

# TIERED LICENSURE

**Tom Luna**

Superintendent of  
Public Instruction

Feb. 12, 2014



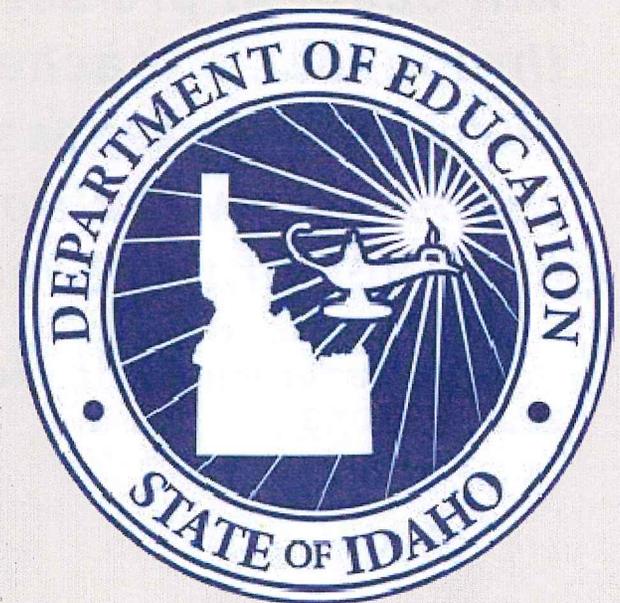
## TEACHER & PRINCIPAL EFFECTS ON STUDENT ACHIEVEMENT

Dr. Robert Marzano

Principal Effectiveness	Teacher Effectiveness	Enter	Leave
Average Principal	Average Teacher	50 <sup>th</sup>	50 <sup>th</sup>
Highly <b>In-Effective</b> Principal	Highly <b>In-Effective</b> Teacher	50 <sup>th</sup>	<b>3<sup>rd</sup></b>
Highly <b>Effective</b> Principal	Highly <b>In-Effective</b> Teacher	50 <sup>th</sup>	37 <sup>th</sup>
Highly <b>In-Effective</b> Principal	Highly <b>Effective</b> Teacher	50 <sup>th</sup>	63 <sup>rd</sup>
Highly <b>Effective</b> Principal	Average Teacher	50 <sup>th</sup>	78 <sup>th</sup>
Highly <b>Effective</b> Principal	Highly <b>Effective</b> Teacher	50 <sup>th</sup>	<b>96<sup>th</sup></b>

# PRIOR WORK

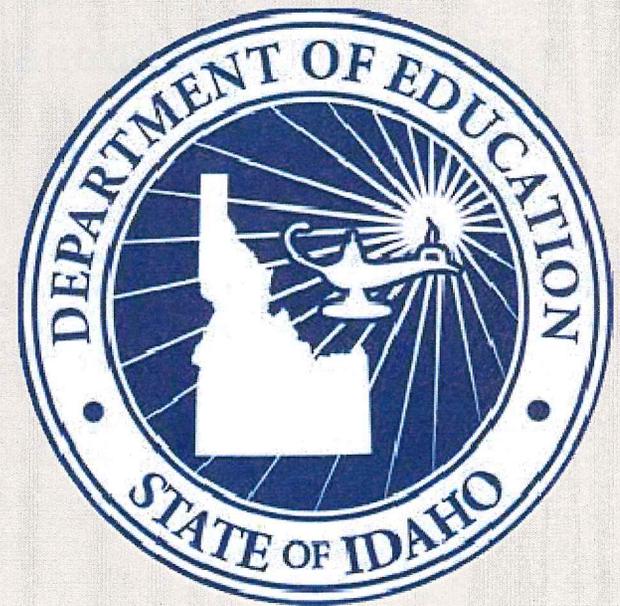
- **1999-2004** - Maximizing Opportunities for Students & Teachers (MOST) Committee
- **2008**- Teacher Evaluation Task Force recommends adoption of Danielson Framework for Teaching (FfT)
- **2010**- Districts align evaluation rubrics with FfT
- **2012**- “Our Responsibility, Our Promise” Report
- **2013**- Network for Transforming Educator Preparation (NTEP) grant
- **2013**- Governor’s Task Force for Improving Education



