



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

August 23, 2010

MEMORANDUM

TO: State Board of Education

FROM: Nancy Danhof, NASBE Delegate

SUBJECT: Discussion Regarding Proposed Modifications to NASBE Bylaws and Public Policies and Discussion Regarding NASBE Election of Officers

Earlier this month, members of the State Board of Education received a communication from Brenda Welburn, Executive Director of the National Association of State Boards of Education (NASBE) regarding proposed modifications to the NASBE bylaws and public education positions (Attachment A). In addition, Board members received information on the election for the NASBE Board of Directors (Attachment B).

State Boards of Education are encouraged to review and discuss the proposed changes prior to the NASBE Annual Business Meeting in October. Since I am unable to attend the NASBE Annual Business Meeting this year, I have asked Carolyn Curtin to represent Michigan as its voting delegate.

STATE BOARD OF EDUCATION

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Memorandum

Date: 8/9/2010
To: State Board of Education Members
Cc: State Board of Education Executives
From: Brenda Lilienthal Welburn, Executive Director
RE: 2010 Annual Business Meeting Notice and Proposed Revisions to the Association's Bylaws and Public Education Positions and NASBE Board Elections

Pursuant to the bylaws of the National Association of State Boards of Education (NASBE), Article VI.A 2 ***"Notice of annual business meetings shall be given by the Executive Director, in writing, to all members at least sixty (60) days prior to the meetings."***

This memorandum serves as notice to the NASBE membership of the annual business meeting of the National Association of State Boards of Education to be held on Friday, October 15, 2010 in Salt Lake City Utah.

Proposed changes to the association's bylaws and public education positions are included in this communication and will be considered during the afore mentioned business meeting. Member states interested in further amendments to either the bylaws or the public education positions should note the requirements for further recommended changes.

"In addition to recommendations for amendments submitted by the Board of Directors, the Bylaws may also be amended at the annual business meeting by a two-thirds vote of the voting delegates." (Article X)

The bylaws further state:

New Public Education Positions and amendments not distributed by the Committee may be submitted by a member board but only if presented to Association headquarters for transmission to the Association membership not less than thirty (30) days before the start of the Annual Business Meeting. (Article IX A. 3 i.)

"New or amended Public Education Positions not recommended by the Committee and/or emergency resolutions recommended by the Public Education Positions Committee may

be considered at the Annual Business Meeting only by the agreement of the majority of the delegates present and voting.” Article IX A. 3.ii.)

NASBE's full bylaws and policy positions are available for review and located on the NASBE website www.nasbe.org under the home page tab listed as “about.”

Elections: The Business meeting agenda will also include the election of the 2011 President-elect. Area Directors will be elected during the Area Meetings on Thursday, October 14, 2010. Candidate information will be sent under separate cover.

If you have questions regarding this notice or the proposed changes to the public education positions and organizational bylaws, please contact me at Brendaw@nasbe.org.

I look forward to seeing you in October.

RECOMMENDED CHANGES TO THE BYLAWS OF THE NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

The NASBE Board of Directors acts as the Bylaws Committee of the association. Article X of the Bylaws states: *The Board of Directors will review the bylaws of the Association on an "as needed" basis. In the event the Board should recommend a bylaws change to the membership, the proposed change shall be distributed to the Association membership at least sixty (60) days prior to the start of the Annual Business Meeting. In addition to recommendations for amendments submitted by the Board of Directors, the Bylaws may also be amended at the annual business meeting by a two-thirds vote of the voting delegates.*

The Board of Directors recommends two changes to NASBE Bylaws.

ARTICLE VI

B. Board of Directors Meetings

4. Two (2) or more unexcused absences by a member of the Board of Directors will result in the position being declared vacant.

Rationale: The NASBE Board of Directors meets four times per year. When a member misses 50% of the meetings without informing the President, the work of the organization is hampered.

ARTICLE IX COMMITTEES

C. Public Education Positions Committee

a. The Public Education Positions Committee shall have ~~eight (8)~~ **nine (9)** members, consisting of the four (4) junior area directors, **the senior new member representative** and four additional members appointed by the President, preferably from each area. The Chair of the committee shall be appointed by the President from the Committee. Each member may serve up to one (1) successive term.

Rationale: The additional member allows for an odd number of committee members and provides the senior new member representative with an opportunity to contribute more significantly to the governance of the association.

