

Gary L. Storie Ed. D.

Idaho State University, Department of School Psychology and Educational Leadership
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Work Experience

2012 – 2018

Assistant Professor

Idaho State University, College of Education, Department of School Psychology and Educational Leadership

2008-2012

Superintendent

Charles A. Beard School Corporation, Knightstown, Indiana

2005-2008

Superintendent

Rockville Community Schools, Rockville, Indiana

1999-2005

Principal

Westlawn Elementary School, Jay County School Corporation, Portland, Indiana

1997-1999

Principal

San Pierre Elementary School, North Judson-San Pierre School Corporation, North Judson, Indiana

1986-1997

Owner / Publisher

Tricounty News, a weekly newspaper serving Edinburgh, Indiana and surrounding communities

1975-1984

Elementary Teacher

East Side Elementary School, Edinburgh, Indiana

Education

Doctor in Education (Ed. D.), Ball State University, 2011.

Major: School administration

Supporting Areas of Emphasis: Educational Psychology (cognate)

Dissertation Title: Can reading fluency scores predict ISTEP performance

Advisor(s): William Sharp

Education Specialist, Ball State University, 2004.

Major: School administration - superintendent

School Principal Certification, Indiana University, 1997.

Major: School administration

MS, Indiana University, 1982.

Major: Elementary Education

BS, Ball State University, 1975.

Major: Elementary Education

Licensures and Certifications

Superintendents License, State of Indiana, State. (July 15, 2004 - Present).

License to be a superintendent of schools in Indiana

Elementary Teachers License, State of Indiana, State. (May 15, 1975 - Present).

License to teach elementary schools, grades K-6 (7-8 non-departmental) in the state of Indiana

Peer Review Certification, Quality Matters Higher Education (December 2015)

Certified to review online higher education courses per Quality Matters Rubric

Professional Memberships

Association of Supervision and Curriculum Development, National, ASCD. (January 20, 2003 - Present).

National organization specializing in education issues pertaining to the supervision of Instruction, effective pedagogy, and current issues in education.

Development Activities Attended

Continuing Education, Quality Matters "Peer Review Course." An online course taken in Pocatello, Idaho. (November 17-25, 2015).

An online course that resulted in certification by Quality Matters to review online courses according to the Quality Matters Rubric for Higher Education.

Continuing Education, "QM Rubric Update for Higher Education, Fifth Edition, 2014." A Quality Matters online course taken in Pocatello, Idaho. (November 5-7, 2014).

An online course designed to provide information and learning about the updated standards embedded in the Quality Matters Rubric for Higher Education. Completed course, passed assessment.

Continuing Education, "Charlotte Danielson's Framework for Teacher Professional Development." Idaho State University, College of Education, Pocatello, Idaho.

Participation in the college workshop to learn how to apply the Danielson Framework to teacher evaluations.

Attended Conference, "NRMERA Annual Conference," Northwest Rocky Mountain Education Research Association, Jackson, WY, USA. (October 3, 2013 - October 4, 2013).

Conference highlighted several research projects related to education; presenters gave an overview of their studies, findings, and implications for the education community

Continuing Education, Quality Matters "Applying the QM Rubric," Idaho State University, Quality Matters (May 15, 2013 - May 31, 2013).

A two week online course to help instructors become knowledgeable about the Quality Matters Rubric to inform the development of online and hybrid courses. Completion of the course resulted in first level QM certification

Attended Conference, "Quality Matters Regional Conference," Quality Matters. Vancouver, Washington, USA. (April 25, 2013 - April 26, 2013).

Two day conference that provided multiple presentations and workshops pertaining to the development of online and hybrid courses that comply with the Quality Matters standards

TEACHING

Teaching Experience

Idaho State University

EDLA 6642, School Culture & Community Relations, 2 courses.
(Fall 2014, Summer 2015)

EDLA 6643, School Personnel Admin, 2 courses.
(Summer 2014, Summer 2017)

EDLA 6644, Instructional Leadership, 1 course.
(Fall 2012)

EDLA 6662, The Superintendency, 3 courses.
(Spring 2013, Spring 2014, Summer 2017)

EDLA 6664, Public School Monetary Policy, 3 courses.
(Fall 2012, Fall 2013, Fall 2014)

EDLA 7721, Educational Policy and Gov, 2 courses.
(Fall 2013, Fall 2015)

EDLA 7723, Education Planning and Evaluation, 2 courses.
(Spring 2013, Spring 2014, Spring 2018)

EDLA 7724, Data Informed Instructional Leadership, 2 courses.
(Summer 2014, Summer 2015)

EDLA 6637. Principal Internship,7 courses
(Spring 2016, Summer 2016, Fall 2016, Spring 2015, Summer 2017, Fall 2017, Spring 2018)