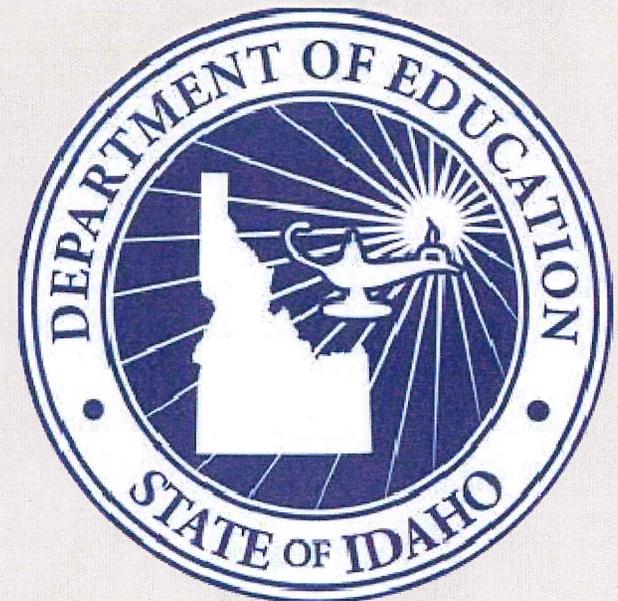
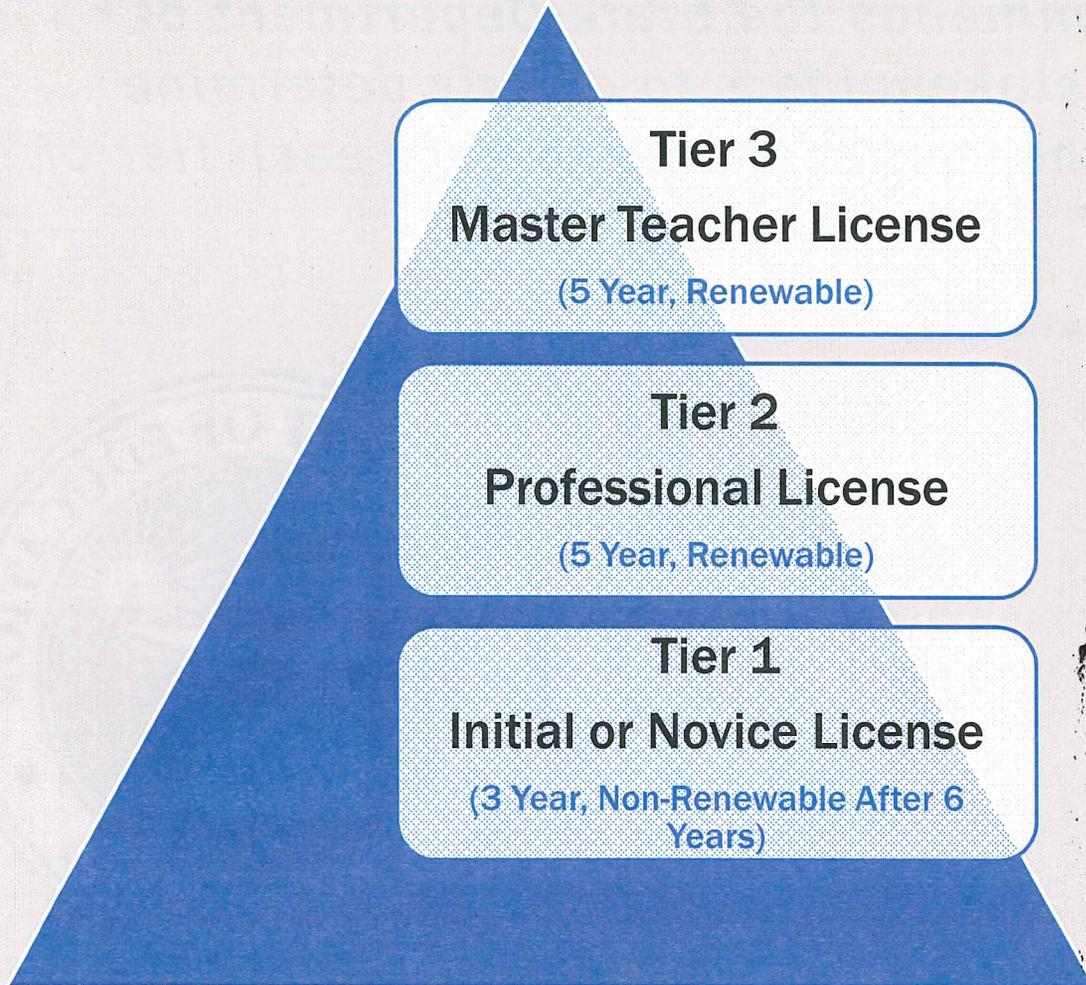
# TIERED LICENSURE RECOMMENDATION