Memorandum

To: NASBE members

From: Public Education Positions Committee

Re: Recommended Changes to NASBE's Public Education Positions

Date: August 9, 2010

In accordance with the Bylaws of the Association, the Public Education Committee is reporting all new and amended Public Education Positions recommended by the Committee to the membership at least 60 days prior to the Annual Business Meeting. Attached are the proposed amendments and additions. Deletions are shown with overstrike (~~deletions~~).

This year's changes are organized into three parts that cover 1) Balanced Systems of Assessment and Accountability; 2) Principles for Instructional Materials in a Digital Age; and 3) School-Community Partnerships. The positions were derived from the work of NASBE's 2009 study groups and a member forum on instructional materials.

These additions and amendments will be voted on by the Voting Delegates to NASBE's Annual Business Meeting, which will take place in conjunction with the association's Annual Conference at 2:00 pm, October 15, 2010 in Salt Lake City, UT.

Questions about the Public Education Positions can be addressed to David Kysilko at NASBE at 800-368-5023, ext. 1111 or davidk@nasbe.org. The complete Public Education Positions document can be accessed online at www.nasbe.org/index.php/about/37-policy-positions.

Thank you for your attention.

2010 Public Education Positions Committee

Rosetta Richard (MS), Chair
Stan Archie (MO)
Deborah Cain (OH)
Jane Goff (CO)
Mark Openshaw (UT)
Terry Whittaker (DE)

**Recommendations from the
NASBE Public Education Positions Committee Meeting**
June 10-11, 2010

(The proposed positions are categorized and numbered as they would appear in the final Public Education Positions document.)

2. SCHOOL IMPROVEMENT

B. Balanced Systems of Assessment and Accountability [note: the new position would replace the current position on “State Assessments” as noted in overstrikes, below.]

~~B. State Assessments~~

- ~~—1. Every state should have an education assessment system that:
 - a. motivates each student to learn and monitors every student’s progress towards achieving the state’s academic performance standards;
 - b. uses multiple indicators of student achievement and school performance to evaluate the performance of all elements of the education system and stimulate the system’s continuous improvement;
 - c. reports results in formats and language that non-educators can easily understand;
 - d. informs state level policies and programs; and
 - e. is periodically reviewed and improved. (1997)~~
- ~~—2. State boards should educate other state policymakers, media leaders, and parents and families about the purposes of the education assessment system and the responsible use of its results. (1997)~~
- ~~—3. State boards should ensure that assessments are only one component of a comprehensive school improvement program that includes professional development, public engagement, system accountability, technical assistance, and remediation plans. (1997)~~

1. State assessment systems should be based on a definition of learning in terms of clear, succinct, and high standards that identify what students need to know and do to be college and career ready. Therefore, all states should:

- a. Have assessment systems that are designed to improve student learning. Recognizing that no single test serves all purposes, states need to create a comprehensive, balanced assessment system that includes both assessment *of* learning (reporting on what’s been learned) as well as assessments *for* learning (providing ongoing feedback to teachers and students as learning progresses). The assessments—summative, formative, interim—should function as a coherent system that uses a variety of approaches to integrate assessment as part of the fabric of classroom teaching.
- b. Frequently evaluate assessments to ensure validity, reliability, and fairness, and to determine their impact on teaching and student learning.