EDLA 7737, Superintendent Practicum, 16 courses.
(Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015,
Summer 2015, Fall 2015, Spring 2016, Summer 2016, Fall 2016, Spring 2017, Summer
2017, Fall 2017, Spring 2018)

EDLA 7748, Independent Problems in Education, 2 courses.
(Summer 2013, Summer 2015)

EDLA 7751, Field Project Case Analysis, 1 courses.
(Spring 2013)

EDUC 6601, Research and Writing, 8 course
(Fall 2015, Spring 2016, Fall 2016, Spring 2017, Summer 2017, Fall 2017, Spring 2018, Fall
2018)

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Storie, G. L., Denner, P. R. (2015). Using student test scores to award merit: A look at the 2012 pay-for-performance program for Idaho schools. *Current Issues In Education*, 18(3). Retrieved from <http://cie.asu.edu/ols/index.php/cieatasu/article/view/1373>

ABSTRACT: There has been an increase in the development of compensation models that reward teachers and schools with extra pay if students improve their scores on state exams. Idaho implemented such a plan in the fall of 2012; bonuses were paid to schools whose students demonstrated academic growth based on the Betebenner (2008) method. This study examined the relationship of the amount of bonus paid to a school, the percentage of students from low income families associated with a school, the size of the school, and the location of the school (urban, suburban, town, or rural). Using hierarchical set regression analysis, a small but statistically significant negative relationship was found between the percentage of students eligible for subsidized meals and per pupil school bonus pay. When school location was added as a predictor, only rural school location emerged as a positive but small additional predictor of the amount of per pupil bonus money received by a school. Binary logistic regression indicated the percentage of students eligible for subsidized meals was a predictor of whether or not a school received bonus pay, but school location was not a significant predictor. The results indicate the distribution of bonus pay money to schools was influenced by factors beyond teaching effectiveness, but the overall influences were small.

Mortensen, P., Neill, M., Storie, G. L. (2017). Principal perceptions reveal challenges implementing state required teacher evaluation. *Educational Research: Theory and Practice*. <http://www.nrmera.org/educational-research-theory-practice/>

Abstract: According to the National Council on Teacher Quality there are now over 30 states that have enacted statewide uniform teacher evaluation programs. Many of these programs adopted an instrument to be used for evaluations patterned after Charlotte Danielson's Framework for Teaching, which describes 22 different components of teaching (classified into four domains). Idaho mandated such a policy in 2015 and required principals to assess every teacher, each year on all 22 components. Teachers who receive an "unsatisfactory" or "basic" rating are denied increases in pay. Little research has been done to date to investigate the effects a statewide mandated program has on principals' work load and other school issues and conditions. This study surveyed principals in Idaho to get their perceptions on these and other matters. Among the most definitive results included principals' confidence in their knowledge about evaluation, their concern about the logistics of conducting evaluation, and their belief the program is not practiced consistently across the state.

Other

Article

Storie, G. L. (2012). Oral reading fluency: It's linked to ISTEP performance. *Leadership Excellence*, 29(2), p. 12. Retrieved from http://www.ballstateuniversityalumni.com/email/09files/leadershipexcellence/leadership3_12.pdf

ABSTRACT: This study compared 2nd grade students' oral reading fluency scores to their 3rd grade ISTEP (Indiana Statewide Testing for Educational Progress) scores a year later. ISTEP is the test given to all 3rd grade students in Indiana in order to comply with NCLB. Regression analysis found a strong predictive relationship between students' oral reading fluency skills and ISTEP. Logistic regression analysis showed a high probability that 3rd grade students would pass ISTEP if they met fluent reading targets by the end of the 2nd grade.

Book Review

Sharp, W. L., & Walter, J. K. (2012). *The Principal as a School Manager*. Lanham, MD: Roman & Littlefield Publishers

I reviewed this book for the authors. Book contains 17 chapters with an emphasis on the knowledge and skills building level principals require to be successful school managers

Presentations Given

Oral Presentation

Storie, G. L.; Mortensen, P. (2017) Paper, Annual Conference, North. Rocky Mountain Educational Research Association, Boulder, Colorado
Principal Perceptions Reveal Challenges in Implementing State Required Teacher Evaluation.

SUMMARY: This study used a survey to seek perceptions of Idaho Principals about the evaluation program instituted in 2015. Questions pertained to various aspects of teacher evaluation and the impact it had on teacher performance and student learning. Results showed what principals believed to be benefits and short comings of the policy. Academic, Accepted October 12, 2017.

Kennedy, T. & Storie, G. L. (November 2015). Bonds in Idaho.
Presented at the annual conference of the Idaho School Boards Association, Couer D'Lane, Idaho.