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

-Task Force for Improving Education Report,  
Sept. 6, 2013



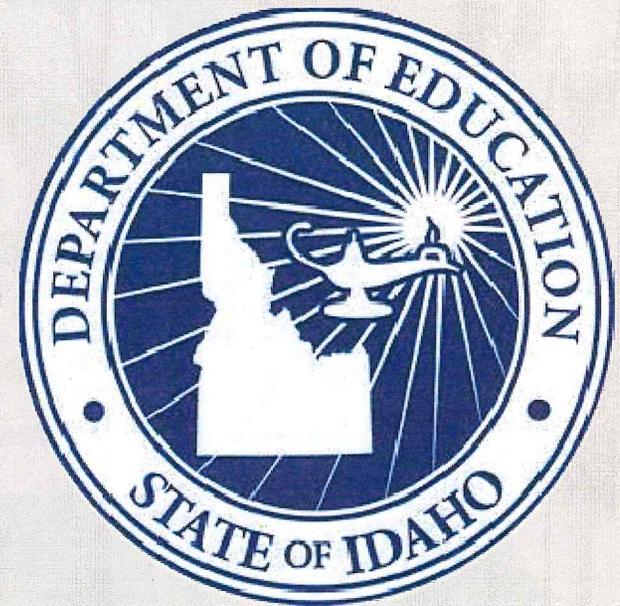
# WHAT IS TIERED LICENSURE?



# TIERED LICENSURE RECOMMENDATION

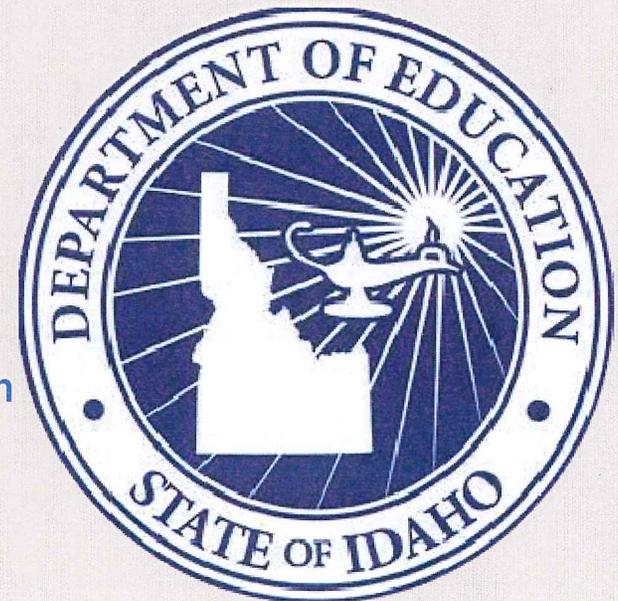
*“The committee recommends the State Department of Education work with stakeholders to clearly determine expectations and authentic measures to earn each tier of the licensure model.”*

-Task Force for Improving Education Report,  
Sept. 6, 2013



# TECHNICAL ADVISORY COMMITTEE MEMBERS

- Andy Grover, Superintendent, Melba School District
- Barb Leeds, Human Resources Director, Meridian School District
- Becky Meyer, Principal, Lake Pend Oreille School District
- Christina Linder, Associate Dean, Idaho State University
- Lisa Burtenshaw, Trustee, Idaho Falls School District #91
- Mikki Nuckols, Teacher, Bonneville School District #93
- Shawn Tiegs, Teacher, Nez Perce School District
- Paula Kellerer, Dean, Northwest Nazarene University
- Penni Cyr, President, Idaho Education Association
- Rod Gramer, President, Idaho Business for Education
- Roger Brown, Office of the Governor
- Tom Luna, Superintendent of Public Instruction
- Tracie Bent, Office of the State Board of Education



