite evaluations and training,
  - 3.2. Models/examples that will inform the work of district leadership, school leadership, and instructional staff,
  - 3.3. Training resources (e.g., implementation frameworks, videos, process handbooks, digital materials),
  - 3.4. Monitoring resources (e.g., data collection templates, rubrics, checklists)
  - 3.5. Periodic regional conferences and workshops with recognized leaders in the field,
  - 3.6. District-to-district and school-to-school expertise exchanges.

4. The PLC Unit will be a critical component in a statewide system of continuous school improvement.

### ***Accountability and Evaluation***

Any new initiative should begin with a clear and limited mission, accompanied by reasonable expectations for benchmarks to be achieved and benefits to be accrued. That is to say, we should know where we are going and when we expect to arrive before embarking. The good news is that fifteen other states have begun efforts to build a statewide system of support for professional collaboration, so we have models from which to learn. The bad news is that fifteen states are ahead of us in this capacity-building journey. Yet few states have provided support to districts on the scale of this proposal. Wyoming can still be a national leader in educational advancement.

While Wyoming has supported districts through professional development efforts, technology innovations, and activities to support improved instruction, none of these rather scattered efforts has measured success in terms of demonstrable academic results. It is possible that many prior initiatives have somewhat improved communication, collaboration, and instruction; however, they have not given clear and consistent evidence of moving the academic needle. The only metric that matters is this: whether more students are proficient than before—period.

That being said, Wyoming needs an accountability system that sets forth indicators of professionals' commitment to their students' academic success and continuous school improvement. Such measurements are difficult to obtain, unless accountability happens at ground level through east-west pressure that challenges, encourages, holds accountable, and celebrates learning. A matter of equity is at stake—every student in every district deserves an excellent education. PLCs, practiced with fidelity, are the state's best hope for ongoing system improvement and enhanced student achievement. Some districts fly the PLC banner, but few implement systems of collaboration that meet the rigorous standards of the DuFour/Eaker model of PLC implementation. It is time for Wyoming to build a superior network of professional learning communities, building on the implementation and accountability frameworks under development in a few other states.

Effective implementation of a statewide system of support for PLCs requires an evaluation model that establishes benchmarks for success in terms of academic performance of the state (comparisons of gains relative to other states), regions, districts, and schools. It would be of little benefit to see some districts improve only to see others stagnate. Likewise, it would hardly do if Wyoming improves while other states progress at faster rates. For example, Massachusetts is among a group of states that already have statewide PLC initiatives underway (Massachusetts Department of Elementary and Secondary Education).

Massachusetts remains the top performing state in the nation by out-innovating Wyoming. The proposal advocated in this paper could be implemented more effectively in a state with one-tenth the number of school districts as Massachusetts and could propel Wyoming to national prominence.

### ***The Start-up (Year One)***

This proposed effort begins with strong support from a number of superintendents, including those from the highest academically performing districts. They understand the value of a statewide PLC project and see how it can connect with and build other opportunities for statewide collaboration and improvement. The development of a statewide PLC initiative would begin with naming a director who has direct experience with the DuFour model of Professional Learning Communities at the school or district level. This individual would likely be from Wyoming with ties to statewide organizations like the principals' or administrators' associations. This person would not have to relocate to Cheyenne; indeed it might be better if she or he were located in a more central location and better connected to the "field." Since other states have already hired state PLC directors, the job description and search criteria could be borrowed and adapted for Wyoming. This position would be paid at a senior administrator level to attract top-quality candidates.

Both the state PLC director and an administrative assistant could be housed in a local school district office to reduce costs and demonstrate that the operation is "field-based."

### ***The Build-out (Year Two)***

After Year One, it is anticipated that seven regional PLC consultants will be identified, hired, and trained. At this time, there will be more concentrated work with districts and schools, helping move groups more actively down the path to full PLC implementation. It must be acknowledged that this is difficult work requiring people who may not have a history of collaboration to move from isolation or even competition to collegiality.

But Year Two and beyond will also entail working towards development of state education policy that is committed to systemic reform and coherence. Coherence means that state policy and procedures are aligned and complementary. It means that all educational entities in the state communicate and coordinate. The key structures involved in building coherence include:

- The emergent State System of Support,
- The state accountability system,
- The overlapping and duplicative testing and school improvement processes,
- Hosts of low yield data collection and reporting systems.

The key entities involved in a coherent system include:

- University of Wyoming School of Education.
- Wyoming Department of Education,
- Wyoming State Board of Education,
- Wyoming School Boards Association
- Wyoming Professional Teaching Standards Board
- The Wyoming Association of School Administrators (WASA)
- Wyoming PTA

If these design constraints could be made to work in concert, the work of the Wyoming statewide PLC endeavor—improving student achievement--could be significantly accelerated.

### ***Conclusion***

In an analysis of nearly 200 articles and studies on the impact of professional learning communities on STEM instruction, The National Commission on Teaching and America's Future and WestEd determined that when teachers meet as teams centered on student learning, they experience improved pedagogy and strong advances in student learning by fostering a culture of success. The report advocated for restructuring educational systems

so that they support meaningful collaboration among instructional staff. The study presented this conclusion: “Collaboration is the key to a rewarding career that will attract and retain highly skilled professionals, resulting in higher-impact teaching and deeper student learning. It’s time for educators to harness the power of teamwork found in all other successful 21st century professions” (National Commission on Teaching and America’s Future, 2012).

Now is the time for Wyoming to become an educational forerunner by committing to the establishment and support of Professional Learning Communities at a level that encompasses every district and school in the state. An investment in such an effort would result in strong gains in academic achievement and might even serve to replace the current accountability system that does little to build the kind of capacity that will strengthen the profession and obtain demonstrable results.

In his book, *The Principal: Three Keys to Maximizing Impact*, Michael Fullan says, “When the school is organized to focus on a small number of shared goals, and when professional learning is targeted to those goals and is a collective enterprise, the evidence is overwhelming that teachers can do dramatically better by way of student achievement” (Fullan, 2014).

Without delay, Wyoming policy makers and educational leaders should act to create and provide for a statewide approach to sustainable, continuous school improvement that would act as a powerful antidote to educational mediocrity—professional learning communities in every district, every school.

