



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM
GOVERNOR

August 25, 2008

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

In early August members of the State Boards 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. As Michigan's voting delegate to NASBE, I will vote based on the Board's discussion and advice.

STATE BOARD OF EDUCATION

KATHLEEN N. STRAUS – PRESIDENT • JOHN C. AUSTIN – VICE PRESIDENT
CAROLYN L. CURTIN – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER
NANCY DANHOF – NASBE DELEGATE • ELIZABETH W. BAUER
REGINALD M. TURNER • CASANDRA E. ULBRICH

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Memorandum

Date: 8/5/2008

To: State Board of Education Members
State Board of Education Executives

From: Brenda Lilienthal Welburn

2008 Annual Business Meeting Notice and Proposed Revisions to the Association's Bylaws and Public Education Positions

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 October 18, 2008 in Arlington, VA

Proposed changes to the association's bylaws and public education positions are included and will be considered during the 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."

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.

look forward to seeing you in October.

2009 RECOMMENDED BYLAWS CHANGES

Proposed changes to the Association Bylaws are marked in bold and underscored.

(1)

Article IX Section A 5 (a) The Governmental Affairs Committee shall be open to any member who wishes to serve on the Committee and has their board approval; however, membership will be limited to one person per state. **The Chair of the Committee will be appointed by the NASBE Board of Directors and must have served previously on the Committee.**

Rationale:

The suggested change was offered by the Governmental Affairs Committee (GAC). The GAC is a critical component in the governance of NASBE and is charged with making recommendations to the Board of Directors on matters of federal legislation and policy. The members believe previous service on the committee will prepare the chair to assume the leadership responsibilities of the committee with a good foundation of the previous work of the GAC.

(2)

Article III Section B *Non-voting members of the Association shall receive all information services of the Association as defined by the Board of Directors; may attend and participate in all meetings and conferences of the Association; and shall be eligible, if appointed, to ~~chair~~ **and/or** serve as voting members of committees and study groups of the Association **with the exception of the Governmental Affairs Committee and the Public Education Positions Committee.** ~~but and~~ shall not be voting members of the Association as described in Bylaw Article III A.*

Rationale:

It is the position of the Board of Directors that the chairperson of a NASBE Committee or Study Group should be from a dues-paying state. This has been the practice in the past, and the recommended change in the language of the bylaws codifies the practice. Although members of states not current in dues and assessments have been permitted to serve on study groups with the approval of the Board, the NASBE Board of Directors believes the governance of the organization which relies on the work of the Governmental Affairs Committee and the Public Education Positions Committee should be directed by only by dues-paying members. This too has been the practice of the organization and the aforementioned language codifies the practice.

Memorandum

To: NASBE members

From: Public Education Positions Committee

Re: Recommended Changes to NASBE's Public Education Positions for 2009

Date: August 5, 2008

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~~), while additions are shown in bold and in blue (**additions**).

This year's changes occur in two main areas, plus several other smaller changes. The two main areas encompass the positions derived from the recommendations of NASBE's two study groups meeting last year: the Study Group on Models of Success for Reconstitution and the Study Group on Language and Learning.

These 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 1:45 pm, October 17, 2008 in Arlington, VA.

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.

2008 Public Education Positions Committee

Tom James (VT), Chair
Isis Castro (VA)
Randy DeHoff (CO)
Carole Woods Harris (NE)
Jacob Moore (AZ)
Diane Tatum (AR)
Allan Taylor (CT)
Chris Ward (IL)

Proposed Changes to NASBE's Public Education Positions

Approved by the Public Education Positions Committee, July 2008

Part 1. Changes encompassing recommendations from the Study Group on Models of Success for Reconstitution.

These changes would appear in section 2. "School Improvement" and section 10 "Federal Role in Education" of NASBE's *Public Education Positions* document.