SUMMARY: This presentation was about the results of a study that investigated whether or not community and election variables could be correlated with the successful passage of school building bonds in Idaho. Election variables included the month the referenda were held, voter turnout, impact of bond on tax rate, and location of the bond question on the ballot. Community variables included school district median income, level of education, percentage of children and senior citizens living in the community. This study was a guided and collaborative effort with a graduate student in the Ed. S. program, who was the primary investigator.

Storie, G. L. (October 15, 2015). School and community conditions that contribute to student achievement in rural schools.
Presented at the National Rural Education Association 107th Convention and Symposium, St. Louis, MO.

SUMMARY: A qualitative study that examines possible reasons why rural schools do as well or better than their urban and suburban counterparts with student achievement, especially concerning students from poverty. A series of 3 focus groups were convened; participants included the principal investigator and school administrators from three different regions in Idaho. Informal discussion focused on why these administrators think their small rural schools do well on ISAT. Sessions were recorded for later transcription. This is a follow up study from one done earlier which found student achievement was positively correlated with schools in rural locations.

Storie, G. L., Schou, S., Whitaker, M. (April 10, 2015). Determining an internal course review process panel discussion.
Presented at Quality Matters Regional Conference on Quality Assurance in Education 2015, Seattle, Washington.

SUMMARY: The panel discussed the design and development of an internal (campus) course review process. Faculty members from across the campus were invited to participate in the project which reviewed three different models. This process and final recommendations for an internal review were shared.

Storie, G. L. (November 14, 2014). *Idaho school boards' experience with superintendent searches*. Paper presented at the annual conference for the Idaho School Boards Association, Boise, Idaho.

SUMMARY: A survey of Idaho School boards regarding superintendent searches found the pool of available candidates was small, but most boards reported success in hiring qualified leaders for their schools. Differences in the number of applicants for large school and small schools were found. Small rural schools more often found it necessary to hire a superintendent who did not have current credentials

Storie, G. L. (August 5, 2014). *Does Location Matter?* Paper presented at the annual conference of the Idaho Association of School Administrators, Boise, Idaho,

SUMMARY: An examination of 2012 Idaho Schools ISAT scores, it was found student achievement was influenced by location. Using ANOVA to compare scores, statistically significant differences were found between schools in urban and rural locations. Despite having fewer resources and faced with considerable challenges regarding facilities, finance, qualified personnel and educational programming, rural schools were found to do as well or better than their urban and suburban counterparts, especially with regard to students from poverty. Delta effect sizes showed the difference to be in the low to close to moderate range.

Storie, G. L. (November 18, 2013). *Bonus pay - is there a relationship with student poverty?* Presented at Region 5 Idaho Association of School Administrators, Pocatello, Idaho.

Storie, G. L., (October 15, 2-13). *Bonus pay - is there a relationship with student poverty?* Presented at Region 6 Idaho Association of School Administrators, Ammon, Idaho.

Storie, G. L. (November 6, 2013). *What do superintendents find most satisfying about their jobs and why did they become superintendents in the first place?* Presented at the annual conference of the Idaho School Boards Association, Coeur D'Lane, Idaho.

SUMMARY: The presentation summarized a study completed in 2012 that surveyed Idaho superintendents and asked questions pertaining to job satisfaction and job motivation. The results of the survey and its implications for school boards were shared.

Paper

Storie, G. L. & Denner, P. R. (October 17, 2014). *Student Achievement in rural locations earned their schools more in bonus pay but the percentage of students eligible for subsidized meals decreased bonus pay to schools*. Paper presented at the 106th National Rural Education Association Convention and Research Symposium, San Antonio, Texas.

SUMMARY: There has been an increase in the development of compensation models that reward teachers and schools with extra pay if students improve their scores on state exams. Idaho implemented such a plan in the fall of 2012; bonuses were paid to schools whose students demonstrated academic growth based on the Betebenner (2008) method. This study examined the relationship of the amount of bonus paid to a school, the percentage of students from low income families associated with a school, and the location of the school (urban, suburban, town, or rural). Using hierarchical set regression analysis a small but statistically significant negative relationship was found between the percentage of students eligible for subsidized meals and per pupil school bonus pay. When school location was added as a predictor, only rural school location emerged as a positive but small additional predictor of the amount of per pupil bonus money received by a school. Binary logistic regression indicated the percentage of students eligible for subsidized meals was a predictor of whether or not a school received bonus pay, but school location was not a significant predictor. The results indicate the distribution of bonus pay money to schools was

influenced by factors beyond teaching effectiveness, but the overall influences were small. Follow-up analyses that looked at the effect of school location on the average school achievement in reading and mathematics of their students who were eligible for subsidized meals showed that schools in rural locations outperformed schools in urban locations, perhaps justifying the slight additional boost in per pupil bonus money given to rural schools the previous year. No other differences were significant.