# A Proposal for Statewide Implementation and Support of a Guaranteed and Viable Curriculum for All Students

## Introduction

A critical role of school and state leaders is to ensure that students are provided a guaranteed and viable curriculum focused on improving learning. *Guaranteed*, as defined by researcher Dr. Robert Marzano, means that teachers know and are indeed teaching the specific content goals and all students have the opportunity to learn them. Marzano defines *viable* as content that can be taught in the available time (Marzano, Warrick & Simms, *High Reliability Schools: The Next Step in School Reform*, 2014). As most teachers would attest, there are too many content standards to address over the course of a school year. Further, many of the content standards do not clearly state the prerequisite skills necessary for mastering the learning target.

In short, a guaranteed and viable curriculum is one that has clearly defined learning targets that can be taught in every classroom during the school year. It answers the critical questions from the DuFour/Eaker model “**What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level and/or course?**” (*Learning by Doing: a Handbook for Professional Learning Communities at Work*, 2006). Marzano provides the following indicators of a guaranteed and viable curriculum:

- The school curriculum and accompanying assessments adhere to state and district standards.
- The school curriculum is focused enough that it can be adequately addressed in the time available to teachers [a *viable* curriculum].
- All students have the opportunity to learn the critical content of the curriculum [a *guaranteed* curriculum].
- Clear and measurable goals [learning targets and learning intentions] are established and focused on critical needs regarding improving overall student achievement at the school level [also referred to as priority standards, power standards, critical understandings].
- Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

*“If teachers aren’t sure of instructional goals, their instructional activities will not be focused, and unfocused instructional activities do not engender student learning.”*  
(Marzano, 2009)

(Marzano, Warrick & Simms, *High Reliability Schools: The Next Step in School Reform*, 2014, p 57.)

Research is unequivocal about the effects of clear and measurable goals for students. In a study that synthesized 204 reports of the outcome of having clear goals, the average effect

size was .55. Thus, where clear goals were effectively established, the average student increase is equivalent to a 21 point percentile gain over students in classrooms where clear goals were not established (Lipsey & Wilson, 1993). This is not a small gain; a typical year's growth is .40. Further, John Hattie's research shows that feedback in reference to said learning goals has an effect size of .75 (Hattie, *Visible Learning for Teachers*, 2012).

*Learning targets convey to students the destination for the lesson—what to learn, how deeply to learn it, and exactly how to demonstrate their new learning. In our estimation, the intention of the lesson is one of the most important things students should learn. **Without a precise description of where they are headed, too many students are “flying blind.”***  
Mass, Brookhart, Long, 2011

To address the need for a guaranteed and viable curriculum, school and state leaders can provide the support, time and direction for the important process of prioritizing the most essential standards and supporting standards, as well as the development of proficiency scales that measure students' attainment of the standards.

This proposal builds on the great work already begun through the leadership of the Wyoming Department of Education, under the auspices of Shelly Andrews in the Accountability Division. The Wyoming Department of Education has offered numerous workshops throughout the state in the area of assessment literacy. These trainings, in partnership with Wyoming's Regional Education Laboratory, led by Marzano Research, were very well received by teachers. In fact, the first round of 333 teachers and administrators rated the presenter and the workshop a 4.8 on a 5 point scale. This shows that our educators and administrators are appreciative of the Marzano Research trainings.

Further, this proposal stems from Wyoming being an ideal sized state to develop regional and statewide professional learning communities, where teams of teachers and administrators collaborate for the benefit of our students. By bringing teams of educators together to work with their peers in the content areas, the opportunity to collaborate and network will greatly support student learning and achievement. In partnership with the state's Regional Education Laboratory, led by Dr. Robert Marzano, the Wyoming Department of Education can lead educators and administrators toward a clearly defined and articulated curriculum offered to all students.

### ***Year One: Using a PLC Model for Math and English Language Arts Educators***

During the first year, the professional development would be designed specifically for lead educators in mathematics and English Language Arts and administrators. These lead teachers and administrators would then go back to their Professional Learning Communities and share their learning. Further support would be provided via on-line resources including taped videos of the professional development, handouts and power points. For districts not meeting expectations, extra support in the form of supportive coaching from the research lab would be provided.

### ***Year Two: Using a PLC Model for All Educators***

During the second year, a second round of professional development would be designed specifically for lead educators in mathematics and English Language Arts and administrators. Additional trainings would be for educators in the sciences and social sciences, as well as trainings for CTE and fine and performing arts educators. As in year one, these lead teachers and administrators would then go back to their Professional Learning Communities and share their learning. For districts not meeting expectations, extra support in the form of supportive coaching from the research lab would be provided.

### ***Proposed Model for a Statewide Implementation of Support of a Guaranteed and Viable Curriculum for All Students***

1. The Wyoming Department of Education, under the auspices of the Wyoming Association of School Administrators, will provide professional development and follow-up coaching centered on a Guaranteed and Viable Curriculum for regions and districts throughout the state.
  - 1.1 The initiative is based on the work of Marzano Research.
  - 1.2 The trainings and follow-up coaching will be offered regionally and locally to districts.
  - 1.3 The budget for the Guaranteed and Viable Curriculum professional development will include adequate training resources, books and handouts.
2. The Wyoming Department of Education will create and update access to on-line resources of support to include videos of trainings, sample prioritized standards, sample proficiency scales, and other resources.
3. As shown in Table 1 on the following page, the total costs for the implementation of year one professional development is \$216,000; and \$336,000 for year two.
4. Year three's specific goals and costs could be determined collaboratively upon successful completion of the first two years.