- c. Shift more attention to classroom-based assessments that permit a finer-grain analysis of student understanding through the use of a variety of performance-based tasks (e.g., open-ended responses, portfolios, technology-based items).
 - d. Ensure that teachers have the tools and training they need to strengthen the connection between assessment and instruction based on our knowledge of how students learn and how such learning can be measured.
 - e. Provide assessment results with user-friendly, transparent information that clearly describes differences in learning in a subject area in order to communicate effectively about student performance. Results should be communicated to a range of users, including teachers, students, and parents, in ways that position teachers and students as central actors in using results to guide teaching and individual instruction and to engage students in their own learning.
 - f. Develop appropriate assessments and accommodations for special education students and English language learners through extensive research and testing to ensure they are of high technical quality (e.g., valid, reliable, and aligned to standards). They should provide for a range of options (e.g., emphasis on universal design, the development of high-quality accommodation policies, and provision of alternate assessments) that adhere to professional testing standards and support high achievement levels.
 - g. Take advantage of the enormous possibilities offered through technology and its applications to integrate assessment and classroom teaching toward specific learning goals. Technology can contribute to powerful learning environments by embedding well-designed formative assessment strategies using highly engaging and innovative approaches consistent with how students learn.
2. State accountability should 1) focus on how the system (including school, district, and state levels) performs in a number of key areas and 2) make use of multiple indicators, of which summative assessment is only one. States should collect qualitative and quantitative measures, including student growth over time across the entire achievement continuum, as well as other indicators of school progress. The accountability index or composite should include long-term data that measure whether or not students have been effectively prepared for college or the workplace, including graduation data, college or workplace entry, and college completion.
3. To ensure that assessment systems achieve their purposes, states must establish standards for teacher and leader competencies regarding their knowledge and skills of how students learn, how learning can be assessed, and how these two must be closely integrated to guide classroom assessment and instruction. In addition:
- a. States must establish consistent teacher development standards that position assessment literacy as a major component for teacher licensure, accreditation for preparation programs, and teacher evaluations. States must also ensure that the national faculty responsible for training teachers and leaders throughout the United States has the requisite training in the fundamentals of effective classroom assessment.
 - b. States must ensure that at all levels of the system—classroom, school, and district—educators are provided with ongoing, high-quality professional development, along with the guidance, tools, infrastructure, and technology, to improve educators’ assessment literacy and their use of multiple assessments to measure students’ progress and respond to individual learning needs. (2009)
4. State boards should consider the significant potential of growth and value-added assessments models—when used in conjunction with other measures and supports—as tools to improve teaching and learning, evaluate programs and provide for effective equitable resource allocations. However, states should be aware that value-added assessment is not designed for high-stakes use in teacher evaluations, and that value-added assessment models need continued pilot testing, research, evaluation, and validation. (2006)

2. SCHOOL IMPROVEMENT

T. Principles for Instructional Materials in a Digital Age

1. Recognizing the need for high-quality, innovative instructional materials to advance student achievement, NASBE recommends that states use the following principles for instructional materials:
 - a. They allow for flexible use and control over content by users to meet a range of instructional approaches and modalities and the individualized needs of all students, including access by students with disabilities.
 - b. They are closely aligned with state standards for what students should know and be able to do and with the state accountability system.
 - c. They are accessible “on demand” at the time and place of learning, whether in or out of school.
 - d. They are cost-effective and represent good value for the investment of public dollars.
 - e. They address the needs for teacher training on using the materials.
 - f. They are vetted by subject matter experts and educators to ensure academic quality for increased student achievement.
 - g. They are updated frequently to reflect new developments in the content areas and be consistent with the development of new standards and assessments.
 - h. They engage learners through multiple media (in print, online, audio, video), as well as through interaction and simulation.
 - i. They are able to be supported by or grow from voluntary, collaborative inter-state efforts.
2. States should consider copyright, liability, and other legal issues in the adoption of instructional materials.

4. FAMILY AND COMMUNITY

G. School-Community Partnerships

State boards of education should leverage their leadership and policymaking roles to promote the importance of school-community partnerships as part of comprehensive education and dropout prevention plans. State boards can do this by:

- a. Creating a communication plan to inform students, parents, other stakeholders, department of education staff, districts, and schools on community and education issues and how each of these individuals and entities can be involved.
- b. Leading by example as they develop and facilitate partnerships, as well as support local collaborations that connect state-level policymakers to workforce development, higher education, families, and the community at-large.
- c. Promoting partnerships and dropout prevention initiatives by providing small grants to schools and districts or making sure currently available resources are allocated appropriately.
- d. Using their role as policymakers to examine current policies and ensuring they encourage, support, and sustain best practice models of school-community partnerships and dropout prevention
- e. Creating a systemic, comprehensive education framework around an inclusive vision for student success that defines and includes the specific roles of parents, businesses, the faith community, and other community, mental, and physical health organizations.
- f. Developing a longitudinal, comprehensive data system that includes students' academic, behavioral, and health data, is able to provide real-time information, and can flag students who may need early intervention programs and services.
- g. Creating multiple pathways to graduation and opportunities to gain and apply knowledge and skills (e.g., through service learning or career technical courses) that will require strategic school-community partnerships.