Section 2. School Improvement

O. Low-Performing Schools

Even as state academic standards take hold, and as students, schools, and districts are evaluated by state assessment systems that are tied to the new standards, it is clear that millions of students attend low-performing schools that are not meeting the standards that states and federal policymakers hope for them to achieve. These schools are now being identified by state accountability systems. However, the goal of standards and accountability systems should not be to distribute rewards and sanctions to schools based on achievement. Rather, the central goal of all education policies and programs needs to be school improvement for greater student achievement. In order to reach this goal, states should take the following actions:

1. Allocate funds to districts to ensure that all schools have the resources they need to attract and retain high-quality school leaders, high-quality teachers, and high-quality staff;
2. Develop and adopt effective teacher induction, support, and evaluation systems;
3. Ensure that all teachers are provided with quality professional development experiences that are related to state standards and continuous school improvement;
4. Encourage teacher and administrator preparation programs to locate in communities that need school leaders and teachers;
5. Provide fiscal resources, guidelines, and technical assistance to establish effective data systems to inform school improvement at all levels;
- ~~6. Develop an intervention system for low performing schools that requires comprehensive school improvement plans supported by long term, on-site expertise and opportunities to learn from higher performing schools;~~
6. Develop a comprehensive, statewide plan for improving the persistently lowest-performing schools. The elements of such a state plan should include:
 - a. A strategy for building district capacity to turn around schools;
 - b. Guidance to school districts on turnaround options, their research base, and conditions and environments where they were proven to be successful;
 - c. State approval (or at the very least, monitoring) of local improvement plans;
 - d. Investments in leadership, particularly at the school level;

- e. Requirement that all schools develop a school improvement plan;
- f. A system for tracking, analyzing, and disseminating results of ongoing restructuring efforts;
- g. A strategy for building the capacity of the state education agency to ensure it is able to carry out the state's plan to help district improve low-performing schools;
- h. Options for schools that continue to miss AYP benchmarks even after restructuring; and
- i. Ongoing support for schools that exit restructuring. (2008; For more information, see NASBE's report: *Meeting the Challenge: The State's Role in Improving Low-Performing Schools through Restructuring*)

10. Federal Role in Education

C. Federal Financing of Education

14. The existing distribution of federal funds for improving chronically under-performing schools has not been sufficient to enact sustainable change. It is necessary to provide both state and local education agencies with additional funds—as well as greater flexibility in their use—to support school improvement efforts and build education agency capacity to assist in this important work. (2008)

Part 2. Changes encompassing recommendations from the Study Group on Language and Learning.

These changes would appear as part of section 3. "Diversity: The Changing Face of America's Schools" of NASBE's *Public Education Positions* document. Note that the Committee opted to delete the current position on "Multicultural Education" because this material was now covered either in part A. "Culturally Competent School System" or the new part B. "English Language Learners."

3. DIVERSITY: THE CHANGING FACE OF AMERICA'S SCHOOLS

A. Culturally Competent School System

In order to foster true democratic opportunity and participation, NASBE believes that policymakers and practitioners need to develop a culturally competent education system that helps all students and school staff interact constructively with individuals from diverse backgrounds; helps students develop the knowledge, skills, and dispositions they need to achieve to high standards; and fosters a renewed focus on the ideals that bind rather than divide all Americans.

Such a system addresses persistent underachievement, stereotyping, and intolerance by focusing on three related aims: 1) culturally competent schools encourage individuals to understand differences among groups of people; 2) culturally competent schools foster high levels of learning in all students; and 3) culturally competent schools strengthen the nation. In addition, a culturally competent school system:

1. Uses high-quality academic standards and standards-based accountability as the basis of instruction for all students, thereby assuring policymakers, educators, and parents that no group of students is being left behind in the back rooms of education.
2. Reports assessment data disaggregated by race or ethnicity, gender, income, special needs, and English language proficiency.
3. Adopts a curriculum that fosters cultural competency.
4. Demonstrates respect for students' identities and welcomes a diverse community to participate in schools.
5. Acknowledges students' diverse learning styles.
6. Ensures qualified personnel for all students.
7. Provides extra help for schools and students who need it.
8. Promotes in students a sense of national unity and civic responsibility while at the same time instilling an understanding of other cultures and their contributions to our society. (2002)