**Table 1**

<b>Year One Action Items and Required Resources</b>		
<b>Action Item</b>	<b>Specific Outcomes</b>	<b>Cost (est.)</b>

Provide four regional two-day trainings to ELA and Mathematics Teachers	<ul style="list-style-type: none"> <li>Identify priority standards for ELA and mathematics</li> <li>Write proficiency scales for ELA and mathematics</li> <li>Write scales in student friendly language</li> </ul>	\$15,000 per training X 4 regions = \$60,000
Supportive Coaching for School Districts Not Meeting Expectations	<ul style="list-style-type: none"> <li>Provide instruction that focuses on the learning goals</li> <li>Provide meaningful feedback</li> <li>Provide opportunity for staff to guide students in setting goals, reflecting on learning and tracking their own progress.</li> </ul>	\$6,500/day X 3 days X 8 districts = \$156,000
Development of On-Line Access of Support	<ul style="list-style-type: none"> <li>Warehousing of sample prioritized standards and proficiency scales</li> <li>Videos for in-house training</li> <li>Power Points and Handouts</li> <li>Other Available resources</li> </ul>	WDE staff
<b>Year Two Action Items and Required Resources</b>		
Provide four regional two-day trainings to Science and Social Studies Teachers	<ul style="list-style-type: none"> <li>Identify priority standards for science and social studies</li> <li>Write proficiency scales for science and social studies</li> <li>Write scales in student friendly language</li> </ul>	\$15,000 per training X 4 regions = \$60,000
Provide four regional two-day trainings for CTE Teachers, Fine and Performing Arts	<ul style="list-style-type: none"> <li>Identify priority standards for science and social studies</li> <li>Write proficiency scales for science and social studies</li> <li>Write scales in student friendly language</li> </ul>	\$15,000 per training X 4 regions = \$60,000
Provide second round of four regional two-day trainings to ELA and Mathematics Teachers	<ul style="list-style-type: none"> <li>Identify priority standards for ELA and mathematics</li> <li>Write proficiency scales for ELA and mathematics</li> <li>Write scales in student friendly language</li> </ul>	\$15,000 per training X 4 regions = \$60,000
Supportive Coaching for School Districts Not Meeting Expectations	<ul style="list-style-type: none"> <li>Provide instruction that focuses on the learning goals</li> <li>Provide meaningful feedback</li> <li>Provide opportunity for staff to guide students in setting goals, reflecting on learning and tracking their own progress</li> </ul>	\$6,500/day X 3 days X 8 districts = \$156,000

*Year Three:*

Once prioritized standards, clear learning targets, and proficiency scales are developed for science, technology, the arts, and mathematics, the next phase would be the integration of the cross-cutting concepts and processes into all curricular areas. In partnerships with the Wyoming Department of Education, the University of Wyoming, and the Community Colleges, educators and administrators can weave together disciplinary core ideas (STEAM) with scientific, technology, and mathematics practices, anchor standards and big ideas, which leads to more relevant, authentic learning for Wyoming students (Dr. Ana Houseal's model, 2014).

## Instruction

High quality, impactful instruction is one of the most important, if not the most important factor in the success of each student learning. A comprehensive, viable curriculum developed from standards with high expectations is also necessary. A fair and consistent assessment system is a must in ensuring students understand the progression of their learning and what they are expected to learn.

How teachers choose specific teaching strategies during lesson plan development is crucial in making sure each student is provided an opportunity to learn the expected learning targets. There is a plethora of research that confirms the importance of the use of high leverage teaching strategies. One such well known book, *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*, (Marzano, Pickering, and Pollock, 2001). *Visible Learning* (Hattie, 2012) is another well utilized research book on the effectiveness of specific teaching strategies.

The information in this book may be utilized in a variety of ways. One way is to use the book as book study with your teaching staff. Following the guided, close reading of the book, individual teachers are required to formally share with their peers how student achievement has increased by implementing one of the teaching strategies with fidelity. The use of student achievement data must be clearly shown as a part of the action research. The teachers will then share their success with each other during a ½ day or full-day professional development activity. Teachers learning from their peer teachers is a more favorable teaching opportunity than hiring a onetime expert to come in? You have constant access to your peer teachers and multiple opportunities to collaborate with them on a particular teaching strategy. Principals as instructional leaders will then provide feedback to each teacher specifically about how effective they are implementing the teaching strategy. This requires the principal to be very knowledgeable about each teaching strategy so their feedback and collaboration with the teachers is responsive.

The implementation of a district-wide instructional model is another method to ensure high leverage teaching strategies are being used in every classroom in a school district. Using research, the instructional leadership team and the teachers will choose one high leverage instructional strategy to implement in a district. This teaching strategy will be the focus of teacher supervision and collaboration by the instructional team for at least one school year. All classroom walk throughs that are not part of the formal evaluation process will be focused on this learning strategy by the principal, instructional facilitator, and any other instructional leader and the teacher. Formal evaluation observations could be part of the process as well.

Using research and teacher experience the specific characteristics of a teaching strategy will be defined by teachers in each school facilitated by the principal. It is important to define what does a teacher do and what do the students do for each characteristic of the teaching strategy. The characteristics can be illustrated using a simple t-chart. See example below:

What is the teacher doing?	What are the student(s) doing?

A single instructional leader or a small group of instructional leaders can conduct learning walks in about three classrooms and debrief in 90 minutes. The instructional leaders use a similar t-chart to record their observation during the classroom visit. The instructional leader of the school will then provide feedback to each teacher. The feedback is intended to require the teacher to reflect on the teaching strategy. It is not any anyway a negative form of communication. The feedback should come in a question format that may begin with “I wonder .....” And then the teacher responds to the prompt, usually via email.

## ASSESSMENT

**STATE OF WYOMING  
DEPARTMENT OF ADMINISTRATION AND INFORMATION  
PROCUREMENT SECTION  
700 WEST 21<sup>st</sup> Street  
CHEYENNE, WY 82002-0060**

**REQUEST FOR PROPOSAL  
0011-A**

**WYOMING DEPARTMENT OF EDUCATION  
ACCOUNTABILITY DIVISION  
STATEWIDE SYSTEM OF SUPPORT  
STRATEGIC PLAN DEVELOPMENT AND IMPLEMENTATION DOCUMENT**

**PURCHASING REPRESENTATIVE: Lori Galles  
TELEPHONE NO. (307) 777-6797**

**DEPARTMENT OF EDUCATION  
REPRESENTATIVE: BRENT YOUNG  
CHIEF POLICY OFFICER  
TELEPHONE NO. (307) 777-2059**

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**R.F.P. NO. XXX**  
**DEPARTMENT OF EDUCATION**

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## REQUEST FOR PROPOSAL

### 1. SUBMISSION OF PROPOSALS:

**Sealed Proposals**, for a Statewide System of Support Strategic Plan Development and Implementation Document for the Wyoming Department of Education, will be received through the Public Purchase on-line bidding system until 2:00 P.M., July 31, 2015.