Contracts, Grants and Sponsored Research

Grant

Storie, G. L. (Principal Investigator), "School conditions in Idaho that correlate with student achievement," Sponsored by ISU ORED, Idaho State University, Pocatello, Idaho.

SUMMARY: Amount of the award \$527.00. Submitted May 10, 2014, approved May 12, 2014, ended December 10, 2014). Purpose - To investigate reasons why students in small rural schools do better on ISAT than their urban peers, three focus groups will be held with principals and superintendents of these small schools. Participants will discuss what they believe they are doing differently to enhance achievement in their schools.

Awards and Honors

Howard A. Dawson Research Award, National Rural Education Association, Research. (October 18, 2014).

Paper presented with co-author Dr. Peter Denner at the 106th National Rural Education Association Convention and Research Symposium, San Antonio, Texas. Award was for the best research paper of the conference entitled: "Student Achievement in Rural Locations Earned Their Schools More in Bonus Pay but the Percentage of Students Eligible for Subsidized Meals Decreased Bonus Pay to Schools"

General Service

Administrator performance review committee

Idaho State Department of Education Administrator Performance Standards, Committee Member, Member. Appointed, Regional. (May 8, 2013 - May 10, 2013).

Statewide committee formulated consider and suggest changes to a proposal for the Idaho State Board of Education new rules pertaining to K-12 school administration and performance standards

Quality Matters Course Reviews

One of three reviewers to evaluate graduate level education courses, three courses from two different universities. (May 2017)

College

Idaho Association of School Administrators, COE representative for regional superintendent meetings (September 1, 2014 - Present).

Attend monthly meetings in Twin Falls, Superintendent District 4. Listen, observe, and discuss with region superintendents matters concerning school administration, legislation, policy, and research topics.

COE Undergraduate Curriculum Committee, Committee Member, Member, Appointed, Local. (2013).

Attend regular meetings, review and discuss agenda items that pertain to undergraduate curriculum issues; new courses, changes in courses, etc.

Idaho State University Safety Committee, Committee Member, Member, Appointed, Local. (August 2012 – May 2015).

Attend monthly meetings, review and discuss agenda items pertaining to campus safety. Resolutions from committee votes are forward to university level administrators for consideration.

Pride of the College Committee, Committee Member, Member, Local. (August 26, 2014 - September 9, 2014).

To review nominations for recipients of Pride of the College Awards which included the Staff Recognition, Faculty Excellence, and Bengal Awards. The task of the committee was to make recommendations to the Dean after review all the nominations in all the categories.

Teacher Education - Mock Interviews, Interviewer, Local. (March 6, 2014).

Conduct mock interviews with teacher candidates.

COE Recruitment and Retention Committee, Committee Member, Appointed. (January 2013 - May 2013).

Consider and discuss issues and plans pertaining to recruitment and retention of candidates to college academic programs

Department

Department of School Psychology and Educational Leadership, Committee Member, Member, Local. (September 1, 2014 - Present).

Work on departmental programs; review and revise; prepare reports for upcoming NCATE visit

Educational Leadership Recruitment Plans, Coordinator, Other, Appointed. (September 2013 - Present).

Plan and coordinate recruitment plans for educational leadership programs

Educational Leadership Internal Review, Attendee, Meeting, Member, Local. (August 2012 - Present).

Attend weekly meetings, review and discuss items pertinent to the Educational Leadership, K-12 and the internal review process

Professional

Idaho Legislature - Day on the Hill, Attendee, Regional. (February 25, 2014).

Observe and listen to testimonies, discuss with other attendees and legislatures matters concerning education policy and law in Idaho

Idaho School Boards Association, Visitor, Regional. (February 25, 2014).

Met with officials at ISBA to discuss research project - a survey of school boards regarding superintendent searches. Also, to discuss ways facilitate collaboration between ISBA and ISU COE about education issues in Idaho

Idaho Legislature - Day on the Hill, Attendee, Regional. (February 11, 2013).

Observe and listen to testimonies, discuss with other attendees and legislatures matters concerning education policy and law in Idaho

University

eISU - Instructional Technology Resource Center, Panel Member, Appointed, (November 13, 2014).

Part of a panel of other faculty members from across ISU and ITRC representatives to present the results of a study that considered Quality Matters review protocols.

Quality Matters - Instructional Technology Resource Center, Committee Member, Member, Appointed, Local. (July 7, 2014 - September 30, 2014).

Work with ITRC representatives and other committee members from across the university to evaluate different Quality Matters review protocols. The goal was to develop a recommendation for university officials on which protocol to use for QM reviews on our campus.