B. ~~Multicultural Education~~

- ~~1. State boards of education should examine their policies, practices and procedures to determine their cultural relevancy and appropriateness.~~
- ~~2. State boards should adopt standards that infuse multiculturalism throughout the K-12 curriculum.~~
- ~~3. State boards should adopt education policies that support the needs of students whose first language is not English. (1991)~~

B. English Language Learners

1. State boards of education should consider establishing clear language learning goals, or revisiting and clarifying their existing goals, to guide the work of educators at every level and lay a rational foundation for further policy development. Such goals would include:

- a. expectations that English language learners will progress to academic proficiency in English and placement in regular, challenging classrooms as rapidly as possible, without setting arbitrary, one-size-fits-all timelines that do not take into account the learning needs of individual students;**
- b. expectations that all students will become proficient in a second language (or more), including reading, writing, speaking, and cultural understanding, and will be provided opportunities to do so at every educational level; and**
- c. preservation of specific endangered heritage languages in the state by fostering new generations of speakers.**

2. State boards of education should standardize how English language learners are identified and tracked.

3. State education leaders should use a variety of policy levers to recruit and prepare adequate numbers of specialized, highly qualified ESL and world language teachers.

4. State boards of education should require that all educators learn basic ESL concepts and techniques.

5. State boards of education should select/develop and administer a comprehensive system of valid and reliable assessments to hold schools accountable for students' English language proficiency and mastery of academic content. Guiding principles for such a system include the following:

- a. Multiple measures of performance, such as portfolio assessment, hands-on demonstrations, and performance-based assessment, should be employed to obtain a more comprehensive picture of students' language skills and content knowledge;**
- b. School officials, in consultation with ESL-trained educators, should be permitted to determine when an English language learner has attained sufficient English proficiency that the student's academic progress can be appropriately assessed using an English language test;**
- c. Content-area assessments in English should undergo rigorous review for language difficulty. Test questions should be modified to minimize unnecessary linguistic complexity and cultural bias without "dumbing down" the content being tested; and**
- d. The literacy skills of an incoming ELL student should be assessed in both English and the student's native language, if possible. (2008. For more information, see NASBE's report, *E Pluribus Unum: English, Language Education, and America's Future*.)**

Part 3. Other Changes

2. School Improvement

R. Charter Schools

1. Publicly supported charter schools that contract for greater autonomy in exchange for strict accountability can be a viable educational option. The authority to grant public school charters should primarily lie with school districts, **state boards of education**, or with other entities that are also accountable to the public. Every chartering body must be able to give fair consideration to charter applicants and have the necessary capacity to assess instructional and business plans, compose valid time-specific contracts, and monitor student achievement and fiscal accountability on an ongoing basis. Procedures for canceling a charter due to poor student performance or other valid reasons should be fair, yet decisive.

6. STUDENTS

O. Character Education

1. Schools should provide instruction to students in core character qualities that transcend cultural, religious, and socioeconomic differences such as common courtesy, respect for person and property, civic and personal responsibility, honesty, and fairness. (1998)

2. Schools should provide a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. (2008)

3. State boards should encourage local school districts to promote the principles of character education and development that will foster positive character traits in students. (1998)



July 31, 2008

Dear State Board Member:

As you know, the election procedures for the NASBE Board of Directors was amended with the passage of the Bylaw change last October. Beginning in 2008, the election for President-elect and Secretary-Treasurer (when applicable) will take place at the Annual Business Meeting during the Annual Conference (Friday afternoon, October 17, 2008). 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 16) 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 and Secretary-Treasurer 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 candidate's 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 is background information on each of the candidates for President-elect and Area Director, including a resume and statement of interest. There are three candidates for President-elect (Isis Castro-Virginia; Randy DeHoff-Colorado; Lowell Johnson-West Virginia; the two candidates for Central Area Director are running for two different seats (Joe Higgins is running for a second two-year term; Chris Ward is running to fill the second year of a term).