- 1.1. No proposal will be considered which is not accompanied by the attached Budget Proposal and signed by the proper official of the firm.
- 1.2. Proposals must be received by the time and date specified. Proposals received after the time and date specified will not be considered.
- 1.3. Proposal information is restricted and not publicly available until after the award of the Contract by the Procurement Section.

### 2. MODIFICATIONS OR WITHDRAWAL OF PROPOSALS:

- 2.1. A proposal may be altered prior to the specified date and time of the opening contained in the proposal documents.
- 2.2. A proposal that is in the possession of the Procurement Section may be withdrawn by the proposer up to the time of the opening. Failure of the successful proposer to furnish the service awarded as a result of this advertisement shall eliminate the proposer from the active proposers list for a period of time as determined by the Procurement Section.

### 3. PREPARATION OF PROPOSALS:

- 3.1. No proposal will be considered which modifies, in any manner, any of the provisions, specifications, or minimum requirements of the Request for Proposal.
- 3.2. In case of error in the extension of prices in the proposal, unit prices will govern.
- 3.3. Proposers are expected to examine special provisions, specifications, schedules, and instructions included in this Request. Failure to do so will be at the proposer's risk.

### 4. AWARD AND CONTRACT INFORMATION:

- 4.1. The State of Wyoming hereby notifies all proposers that it will affirmatively insure that minority business enterprises will be afforded full opportunity to submit proposals in response to this invitation and will not be discriminated against on the grounds of age, race, color, sex, creed, national origin, or disability.
- 4.2. The proposer also, agrees that should this firm be awarded a Contract that the firm will not discriminate against any person who performs work there under because of age, race, color, sex, creed, national origin, or disability.

- 4.3. The proposer expressly warrants to the State that it has the ability and expertise to perform its responsibilities hereunder and in doing so shall use the highest standards of professional workmanship.
- 4.4. The State of Wyoming reserves the right to reject any or all proposals, to waive any informality or technical defect in the proposals, or to award the contract in whole or in part, if deemed to be in the best interest of the State to do so. The Department of Administration and Information, Procurement Section, will award this contract to the firm, determined by the Wyoming Department of Education the most responsive and responsible offer based on criteria specified herein.
- 4.5. This Request for Proposal shall become part of the Contract and will be in effect for the duration of the Contract period.
- 4.6. The successful proposer will be required to enter into and sign a formal Contract with the State with reasonable adjustments acceptable to the State. The agreement will become a part of the Contract and will be in effect for the duration of the contract period. The contract language will control over any language contained within this RFP that conflicts with the signed and fully executed Contract.
- 4.7. Successful proposer shall comply with the Americans with Disabilities Act and Wyoming Fair Employment Practices Act. (W. S. 27-9-105 *et. seq.*).

DATED THIS NINTH DAY OF JULY, 2015

STATE OF WYOMING

Procurement Section

Assigned Buyer: Lori Galles

## GENERAL PROVISIONS

### 1. INDEPENDENT CONTRACTOR

- 1.1. The contractor shall function as an independent contractor for the purposes of the Contract and shall not be considered an employee of the State of Wyoming for any purpose. The contractor shall assume sole responsibility for any debts or liabilities that may be incurred by the contractor in fulfilling the terms of the Contract and shall be solely responsible for the payment of all federal, state, and local taxes which may accrue because of this Contract. Nothing in the Contract shall be interpreted as authorizing the contractor or its agents and/or employees to act as an agent or representative for or on behalf of the State of Wyoming or the Agency, or to incur any obligation of any kind on the behalf of the State of Wyoming or the Agency. The contractor agrees that no health/hospitalization benefits, workers' compensation and/or similar benefits available to State of Wyoming employees will inure to the benefit of the contractor or the contractor's agents and/or employees as a result of this Contract.

### 2. INSURANCE:

- 2.1 All insurance policies required by this Contract, except workers' compensation and unemployment compensation policies, shall contain a waiver of subrogation against the Agency and the State, its agents and employees. The contractor agrees it will carry the insurance which is applicable to this RFP. Contractor shall provide a copy of an endorsement providing this coverage.

### 3. LAWS TO BE OBSERVED:

- 3.1. The contractor shall keep fully informed of all federal and state laws, all local bylaws, regulations and all orders and decrees of bodies or tribunals having any jurisdiction or authority which in any manner affect those engaged or employed on the work or which in any way affect the conduct of the work. The contractor shall at all times observe and comply with all such laws, bylaws, ordinances, regulations, orders and decrees in force at the time of award. The contractor shall protect and indemnify the State and its representatives against any claim or liability arising from or based on the violation of any such law, bylaw, ordinance, regulation, order, or decree whether by himself or his/their employees. No extension of time or additional payment will be made for loss of time or disruption of work caused by any actions against the provider for any of the above reasons.

### 4. TAXES:

- 4.1. The contractor shall pay all taxes and other such amounts required by federal, state, and local law, including, but not limited to, federal and Social Security taxes, workers' compensation, unemployment insurance, and sales taxes.

### 5. ASSIGNMENT/CONTRACTOR:

- 5.1. The Contract shall not be assigned by the contractor. Third party participation is authorized only as a joint venture which must be clearly stated with details on the original proposal, signed by all parties participating. Any alterations, variations, modifications, or waivers of the provisions of this Contract shall be valid only if

they have been reduced to writing, duly signed by the parties hereto, and attached to the original Contract agreement.

- 5.2. The contractor shall not enter into any subcontracts for any of the work contemplated under this Contract without prior written authorization of the State.
- 5.3. Claims for money due, or to become due to contractor from the State under the Contract may, be assigned to a bank, trust company, or other financial institution, or to a trustee in bankruptcy, without approval by the State. Notice of any assignment or transfer shall be furnished to the State.
- 5.4. The contractor shall not use the Contract, or any portion thereof, for collateral for any financial obligation without the prior written permission of the Agency.