# TECHNICAL ADVISORY COMMITTEE EX-OFFICIO MEMBERS

- Don Soltman, President, State Board of Education
- Representative Hy Kloc
- Senator Jim Patrick
- Senator Janie Ward-Engelking
- Representative Steven Harris



# TIERED LICENSURE IN OTHER STATES

- Fewer than 10 states use a single tier of certification
- Approximately 21 states use a two-tier system
- At least 17 states use three or more tiers



# RATIONALE

- Create “learner ready” new teachers
- Retain effective teachers
- Raise standards for the profession
- Raise accountability for administrators in regards to new teachers
- Building meaningful professional relationship in every building
- Identify struggling teachers early

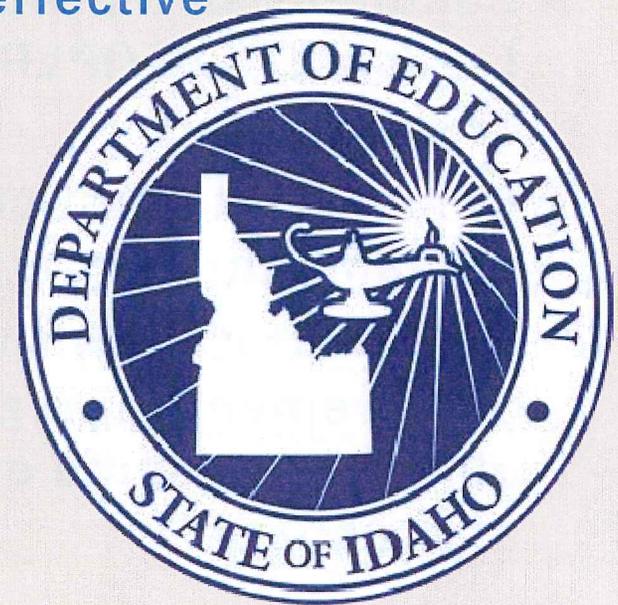


# INITIAL LICENSURE

For the purposes of entering Initial Licensure, the committee believes the summative evaluation should include:

- A rating of “2” or “Basic” or better on all components of the Framework for Teaching evaluation, with strategies for teaching the Idaho Core Standards and effective use of data
- Evidence of student achievement, using student learning objectives

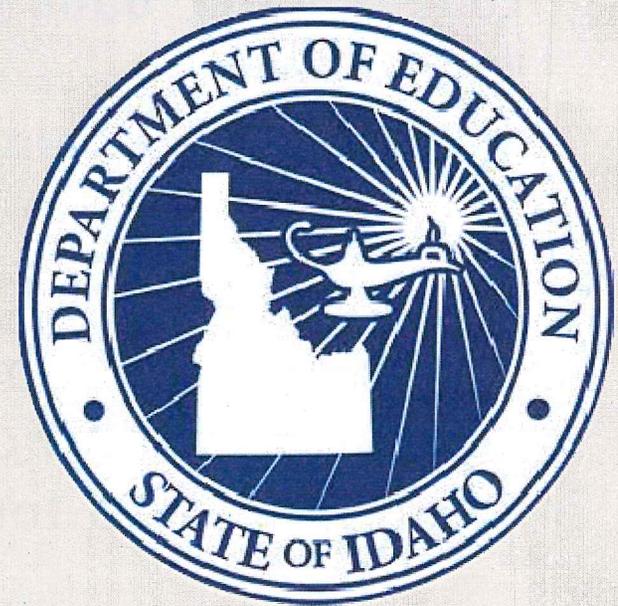
These measures will result in an learning plan that must be submitted to the state with the institution recommendation for initial licensure.