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 state's vote is very important.**

Marsha E. McMullin
Director of Special Projects
National Association of State Boards of Education
277 S. Washington Street, Suite 100
Alexandria, VA 22314
703-684-4000, ext. 1116; direct line 703-740-4833

**STATEMENT OF INTENT
CANDIDATE FOR 2009 PRESIDENT-ELECT
ISIS M. CASTRO
VIRGINIA BOARD OF EDUCATION**

I am pleased to be in the running for the office of President-Elect of the National Association of State Boards of Education. I currently serve as a Southern Area Director on NASBE's Board. I was instrumental in having Virginia re-join NASBE and have been an active member ever since. I have served on the on the following Study Groups: Language and Learning, Value-Added Assessments and Civic Engagement and Ethical Behavior.

I am a life-long educator, beginning my career as a classroom teacher, then as the first Latina elected school board member in the Commonwealth of Virginia and first Latina appointed to serve on the Virginia State Board of Education. I am the former chair of the Fairfax County School Board, the thirteenth largest school district in the United States. In 2004, former Governor Mark Warner appointed me to the Virginia Board of Education. Governor Tim Kaine recently re-appointed me to that position, and I will serve on Virginia's state board until 2012.

This is an exciting time to be involved in the complex and many times controversial issues confronting public education. Simply put, NASBE serves as a beacon for public education in this country. My colleagues and I from across the country, find NASBE to be an invaluable opportunity to network and exchange ideas, which will truly empower us in making a difference in our states. In light of upcoming federal legislative debates such as the reauthorization of NCLB and critical funding issues-the outcome of which is of critical importance to all of us-- NASBE can continue to strengthen its partnerships with other national organizations to influence the debate and inform our constituents of the critical issues involved.

Our organization enjoys tremendous respect not only at the state level but at the federal level, as well. This is due in large part to NASBE's leadership and professional staff. It will be my highest priority to maintain NASBE's excellent working relationship with our member states and partnership organizations and increase our membership so that non participant states can benefit fully. It is critical that we remain responsive to our members' needs, and it is critical that we are responsive to opportunities to influence the national debate on educational policy and legislation.

Isis Castro

Isis Maria Castro
2404 Culpeper Road
Alexandria, Virginia 22308

PROFESSIONAL EXPERIENCE

VIRGINIA STATE BOARD OF EDUCATION

Board Member

2004-Present Appointed by Governor Mark Warner and reappointed by Governor Tim Kaine to serve the children of the Commonwealth of Virginia at the state board of education. First Hispanic ever to be selected for such a distinction.

PROGRESO HISPANO, INC., Alexandria, Virginia

Executive Director

2001- 2004 Founded and incorporated Progreso Hispano. This organization serves low-and moderate income immigrant community. Secured the building, furniture, and computers. Developed strategic goals and marketing targets. Secured funds through grants and donations. Recruited and trained over 90volunteers and three employees. Developed programming and curriculum. In first two years of operations, the organization served over 2000 clients through legal assistance, language, and citizen classes.

FAIRFAX COUNTY SCHOOL BOARD, Fairfax County, Virginia

Mount Vernon District Representative

1999-2003 Elected by the Mount Vernon citizens to serve a four-year term on the school board (January 2000-2004). Established policy for the 12" largest school division in the nation and the largest in Virginia. Served as the Instruction Committee Chairperson, Vice chair and Chairman of the Board. Ensured that instructional issues were discussed, reviewed, and adhere to board policy. Advocated to local and state government for funding. Approved and presented a school budget to the Board of Supervisors on behalf of our 165,000 students and 20,000 employees. Responsible for establishing a Dual Immersion Program where students in kindergarten are exposed to Spanish 1/2 day and English 1/2 day. Responsible for establishing an International Baccalaureate Program at the elementary school where students are exposed to four languages at the sixth grade class.

FAIFAX COUNTY PUBLIC SCHOOLS, Fairfax County, Virginia

Teacher

1991-1995 Taught Math and Science to elementary school students in the Spanish Immersion Program.

1991-1996 Taught Spanish to seventh and eighth graders and as the foreign language department chairman, was responsible for coordinating the foreign language department.