6. TERMINATION OF CONTRACT:

- 6.1. Termination of the Contract may be made by any party at any time with or without cause, upon no less than thirty (30) days written notice to the other parties. The Contract shall remain in full force and effect until terminated as provided herein.
- 6.2. The State may, upon ten (10) days written notice to the contractor, terminate the Contract, in whole or in part, for just cause, which shall include failure of the Contractor to fulfill in a timely and proper manner the obligations under the Contract. In such event, all finished documents, data, models and reports prepared under this Contract shall, at the option of the State, become its property upon payment for services rendered through the termination of the Contract.
- 6.3. Should the contractor fail to comply with the provisions of the Contract, payment for portions of the Contract will be withheld until such time as the Contract terms have been implemented. Administrative, contractual, and/or legal remedies as determined by the Wyoming Attorney General will be implemented if it appears the contractor has breached or defaulted on the Contract.

7. ACCOUNT REPRESENTATIVE:

- 7.1. The successful proposer(s) shall appoint, by name, a company representative who shall be responsible for servicing this account. The appointed representative shall be responsible to provide the services required to insure that the account will be administered in an organized systematic manner.

8. RESPONSIVENESS:

- 8.1. Proposers are expected to examine specifications, schedules, and instructions included in this package. Failure to do so will be at the proposer's risk.

9. EXTENSION AND AMENDMENT:

- 9.1. The proposer and the State covenant and agree that this proposal or subsequent Contract may, with the mutual approval of the proposer and the State, be extended under the same terms and conditions of this proposal or Contract for a period of one (1) year, and said option to extend this proposal or Contract for a one year period shall be in effect for each year thereafter for a total period not to exceed two (2) additional years.

10. COMPLIANCE WITH LAWS:

- 10.1. In performing the Contract, both parties agree to comply with all applicable state, federal and local laws, rules, and regulations.
11. AUDIT:
- 11.1. The State or any of their duly authorized representatives shall have access to any books, documents, papers, and records of contractor which are directly pertinent to the Contract for the purpose of making audit, examination, excerpts, and transactions.
12. CONFLICT OF INTEREST:
- 12.1. The parties warrant that no kickbacks, gratuities, or contingency fees have been paid in connection with the Contract and none has been promised contingent upon the award of the Contract. Proposer warrants that no one being paid pursuant to the Contract is engaged in any activities which would constitute a conflict of interest with respect to the purposes of the Contract.
13. NO FINDERS FEE:
- 13.1. No finder's fee, employment agency fee, or other such fee related to the procurement of this Contract shall be paid by either party.
14. OWNERSHIP OF DOCUMENTS/WORK PRODUCT:
- 14.1. It is agreed that all finished or unfinished documents, data, or reports, prepared by contractor under the Contract shall be considered the property of the State, and upon completion of the services to be performed, or upon termination of the Contract for cause, or for the convenience of the State, will be turned over to the State.
15. CONFIDENTIALITY OF INFORMATION:
- 15.1. All documents, data compilations, reports, computer programs, photographs, and any other work provided to or produced by the contractor in the performance of the Contract shall be kept confidential by the contractor unless written permission is granted by the State for its release.
16. SOVEREIGN IMMUNITY:
- 16.1. The State of Wyoming and the Agency do not waive sovereign immunity by entering into the Contract, and specifically retain immunity and all defenses available to them as sovereigns pursuant to Wyoming Statute 1-39-104(a) and all other state law.
17. INDEMNIFICATION:
- 17.1 The Contractor shall indemnify, defend, and hold harmless the State, the Agency, and their officers, agents, employees, successors, and assignees from any and all claims, lawsuits, losses, and liability arising out of Contractor's failure to perform any of Contractor's duties and obligations hereunder or in connection with the negligent performance of Contractor's duties or obligations, including but not limited to any claims, lawsuits, losses, or liability arising out of Contractor's malpractice.

## **SPECIAL PROVISIONS**

**PROPOSALS MUST BE RECEIVED BY THE TIME AND DATE SPECIFIED. PROPOSALS RECEIVED AFTER THE TIME AND DATE SPECIFIED WILL NOT BE CONSIDERED.**

**It is the responsibility of the proposer to clearly identify all information that is considered confidential in accordance with the Wyoming Public Records Act, W.S. 16-4-201 through 16-4-205. Please identify each confidential page with the word “CONFIDENTIAL” in capital, bold letters centered at the bottom of each page. Information not clearly marked may be considered public.**

### **A. BACKGROUND INFORMATION**

The K-12 education system in Wyoming includes approximately 350 schools in 48 districts serving over 93,000 students in districts ranging in size from 100 to 13,500 students. Each district is locally controlled by elected boards of trustees and provides professional development within each district. The University of Wyoming, with teacher education programs at campuses in Laramie and Casper, enrolls approximately 900 students in elementary education and secondary education programs.

Wyoming state statutes require that a progressive multi-tiered system of support, intervention and consequences to assist schools be established by the state board and shall conform to the January 2012 education accountability report. The system shall clearly identify and prescribe the actions for each level of support, intervention and consequences, and the state superintendent shall take action based upon system results according to provisions outlined in W.S. 21-2-204 (f) and (k).

### **B. PURPOSE OF RFP**

The purpose of the RFP is to solicit vendors to 1) facilitate the development of a Statewide System of Support Strategic Plan and Implementation Document, and 2) facilitate and guide the implementation of the plan. The plan should include collaboration with appropriate governance and advisory structures. This RFP is designed to provide interested vendors with sufficient information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content. Vendors are at liberty and encouraged to expand upon goal specifications to evidence strategic plan development and implementation capability under any resulting contract.

### **C. SCOPE OF WORK**

In collaboration with Wyoming Department of Education (WDE) staff and State Board of Education (SBE) members, the contractor will lead a strategic planning and implementation process to include, but not be limited to, the following key areas of work:

1. Review the statutory requirements related to the multi-tiered system of support, intervention, and consequences (W.S. 21-2-204 (f) and (k)) including the January 2012 education accountability report to determine governance and advisory structures necessary to support plan development and specific plan objectives.