# PROFESSIONAL LICENSURE

In order to convert to a Professional License, the teacher must:

- Provide an evaluation, by a trained evaluator, with a rating of “3” or “Proficient” or better in all 22 components of the Danielson Framework
- Complete an Individualized Professional Learning Plan (IPLP) connected to an evaluation
- Demonstrate proficiency in the four domains through a portfolio
- Demonstrate positive student achievement through a student learning objective or some other type of assessment



# COMPONENT 3C – ENGAGING STUDENTS IN LEARNING

## Unsatisfactory – Level 1

- The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or *require only rote responses*, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson had no clearly defined structure, or the *pace of the lesson is too slow or rushed*.



# COMPONENT 3C – ENGAGING STUDENTS IN LEARNING

## Basic – Level 2

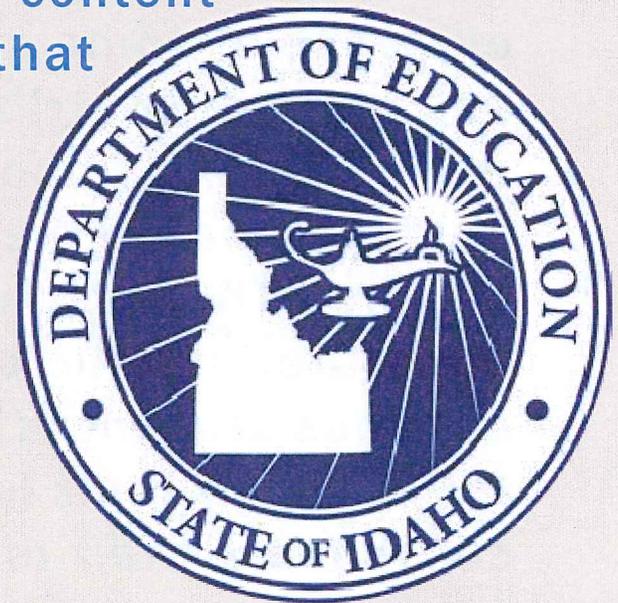
- The learning tasks and activities are partially aligned with the instructional outcomes but *require only minimal thinking* by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to activities. The lesson has a recognizable structure; however, the *pacing of the lesson may not provide students the time needed to be intellectually engaged* or may be so slow that many students have a considerable amount of “down time.”



# COMPONENT 3C – ENGAGING STUDENTS IN LEARNING

## Proficient – Level 3

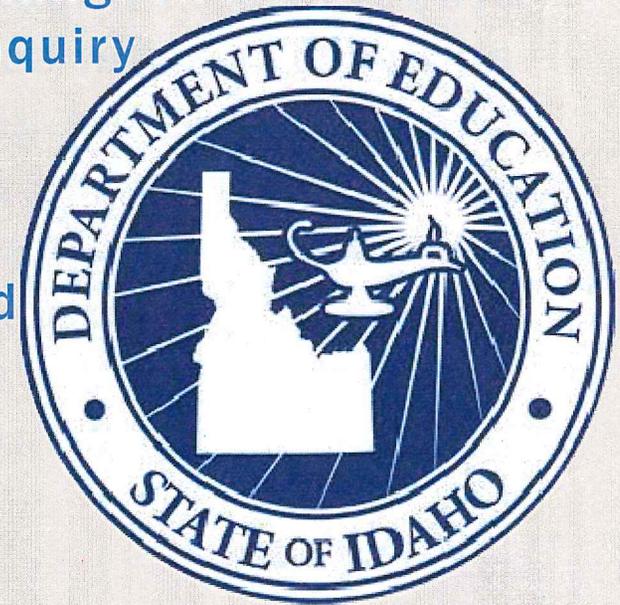
- The learning tasks and activities are fully aligned with the instructional outcomes and are designed to *challenge student thinking*, inviting students to make their learning visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and *the pacing of the lesson is appropriate*, providing students the time needed to be intellectually engaged.



# COMPONENT 3C – ENGAGING STUDENTS IN LEARNING

## Distinguished – Level 4

- Virtually all students are intellectually engaged throughout the lesson in challenging content through well-designed learning tasks and activities that *require complex thinking* by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the *pacing of the lesson provides students the time needed to reflect upon their learning and to consolidate their understanding.*



QUESTIONS?