2004- 2007 Serves as a Resource Teacher in the Fairfax County Public Schools Foreign Language Department. Responsible for interviewing teacher candidates, coordinates an internship program with the U.S. State Department, serves on the selection committee for the Washington Post and the Embassy of Spain Teachers Fellowships Program. Makes presentation to parents about the different foreign language programs available. Attends different

educational conferences, and trains teachers in the latest methods of teaching foreign languages.

2007 -Present Teaches Spanish at the middle school level for Fairfax County Public Schools.

AWARDS

2003 - Public Advocate of the Year Award by the Greater Washington Ibero- American Chamber of Commerce

2002 - Excellence in Community Service Award, National Society of the Daughters of the American Revolution

2000 - The Fitz Turner Humanitarian Award, by the Virginia Education

2001 - Hispanic Heritage Leadership Award, by the Coalition of Hispanic Agencies & Professionals

1996 - United Community Ministries. Outstanding Volunteer Award

1992 - Good Shepherd Catholic Church, Outstanding Volunteer Award

CURRENT BOARD MEMBERSHIP

Virginia State Board of Education

National Association of State Boards of Education; Southern Area Director

Bishop Loverde's Peace and Justice Commission

Hispanic Leadership Alliance Inc.

PAST BOARD MEMBERSHIP

Member, Board of Directors, Fairfax County/Falls Church Community Services Board

Member, Board of Directors, Good Shepherd Housing and Family Services

Member, Board of Directors, United Community Ministries (UCM)

Vice Chair, Good Shepherd Catholic Church Pastoral Council

EDUCATION

Bachelor of Arts, Spanish, City College of New York, New York City, NY

Masters in Fine Arts, Spanish and Latin American Literature, New York University, New York City, NY

PERSONAL

Born in Havana, Cuba. Came to the United States as a refugee at age 14. Married, mother of three.

**STATEMENT OF INTENT
CANDIDATE FOR 2009 PRESIDENT-ELECT
RANDY DeHOFF
COLORADO BOARD OF EDUCATION**

The states and the nation face the challenge of transforming public education to meet the needs of the 21st century. The system of education designed in the early twentieth century has changed relatively little in the last one hundred years; it is totally inadequate to the demands and necessities of the immediate future. At the same time, the hard realities of public school finance make it clear that this transformation will have to take place within approximately the current levels of funding – significant new sources of funding simply do not exist in most states. The stark choice we face is this: either we will transform public education for the 21st century, or it will be transformed for us.

The leading issues driving this transformation include the growth of school choice, especially charter schools, a greater emphasis on math and science education, redefinition and expansion of career and technical education, and the exponential growth of online schools. Online education has been characterized by Clayton Christensen as a “disruptive innovation” that will force a transformation of public education.

NASBE is well positioned to lead states through this transformation. They are a nationally recognized resource ready to assist states as they negotiate the policy implications of that transformation. But policy implies politics, and these issues are already as disruptive to the politics of public education as they are destined to be to its structure. If NASBE is to lead this discussion as it has the potential to do, it requires leadership that brings the credibility of nationally recognized expertise, and the proven ability to work through the political divisions to reach a common goal.

I bring that expertise, credibility, and proven leadership to the race for President-elect of NASBE. As Chairman, I successfully led a politically divided Colorado State Board of Education through these complicated policy debates, drawing both sides to common agreements that satisfied the key concerns of all stakeholders. I have earned a reputation in Colorado as a non-partisan advocate and policy expert for online education, charter schools, and math and science education. I have shared that expertise at a national level through articles, conference presentations, and service on national advisory boards and committees, as well as through my commitment to NASBE.

It would be a profound honor and privilege to serve as the President of NASBE during my last year on the Colorado State Board of Education. I can think of no greater service than to share the leadership and expertise I have gained in Colorado with all 50 states and the nation, as together we lead public education through the transformation to the 21st century.

BIOGRAPHY

Randy DeHoff

Randy DeHoff has served on the Colorado State Board of Education since 1999, representing the Sixth Congressional District. He was reelected to a second six year term in 2004, and will complete his term at the end of 2010. He has served as Vice-Chairman and Chairman of the Board between 2001 and 2004, earning a reputation as a passionate, non-partisan defender of quality public schools for all students, who works effectively to unite the efforts of all stakeholders to that end.