2. Create a summary of the strategic review of all relevant documents for discussion by WDE staff and SBE members.
3. Design and conduct facilitated planning meetings and/or strategic interviews for the board, staff, and key external stakeholders to discuss the key questions, develop ideas for strategic directions, and foster stakeholder investment in the Statewide System of Support Strategic Plan and Implementation process.
4. Synthesize the discussions into a three to five year Statewide System of Support Strategic Plan and Implementation Document. This draft document will be considered by the Wyoming Department of Education and the Wyoming State Board of Education during or before the March 2016 SBE meeting. At a minimum, this plan shall include:
  - Vision statement
  - Mission statement
  - \*Support/intervention for low performing students
  - \*Support/mentoring for teachers needing to improve
    - Induction for new teachers and leaders
  - \*Support/mentoring for school leaders
  - \*Capacity building for schools and districts with lower than acceptable levels of achievement or growth
  - \*Capacity building for the state as a whole to support continuous improvement
  - \*The role of institutions of higher education in building capacity and preparation especially in terms of P-16 coordination (*\*Marion, S., Domaleski, D. [2012, January 31]. WY Comprehensive Accountability Framework, p. 65*)
  - Implementation outline that describes the role of WDE administration, the state superintendents' association, and the development of partnerships with other appropriate professional organizations and key stakeholder groups
5. Key questions and specific objectives of the Statewide System of Support Strategic Plan and Implementation Document include, but are not limited to the following:
  - How do we insure that programs and technical assistance align with and advance the mission/vision in measureable and meaningful ways?
  - What revenue and resource development strategies are needed to sustain the mission and vision over the next three to five years and beyond?
  - What will be the infrastructure and organizational development needs for the WDE over the next three years?
6. Describe the Plan implementation process and timeline (following the approval of the document by the WDE and the SBE). This should include but not be limited to the following:
  - Development of a comprehensive communication plan to support stakeholder feedback and transparency of implementation
  - Identification and alignment of resources and support structures already in place, e.g.
    - Wyoming Association of School Administrators
    - WDE division directors
    - District professional organizations
  - Identification of highest priority district need and resources available to provide support

#### **D. QUALIFICATIONS**

The contractor should possess:

1. Knowledge of the field of Wyoming K-12 education with leadership experience at both the school and district level
2. Experience in the area of coaching and facilitating leadership development in the K-12 environment
3. Experience working with governmental agencies to develop strategic plans that respond to internal, external, and fiscal constraints.

#### **E. APPLICATION REQUIREMENTS/Proposal Evaluation Criteria**

1. Cover Sheet (0 points)  
Complete the attached cover sheet. The cover sheet must include the:
  - Project title
  - Company/applicant name,
  - Full address,
  - Telephone number, facsimile number, and email address, and
  - Name and title of the designated contact person.
2. Content of the proposal (60 points)  
Address **Section C. Scope of Work**. Respond specifically to subsections 1 through 6 and clearly identify each.
  - Provide clear information on how each requirement will be met.
  - Address the alignment of a comprehensive statewide system of support between state and local governance structures through collaboration, partnerships, and policy development
  - Address the sustainability of a comprehensive statewide system of support with measurement of goal achievement
3. Experience and biography of all principal contractors (20 points)  
Provide information on contractors who will be assigned to this project. Information shall include:
  - Knowledge of the field of Wyoming K-12 education with expertise in school district administration
  - Experience working with governmental agencies to develop strategic plans that respond to internal, external, and fiscal constraints
  - Any recent strategic plan development and other work provided in Wyoming
4. Sample evaluations of recent related work and reference list (10 points)
5. Budget and narrative (10 points)  
Complete the budget by proposing strategic plan and implementation document development and associated travel.
6. Additional information  
In addition to the information outlined above, the proposer may include any other relevant information that may be useful to the WDE and the SBE in reviewing and rating the proposal.

#### **Proposal Evaluation Criteria**

Point values have been assigned to the criteria in the application requirements of the proposal (noted above). Upon receipt, each proposal will be evaluated. The resulting score will assist the Wyoming Department of Education and the State Board of Education in evaluating the proposals.

1. Cover sheet – 0 points
2. Content of the proposal – 60 points
3. Experience and biography of principal contractors – 20 points
4. Sample of evaluations of recent relevant work including reference list – 10 points
5. Budget and narrative – 10 points

#### **F. TENTATIVE SCHEDULE OF EVENTS**

The following schedule of events is subject to change at the sole discretion of the Wyoming Department of Education.

<b>Event</b>	<b>Deadline</b>
• RFP to prospective proposers	July 9, 2015
• Deadline for questions from applicants	July 17, 2015
• Proposal submission deadline	July 31, 2015

#### **G. QUESTION SUBMISSION**

Questions regarding this RFP must be submitted in writing and submitted through Public Purchase no later than July 17, 2015 at 2:00 p.m.

All questions will be addressed and the answers posted to Public Purchase.

#### **H. RESPONSE REQUIREMENTS AND DATES OF SUBMISSION**

To be considered for participation proposals should be typed, 12 font size, and double-spaced.

Proposals must be received before the time and date specified. Proposals received after the time and date specified will not be considered. The document upload must be completed by the 2:00 p.m. deadline. The Wyoming Department of Education is not responsible for transmittal time or irregularities with Public Purchase. Mailed, emailed and faxed proposals will not be accepted.

#### **I. RESERVED RIGHTS AND EXCLUSIONS**

**The WDE reserves the right to:**

- Reject any and all proposals received in response to this RFP;
- Select any proposal other than the one with the lowest fixed fee;
- Waive or modify any information, irregularities or inconsistencies in proposals received; and
- Negotiate as to any aspect of the proposal with the proposer and negotiate with more than one proposer at a time.

**Exclusions to application:**

- Successful applicants may not be current employees of any school district, parent advocacy group, or educational institution within the State of Wyoming. The WDE strives to maintain the integrity of its general Supervision System by eliminating any possible conflicts of interest.

#### **J. PERIOD OF AWARD**

The period of performance for services subject to this solicitation shall be for an initial term and commencing upon award and extending through June 30, 2016 with the option to renew for one additional one year term. All invoices for work performed through June 30, 2016, must be received by July 6, 2016.