From: Marsha McMullin [mailto:marsham@nasbe.org]
Sent: Monday, July 26, 2010 12:01 PM
Subject: Candidate information and Election Procedures for upcoming NASBE Board of Directors Election

July 26, 2010

Dear State Board Member and State Board Executive:

The election for President-elect of NASBE will take place at the Annual Business Meeting during the Annual Conference in Salt Lake City, Utah on Friday afternoon, October 15, 2010. Candidates will be elected by a majority vote of all voting member states (one vote per state by the voting delegate). States that are unable to send a delegate to the Annual Business Meeting may vote by mail, to be received at NASBE Headquarters by September 30 after notifying the Senior Area Director from the region. In the absence of a majority vote, voting member states present at the Annual Business Meeting shall vote by secret ballot to decide the outcome of the election. In the event the second vote does not result in the required majority, the NASBE Board of Directors, excluding any candidates in the election in question, will vote through a secret ballot to determine the outcome of the election.

Area Directors will be elected by majority vote of the voting states of a particular area; that election will take place during the Area Meetings (Thursday morning, October 14) at the Annual Conference. Again, states unable to send a delegate to the Area Meetings may vote by mail ballot, to be received at NASBE headquarters by September 30 after notifying the Senior Area Director from the region. In the event of a lack of a majority vote, the voting delegates of an area at the Area Meeting will vote to determine the winning candidate.

Additional nominations for the offices of President-elect may be made by written petition signed by voting delegates of five or more states from two or more regions eligible to vote, provided that such nominations are received at NASBE headquarters by August 31 by electronic mail, facsimile, or written report. Additional nominations for the office of Area Director may be made by written petition signed by the voting delegates of three or more states from the region eligible to vote to be received at headquarters by August 31.

If between the close of nominations and the Annual Business Meeting a candidates withdrawal leaves either one or no candidate for a position, nominations may be made from the floor at the Annual Business Meeting.

Attached to this email in a PDF format is background information on each of the candidates for President-elect and Area Director for your area. The nominees are:

President-Elect - Gayle Manchin (WV)
Central Area Director John Austin (MI), Dave Dennis (KS)

We hope you will carefully review the information and make sure this issue is on your next board meeting agenda. A copy of this email has been sent to your State Board Executive. **Remember, every states vote is very important.**

Marsha

Marsha McMullin
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State of West Virginia
Gayle C. Manchin
First Lady

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July 13, 2010

It is my distinct honor to submit my name as a candidate for President-Elect for the National Association of State Boards of Education (NASBE) for 2011.

I currently serve as the chairperson of NASBE's study group on developing the 21st century educator and also served on the community involvement study group last year. It has been a tremendous learning experience to meet, network, and study issues with state board members from around the country. It is not really surprising that we share many common concerns within our states regardless of size or population.

After giving much consideration and thought to submitting my name, I made the decision to step forward at this time for a couple of extremely pertinent reasons. Obviously, it would be an honor to serve this group at any time; however, timing is sometimes a key element in decision making. Collaboration at both state and national levels with other groups enhances our visibility, our connectedness, and our ability to share our expertise.

At least through the end of 2012, my husband will be actively involved with the National Governor's Association, the Southern Regional Education Board, and many federal agencies, including the US Department of Education. In my position as First Lady, as well as a state board member, I will have many opportunities to bring issues to a forefront at local, state, and national venues. As I meet with First Spouses throughout the year, the conversation always turns to education, and I have been proud to talk about my affiliation with NASBE and the importance of state boards to educational policy, especially as we talk about significant transformations and innovations in education.

A second consideration for me was the time factor. It is critically important, I believe, for any office holder in NASBE, or any national organization, to be available for meetings outside regularly scheduled events. Joe and I are both in a much more flexible situation being that our children are grown and independent, and I am not obligated to full-time employment (certainly no paid employment!); therefore, traveling and time scheduling are not obstacles. In addition, an added benefit is the opportunities I have to travel abroad on international trade missions, which allows me to personally grow as I always request to visit schools and speak with educational and community leaders.

As aforementioned, I do not take this decision lightly, and submit my name with the complete understanding that I am committing to full-time dedication to this endeavor, to working in full cooperation with the Administration and Staff of NASBE, and to represent with honor and humbleness each member of NASBE wherever I go.

Attached is a copy of my bio containing the pertinent facts about me and my family.

With warmest regards,

Gayle C. Manchin
First Lady of West Virginia
Member, West Virginia Board of Education

Gayle Conelly grew up in Beckley, WV, the only child of Carl and Lucille Conelly and graduated with high honors from Woodrow Wilson High School.

She attended West Virginia University, where she attained her Bachelor of Arts in Language Arts and Education and a Master of Arts in Reading. In 1999, she completed a second master's specialization in Educational Technology Leadership from Salem International University.