Mr. DeHoff has been active in public education for over a quarter century, since the first of his four daughters started kindergarten. His children have been educated in the local public schools, home school, and a charter school that he helped found.

After earning a B.S. in Physics from the University of Virginia, he served eight years active duty as a Naval Flight Officer, flying missions throughout the Pacific and Indian Oceans. He moved to Colorado in 1984, working in the aerospace industry as a Systems Engineer and program manager on several successful missile and rocket launch programs.

In February, 2005, Mr. DeHoff left the aerospace industry to make public education his full time vocation as the Executive Director of the newly formed Colorado Charter School Institute, a statewide chartering authority. The Institute will be overseeing 16 schools with over 6000 students throughout Colorado in the 2008-2009 school year.

Since joining the State Board of Education, he has served on several National Association of State Boards of Education study groups, and currently serves on the NASBE Board of Directors. He represented NASBE on the Steering Committee to revise the standards for the 2004 NAEP Math Assessment, and has been nominated to represent NASBE on the new National Technical Advisory Committee on Assessment. The Colorado League of Charter Schools awarded him their Charter Friend Award in 2002.

Mr. DeHoff has further blended his background and interest in science and education through his membership in the American Association of Physics Teachers and the National Science Teachers Association, and as a founding board member of the Colorado Math, Science Technology, and Engineering Education Coalition (COMSTEC). He has authored numerous articles on education for local and national media. In his spare time he enjoys horseback riding, fly fishing, and back-country skiing.

**STATEMENT OF INTENT
CANDIDATE FOR 2009 PRESIDENT-ELECT
LOWELL JOHNSON
WEST VIRGINIA BOARD OF EDUCATION**

The education of children for a modern society has always been my highest priority. With the knowledge explosion and advances in technology, state boards of education are seeking ways to improve curriculum, provide assessments that are meaningful, promote globalization through an understanding of cultural diversity, promote citizenship, promote wellness, eliminate harassment and bullying, reduce dropout rates, increase graduation rates, attract the best and brightest to the teaching profession, provide meaningful professional development, and promote community and business involvement. Although this is not an exhaustive list, all education policy must be considered in the context of federal laws and regulations, court decisions, state laws, and the power of the executive branch of government. Being an education policy maker is not an easy task.

With the challenges and opportunities facing state boards of education, you can readily see why I support and wish to be part of the leadership of NASBE. NASBE is the only organization that brings together members of state boards of education to deal with the issues facing education policy makers. By employing a competent staff and using study groups, member committees, and grants, NASBE has provided me with opportunities to network with board members from other states, listen and question experts on public policy, meet with U.S. Department of Education officials and tell members of Congress of the importance of the NASBE's educational agenda.

Since being appointed to the West Virginia Board of Education in 2004, I have attended faithfully every meeting of NASBE and have served on the Governmental Affairs Committee (GAC). I was pleased and honored to be selected to serve as a member of the NASBE Board of Directors for the Southern Region this year. I wish to be nominated as President-elect of NASBE because I want to serve an organization that cares about the education of America's children. I want the challenges we face in education to be opportunities for children. I want to serve a strong organization like NASBE because the members and staff of that organization care about the education of children and their future.

BIOGRAPHY

LOWELL E. JOHNSON

Dr. Lowell E. Johnson was appointed to the state Board of Education in January 2004 by former Gov. Bob Wise and completed his second term as state board president in 2007. He previously served as the assistant secretary for ports for the West Virginia Department of Transportation.

A lifetime resident of West Virginia, Dr. Johnson currently resides in Lewisburg in Greenbrier County. He has an extensive history with education in West Virginia. He earned his bachelor's degree in education from Concord College, a master's degree in guidance and counseling from West Virginia University, as well as a doctoral degree in reading and psychology from WVU.