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**Accountability Division  
Wyoming Department of Education**

**Cover sheet – Sole Applicant Information or Company/Organization Information**

**Deliver to the Wyoming Department of Administration and Information, Purchasing Section.**

Project Title	
Applicant Name	Employer Identification Number
Applicant Address	Telephone Number
City	Zip
E-mail Address	Fax Number
Name of Designated Contact	Title of Designated Contact

**OR**

Company/Organization Name	Employer Identification Number
Company Mailing/Street Address	Company E-mail Address
City, State, Zip Code	Telephone Number / Fax Number
Name of Designated Contact	Title of Designated Contact
If your organization has more than one person who will be facilitating the strategic plan development and implementation document process, please specify, in the spaces below, the names and role each person will fulfill.	
Name(s)	Role(s)

**Content of the proposal:** Address **Section C. Scope of Work**. Respond specifically to subsections 1 through 6 and clearly identify each. Provide clear information on how each requirement will be met. Address the alignment of a comprehensive statewide system of support between state and local governance structures through collaboration, partnerships, and policy development. Address the sustainability of a comprehensive statewide system of support including measurement of goal achievement.



**Experience and biography of principal contractors:** Provide information on contractors assigned to this project. Information should include 1) knowledge of the field of Wyoming K-12 education with expertise in school district administration, 2) experience working with governmental agencies to develop strategic plans that respond to internal, external, and fiscal realities, and 3) any recent strategic plan development and other K-12 education work provided in Wyoming.

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**Sample of evaluations of recent related work including reference list:** The proposal must include sample evaluations of recent related work and a reference list including phone numbers.



**BUDGET**

Budget Narrative		
Item #	Budget Line Items	Amount
001	Plan development and facilitation costs	\$ _____
002	Travel cost	\$ _____

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If Proposer is a sole proprietorship, list:

Owner Name \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Employer Identification Number \_\_\_\_\_

Beginning date as owner of sole proprietorship \_\_\_\_\_

Provide the names of all individuals authorized to sign for the Proposer:

NAME (printed or typed)

TITLE

_____	_____
_____	_____
_____	_____
_____	_____

**VERIFICATION**

I certify under penalty of perjury, that I am a responsible official (as identified above) for the business entity described above as Proposer, that I have personally examined and am familiar with the information submitted in this disclosure and all attachments, and that the information is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including criminal sanctions which can lead to imposition of a fine and/or imprisonment.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Name and Title) (Typed or Printed)

\_\_\_\_\_  
(Date)

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** July 27, 2015

**ISSUE:** Chapter 31 Amendments

**BACKGROUND:**

**SUGGESTED MOTION(s)/RECOMMENDATION(s):**

To move that the Wyoming Department of Education on behalf of the State Board of Education move forward with the promulgation process to adopt Chapter 31 emergency rules as presented.

To move that the Wyoming Department of Education on behalf of the State Board of Education move forward with the promulgation process to adopt Chapter 31 permanent rules as presented

**SUPPORTING INFORMATION ATTACHED:**

**PREPARED BY:** Brent Young, SBE Liaison

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

## Wyoming Department of Education

### Chapter 31

#### Wyoming Graduation Requirements

Section 1. **Authority.** ~~(a) These rules and regulations are promulgated under pursuant to the Wyoming Education Code of 1969 (as amended – 2002) [W.S. 21-2-304(a)(i)(ii)(iii) and (iv)].~~

Section 2. **Applicability.** ~~(a) These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.~~

#### ~~Section 3. Promulgation, Amendment, or Repeal of Rules.~~

~~(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115)~~

#### Section 43. Definitions.

~~(a) Advanced Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a) (iii) and W.S. 21-9-101 (b)]~~

~~(ba) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]~~

~~(eb) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.~~

~~(d) Compensatory Approach. A compensatory approach for combining information allows higher scores on some measures (or standards) to offset (i.e., compensate for) lower scores on other measures. The most common example of the compensatory approach is the simple average. Within a single common core content area, students can use higher performance on a particular standard, for example, to offset lesser performance on another standard and still be considered proficient in that content area (e.g., mathematics).~~

~~(e) Conjunctive Approach. A conjunctive approach requires that scores on all measures used must be above the criterion point (cut score) for the student to have met the overall~~

~~standard. Students must be above the cut score in all common core content areas to meet the graduation requirement.~~

~~(f) Proficient Performance. The level of performance as defined in the performance standards level descriptors contained in the sets of uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii) and W.S. 21-9-101 (b)]~~

~~(gc) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education. This instructional time is usually between 125 and 150 hours in a calendar school year.~~

~~(h) Standards for Graduation. The K-12 content standards contained in the uniform student content and performance standards established for the Common Core of Knowledge and Common Core of Skills. They define what students are expected to know and be able to do by the time they graduate. [W.S. 21-2-304 (a)(iii)]~~

#### ~~Section 5. Wyoming Statutes.~~

~~(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.~~

#### ~~Section 6. Wyoming State Board of Education Policies and Regulations.~~

~~(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)~~

#### ~~Section 7. Common Core of Knowledge and Common Core of Skills.~~

~~(a) All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8) (W.S. 21-9-101):~~

~~Common core of knowledge:~~

~~Reading/Language Arts;~~

~~Social Studies;~~

~~Mathematics;~~

~~Science;~~

Commented [JM1]: This paragraph moved to Section 5.

~~Fine Arts and Performing Arts;~~

~~Physical Education;~~

~~Health and safety;~~

~~Humanities;~~

~~Career/vocational education;~~

~~Foreign cultures and languages;~~

~~Applied technology;~~

~~Government and civics including state and federal constitutions pursuant to W.S. 21-9-102.~~

~~Common core of skills:~~

~~Problem solving;~~

~~Interpersonal communications;~~

~~Keyboarding and computer applications;~~

~~Critical thinking;~~

~~Creativity;~~

~~Life skills, including personal financial management skills.~~

#### Section ~~84~~. **High School Diploma.**

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include: The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

(i) Four (4) school years of English;

(ii) Three (3) school years of mathematics;

(iii) Three (3) school years of science; and

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions, ~~provided~~ Business instructors may instruct classes on economic systems and institutions. ~~{W.S. 21-2-304 (a)(iii)}~~

(b) Satisfactorily passing an examination on the principles of the Constitutions of the United States and the State of Wyoming. (~~W.S. 21-9-102~~)

~~(c) Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills specified under W.S. 21-9-101(a). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:~~

~~(i) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;~~

~~(ii) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;~~

~~(iii) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, as defined by the uniform student content and performance standards;~~

#### Section 95. **District Assessment System.**

(a) ~~Determination of proficient performance shall be demonstrated by the district and approved by the district board of trustees. [W.S. 21-2-304 (a)(iii) and (iv)].~~ Public school students shall be assessed in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8).