Joe and Gayle met at WVU and have been married for 43 years. They are the proud parents of Heather Manchin Bresch, Joseph Manchin IV, and Brooke Conelly Manchin. Now they are experiencing all the wonders of being a Nana and Dadoo for their seven beautiful grandchildren; Joey V, Kelsey, Madeline, Sophie, Chloe, Jack, and Carly.

As an educator, Gayle worked in Marion County Schools. She also served on the faculty of Fairmont State University and was the Director of the college's first Community Service Learning Program. In addition, she was actively involved in her children's activities, and community advocacy. She has been integrally involved with AmeriCorps projects and America's Promise for many years.

As West Virginia's First Lady, Gayle serves as the official hostess of the mansion where tours, events, and dinners are held frequently. In addition, the Governor has appointed her to serve as a member of the State Board of Education and as a Commissioner on the West Virginia Commission for National and Community Service. He has also appointed her as the Chair of the Governor's Healthy Lifestyles Coalition, and the West Virginia Citizen's Council on Children and Families, and as a Co-Chair on the Governor's 21st Century Jobs Cabinet and the Intellectual Infrastructure of Vision Shared. She is as a partner on the WV Partnership to Promote Community Well Being Commission, serves as the Nominating Chair of The Education Alliance, is a past president of the Vandalia Rotary Club of Charleston, and a member of the National Association of State Boards of Education (NASBE), the Black Diamond Girl Scout Council, the Children's Trust Fund, the Mountaineer Food Bank, and the Clay Center Board.

In her spare time, Gayle loves to read, walk, bicycle, swim and spend quality time with her family. "I am most proud and appreciative of this 'window of opportunity' I have been given to serve as the First Lady of West Virginia for four more years."

Statement of Interest

John Austin, Vice-President, Michigan State Board of Education —NASBE Candidacy

Much of the Midwest is struggling. Our region was the epicenter of America's industrial revolution, the arsenal of democracy in World War II, the builder of the great blue-collar middle class that personified the American Dream. This important region made America a global agricultural and industrial powerhouse. The recent collapse of one its signature industries, the US auto industry, embodies the transformational challenge the region faces—from leadership of the mass-production factory economy—to finding its place, its products, and wealth-earning potential in a new global knowledge economy.

Nothing is more important to this transition than education. In an era when the most prosperous states are the best educated states, no action is more important to the economic prosperity of our citizens than making sure all our citizens have the advanced education and skills needed to participate, as well as create, in this new economy

This is the work I have been dedicated to for 25 years, both in Michigan and the Midwest. In Michigan, as twice-elected member of the State Board of Education, since 2000 I have led our states efforts to raise learning standards, improve teacher quality, and focus our educational efforts on closing the achievement gap.

I have forged a working coalition with fellow statewide elected Board Members—Democrats and Republicans, and led a highly functional bi-partisan State Board towards unanimous support on issues ranging from new high school exit requirements, tough sanctions for failing schools, and agreement on how to both raise new revenues to fund pre-K through higher education, and make dramatic changes in education organization, benefits and service delivery—to save money.

Successive Governors of both parties have asked me to head statewide education policy efforts; including chairing Michigan's School-to-Work Steering Committee in the '90s, leading the Commission on Higher Education and Economic Growth in 2004-2005, which provided a roadmap for how Michigan can double the number of citizens with post secondary degrees. I have been appointed by the Governor to represent Michigan on the Midwest Higher Education Compact, and the Education Commission of the States.

For the past 5 years I created and headed the Great Lakes Economic Initiative for the Brookings Institution, and guided the Chicago Council on Global Affairs Global Midwest Initiative, both dedicated to improving the economies, and enhancing state and federal policies and practices around education achievement and higher education attainment levels in states from Missouri, Iowa and Minnesota in the west, to Michigan, Ohio and Pennsylvania in the East.

I believe my experience and track record of success in forging coalitions and leading education reforms can aid the NASBE and its Midwestern member states in their own reforms, while also leading the nation's education and economic revival.

John Austin - Biography

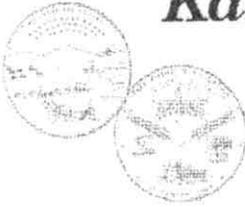
John Austin, 48, is a Nonresident Senior Fellow with the Brookings Institution, as well as a Michigan statewide elected official, elected in 2000, and re-elected in 2008 to his second-term as Vice-President of the Michigan State Board of Education. Mr. Austin is also a resident scholar at the University of Michigan - Institute for Research on Labor, Employment and the Economy (IRLEE).