Dr. Johnson began his teaching career in Greenbrier County. He then joined the teacher preparation faculty at Fairmont State College in 1970. In 1981, Dr. Johnson became president of the West Virginia Education Association, where he remained until 1985. That year, he joined the faculty at Bluefield State College, a historic black college, and served as the chairman of the Division of Education. In 1987, Dr. Johnson began working for former Rep. Bob Wise, D-W.Va., as chief of staff until 2000.

Currently, Dr. Johnson is serving on the National Association of State Boards of Education's (NASBE) Board of Directors and is President of West Virginia's 21st Century Learning First Alliance. He previously served as chairman of NASBE's Governmental Affairs Committee and on the Board of Directors for the National Education Association, the Southern Regional Education Board and the Education Commission of the States. He also serves on the Governor's 21st Century Jobs Council, the Governor's Commission on Technology, the West Virginia International Education Commission and the Advisory Board of Directors for the West Virginia State Fair.

Dr. Johnson is married to the former Rebecca Hinkle and has two children, Amy and Paul. His term on the board ends November 4, 2012.

CHRISTOPHER J. WARD, Ed.D.
535 Rodney Street, Lockport, Illinois 6044
cward1944@yahoo.com

PERSONAL INFORMATION:

Birth: January 31, 1944
Married, 1968; Wife: Kathleen
Children: Christopher, Timothy, Sarah, Margaret Mary

NASBE GOAL:

I seek to use my skills and past experience in public and private education to contribute to the betterment of education for students throughout the nation and the State of Illinois

PROFESSIONAL EMPLOYMENT:

Superintendent – Lockport Township High School District 205, Lockport, IL 1992 to Retirement on June 30, 2004. (3850 students, 500+ employees).

Employed in the field of education from 1968 – 2004 as a teacher, counselor, building administrator, and district administrator.

PROFESSIONAL SERVICE:

Strategic Planning Consultant to the Tri-County Education Service Center
Three Rivers Educational Partnership
North Central Association for School Accreditation
Northern Illinois University Ed. Admin. Alumni Association
Educational Advisory Committee, Elementary School District 30C – Chairman
District Representative to Bolingbrook/Romeoville Macro Planning Committee
Faculty/Staff Consultant to Joliet Catholic High School Capital Development Study
Curriculum Development Consultant to the Tri-County Education Service Center
Currently mentoring two local superintendents
Numerous local and national presentations

POST-RETIREMENT:

Appointed to the IL State Board of Education by Governor Blagojevich
Selected to fill a vacancy term on the Board of Directors of NASBE
Elected Vice-Chair of State Board of Education by Co-members
Currently serving on IL State Board of Education as Chairman of Operations Committee
Served on National Committee on Ethic & Civic Education Issues
Addressed Fulbright Scholars on Issues facing American Education at University of Illinois, Chicago Campus
Appointed to University of St. Francis Board of Trustees

COMMUNITY INVOLVEMENT:

Organized and taught community/parent effectiveness classes.
Member of Lockport Lions.
At various times, served as a baseball, football, and soccer coach within the community.
President – Lockport Old Canal Days
Established effective home/school/community relations by organizing parent groups, presentations, TV, newsletters, and parent luncheons.
Homer Glen Executive Board – Land Use Development
Chairperson – Advisory Committee to Elementary District 30C
Homer Glen Advisory Committee – Town Center Project

Joe Higgins

NASBE Board of Directors
Central Area Director

Statement of Interest

During my five (5)+ years as a member of the Nebraska State Board of Education I have served in a variety of positions within NASBE.

New Member Institute (2003)

Member of the Athletics and Academics Study Group (2004)

Chair of Government Affairs Committee (2005)

Member of the Government Affairs Committee (2006)

Official delegate to NASBE from Nebraska (2005 & 2006)

Central Area Director (By Appointment 2007 & 2008)

I seek nomination to be a candidate for the two-year term as Central Area Director to be elected in October of 2008. My current term as a member of the Nebraska State Board of Education continues through December of 2010. I have been and remain committed to the mission and goals of NASBE. I am interested continuing to serve public education in this position. My vocation and avocation over the past 45 years has been the advancement of teaching and learning. Thirty-six years within the classroom and service as teacher leader have given me a useful perspective to continue as a member of the NASBE Board of Directors.