(b) The assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying demonstrating whether or not students have mastered the common core of knowledge and skills as embedded reflected in the uniform student content and performance standards as specified in W.S. 21-9-101 (b) Chapter 10 of the Wyoming Department of Education rules. The assessment system described in this section shall be designed for grades nine (9) through twelve (12) and evaluated according to the following

~~criteria: alignment, consistency, fairness, and standard-setting be aligned with the uniform state standards, both in terms of content and cognitive complexity.~~

~~(i) Guidelines for each criterion shall be determined by the State Board of Education.~~

~~(b) Beginning school year 2014-2015, each district's assessment system shall include a measure or multiple measures for purposes of determining completion high school graduation requirements.~~

~~(c) At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.~~

~~(d) Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.~~

~~(e) The district shall report to the state board in accordance with W.S. 21-2-304(a)(iv) on its assessment system on or before August 1, 2015, and each August 1 thereafter.~~

~~(f) All Wyoming school districts with a high school shall submit their assessment system documentation to the Wyoming Department of Education according to the following schedule:~~

~~(i) For the 2003-2004 school year and all following years, districts shall submit yearly updates to their documentation to the Wyoming Department of Education. For the 2004-2005 school year and all following years, this documentation shall include the student performance results relative to the district's assessment system including disaggregation of passing rates. Each school district shall submit the documentation required by this paragraph no later than August 1 of each year.~~

~~(g) For special needs Districts shall provide students with disabilities include accommodations in accordance with their individualized educational programs or 504 plans, and the policies as described in the Policies for the Participation of All Students in District and Statewide Assessment and Accountability Systems, which is available from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming 82002-0050. These accommodations shall not substantially alter the character of the assessments used to measure student performance.~~

#### ~~Section 10. Effective Date for Graduation Requirements.~~

~~(a) Beginning with the graduating class of 2003, each student who successfully completes the requirements set forth in Section 8(a) of this chapter will be eligible for a high school diploma. (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.) Thereafter, each student who~~

~~demonstrates proficient performance on the uniform student content and performance standards for the common core of knowledge and skills listed in W.S. 21-9-101(a) of this chapter as set forth in Section 9 of this chapter and who also completes the requirements set forth in Section 8 of this chapter will be eligible for a high school diploma in accordance with the following timeline: (W.S. 21-2-304(a)(iii) and (iv) and W.S. 21-9-102.)~~

~~(b) Students graduating in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts as set forth in Section 8(c) of this chapter.~~

## Wyoming Department of Education

### Chapter 31

#### Wyoming Graduation Requirements

Section 1. **Authority.** These rules and regulations are promulgated under W.S. 21-2-304(a)(iv).

Section 2. **Applicability.** These rules and regulations pertain to the requirements for graduation from any public high school within any school district of this state. It is the intention of the state board of education to prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b) and to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

#### Section 3. **Definitions.**

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education.

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) School Years of English/Mathematics/Science/and Social Studies. With reference to Chapter 31, “school years” is defined as the credit earned during a school year which is synonymous with a Carnegie Unit of study that reflects the instructional time provided in a class calculated by multiplying the number of minutes a district uses for a class by the number of pupil-teacher contact days in the district calendar as approved by the State Board of Education.

#### Section 4. **High School Diploma.**

(a) Requirements for earning a high school diploma from any high school within any school district of this state shall include: The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

- (i) Four (4) school years of English;
- (ii) Three (3) school years of mathematics;
- (iii) Three (3) school years of science; and

(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions. Business instructors may instruct classes on economic systems and institutions.

(b) Satisfactorily passing an examination on the principles of the Constitutions of the United States and the State of Wyoming.

#### **Section 5. District Assessment System.**

(a) Public school students shall be assessed in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8).

(b) The assessment system shall be designed to best meet the needs of individual Wyoming school districts for demonstrating whether or not students have mastered the common core of knowledge and skills as reflected in the uniform student content and performance standards as specified in Chapter 10 of the Wyoming Department of Education rules. The assessment system described in this section shall be designed for grades nine (9) through twelve (12) and be aligned with the uniform state standards, both in terms of content and cognitive complexity.

(c) Districts shall provide students with disabilities accommodations in accordance with their individualized educational programs or 504 plans. These accommodations shall not substantially alter the character of the assessments used to measure student performance.

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** July 27, 2015

**ISSUE:** Standards Review Timeline

**BACKGROUND:**

**SUGGESTED MOTION(s)/RECOMMENDATION(s):**

To move that the State Board of Education adopt the Wyoming Content and Performance Standards review calendar as presented.

**SUPPORTING INFORMATION ATTACHED:**

- 9 Year Plan for Standards Review

**PREPARED BY:** Brent Young, SBE Liaison

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

**9-Yr Plan for Standards Review per SBE on 05-19-15**

Core Content Area (in yellow)	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
<b>SCIENCE (2008)</b>	Proposed Review Cycle											
<b>MATH (2012)</b>			Proposed Review Cycle									
<b>FINE &amp; PERFORMING ARTS (2013)</b>					Proposed Review Cycle							
<b>HEALTH (2012)</b>					Proposed Review Cycle							
<b>PHYSICAL EDUCATION (2014)</b>					Proposed Review Cycle							
<b>LANGUAGE ARTS (2012)</b>							Proposed Review Cycle					
<b>FOREIGN LANGUAGE (2013)</b>							Proposed Review Cycle					
<b>SOCIAL STUDIES (2014)</b>									Proposed Review Cycle			
<b>CAREER &amp; VOCATIONAL ED. (2014)</b>									Proposed Review Cycle			
<b>SCIENCE (2016?)</b>											Proposed Review Cycle	