Austin currently directs the Great Lakes Economic Initiative for the Brookings Institution, designed to improve the economic vitality of 12 Midwestern states. Austin has authored key Brookings reports that have directly shaped the region's economic development agenda: "The Vital Center: A Federal-State Compact to Renew the Great Lakes Region;" "The Vital Connection: Reclaiming Great Lakes Economic Leadership in the Bi-National Great Lakes Region. Austin is a respected public policy analyst and featured speaker around the Midwest on the economy of the region, and in particular the role of the region's education and higher education resources to our economy. In addition he has conducted extensive policy development and research for the US Departments of Education and Labor, and is the author of numerous education policy reform studies of national scope and significance.

In recent years Mr. Austin has served as Policy Director for Michigan's Governor-appointed Commission on Higher Education and Economic Growth, and was principal author of the Commission's influential report—which directly led to new K-12 learning standards, and higher education financial guarantees to be adopted. He also was the founding Director of the New Economy Initiative for Southeast Michigan—a \$100 million effort by the region's philanthropies to aid in the area's economic transformation. Mr. Austin also has served as a Genesee County Road Commissioner, and City of Fenton Planning Commissioner.

Austin received his Masters in Public Administration from Harvard's Kennedy School of Government, and a Bachelors from Swarthmore College in Economics & Political Science, with High Honors and Phi Beta Kappa. Mr. Austin has been appointed by Michigan's Governor to the Midwest Higher Education Compact, and the Education Commission of the States.

Mr. Austin has been married 23 years to his wife Terese. They and their three school-age children reside in Ann Arbor, Michigan.



Kansas State Board of Education

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June 8, 2010

TO: The NASBE Nomination Committee
Subject: Nomination of NASBE Central Area Director

I am a strong supporter of the National Association of State Boards of Education. They provide our professional development, our voice in Washington D.C. with the many education issues that our nation is struggling with, our choice to help find our new commissioner, provide updates on current education issues, and with various study groups that we have a chance to serve on.

I believe I am qualified to serve as a member of the NASBE Board. I have served as an educator for the past eleven years. I have served on the Kansas State Board of Education for the past year and a half. I have 29 years experience in the military with leadership experience and education. I have served on the NASBE study group for JROTC.

I would sincerely appreciate you considering me for nomination for the NASBE Central Area Director Position. Please let me know if you have any questions.

Sincerely,

David T. Dennis
Kansas State Board of Education, District 10
Colonel, United States Air Force (Retired)



MR. DAVID T. DENNIS
KANSAS STATE BOARD OF EDUCATION
District 10

Biography

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David T. Dennis was elected to serve on the Kansas State Board of Education in November Of 2008. He represents Board District 10 which includes part of South-Central Kansas, as well as a portion of the City of Wichita.

He represents the Kansas Board on the NASBE Project PASS study group, the Executive Committee of the Board if the Kansas State High School Activities Association, the State Board Communications Committee and the Virtual Education Task Force.

David has had a distinguished career as a military leader and an educator. Throughout his 29 years of military service, he worked his way up through the ranks of airman to colonel and received many awards for his leadership and outstanding achievements. He has managed a budget of \$125 million per year and led organizations of over 1200 individuals. He worked in the former Soviet Union for three years helping them eliminate their weapons of mass destruction.

When he retired at the end of the 2009-2010 school year it was David's 11th year of teaching in USD 259 and at Wichita North High School. He has served as a business and computer studies teacher, department chairman, and is currently the Data Leader for North High School. He has served Wichita as a member of the District V Advisory Board to the city council; currently serves as a member of the Wichita and Sedgwick County Metropolitan Area Planning Commission; is the president of his homeowner's association; a Boy Scout leader for over 30 years; and recipient of the highest awards a Boy Scout District and Council can present to a volunteer. He is a Eucharistic Minister for St. Elizabeth Ann Seton Catholic Church in Wichita; a member of the Knights of Columbus; and an announcer for home games for North High School. He was recently recognized for "Excellence in Public Service" for the Wichita School District and received the "Good Apple Award" from the Wichita School District. He is passionate about helping all students in Kansas learn.

David and his wife, Janet, celebrated their 40th wedding anniversary in November 2008. They have two children; David, also a teacher at North High School in Wichita, and Eric, a principal at an elementary school in Nebraska. David and Janet also have four grandchildren.