

CAREER LADDER AND TIERED LICENSURE
July 14, 2014
MEETING NOTES

Present: Rod Lewis, Chair; Linda Clark, Co-Chair, Senator John Goedde, Senator Dean Mortimer, Senator Janie Ward-Engelking, Representative Marc Gibbs, Representative Lance Clow, Rob Winslow, , Karen Echeverria, Wayne Freedman, Geoffrey Thomas, Rod Gramer, Brian Smith, Christina Linder, and Representative Wendy Horman (via teleconference).

Not Present: Superintendent Tom Luna; Penni Cyr

Others Present: Rick Jones, Vice President, Idaho Education Association (IEA) for Penni Cyr; Roger Brown, Office of the Governor; Jason Hancock and Taylor Raney, State Department of Education (SDE); Tracie L. Bent and Marilyn Whitney, State Board of Education (SBE).

Chairman Rod Lewis welcomed the committee and thanked them for their continued willingness to serve. He said he was pleased with the progress of the committee and the discussions around Tier 3 Master Teacher. The committee had reviewed proposals from the State Department of Education's Technical Advisory Committee (TAC), the Practitioner Group. Mr. Lewis and Co-Chair Dr. Linda Clark presented a combined proposal.

With a few minor corrections, the proposal read:

Tier 3 – Master Tier - Requirements

- 5 year renewable
- Meet all requirements for Tier 2 (IPLP, student achievement, credits, demonstrated teaching proficiency)
- A minimum of 8 years teaching experience (certificated employee), 5 of which must be while serving as a Tier 2 certificate-holder
- Student achievement/growth, (3 of 5 years, one of which must be the 5th year):
60 percent of students meet or exceed their growth targets where applicable
- PERFORMANCE ELEMENTS (3 of 5 years, one of which must be the 5th year)
 - No elements marked as basic
 - No less than 6 distinguished ratings
 - 4 out of the six must be in Domains 2 and 3
- PERFORMANCE ELEMENTS (Last 5 years)
 - No District Performance Improvement Plan or Probation
 - No qualifier on certificate

Additional Tier 3 Provisions

- Individuals who cannot meet Tier 3 requirements at time of renewal will be granted a Tier 2 certificate.
- If at the time of renewal the teacher cannot meet Tier 3 or Tier 2 performance requirements individuals will be granted a Tier 2 provisional Professional Certificate.
 - The teacher will be placed on an improvement plan. The improvement plan will include peer assistance and, if appropriate, intervention courses from higher education institutions.
 - Provisional (Conditional) status on Professional Certificate removed once Tier 2 renewal requirements are satisfied, assuming a 5-year rolling basis.

Rod Lewis explained that this proposal was consistent with previous discussions. He and Dr. Clark chose a 5-year term because it was consistent with the current five-year renewal cycle. A 5-year term also provides the districts with consistency and certainty.

Senator Goedde asked whether Tier 3 created a property right. Mr. Lewis replied that a contractual right was not created since it carried specific performance requirements to attain it. The criteria to renew are less subjective and strengthened by assessment requirements.

Dr. Clark explained that the Student Achievement requirement of 60% of students meeting or exceeding growth targets would exceed the national median growth of 50%, according to MAP¹ testing, and would be considered in the top tiers nationally.

Senator Ward-Engelking expressed concerns raised by special education teachers who feared that they would be left out of leadership compensation because it was based on student achievement measures. Dr. Clark replied that this committee had made a commitment that components of student achievement would be attainable by every teacher. Subjects such as music, physical education and social studies, measures could be based on student goals. The student achievement piece does not restrict anyone from moving to master teacher. Dr. Clark also explained that Tier 2 contains a provision that any teacher can qualify for leadership premiums.

The committee reviewed student achievement:

Statement of Increased Student Achievement/Growth to read:

“For movement to Tier 2 and maintenance of Tier 2: *At least three assessments* must be used in demonstration of a teacher’s student achievement. Of those three, *the Idaho Reading Indicator [IRI] and the Statewide standards achievement test* must be included as applicable. *Student Learning Objectives*, including pre and post assessment for student learning must be included *for non-tested* (SBA IRI) subjects.

¹ Measures of Academic Improvement

Other measures shall be chosen at the district level, selected from the attached list. The majority of student achievement evaluation shall be based on student growth.”

The “attached list”:

Statewide standards achievement test (e.g. Smarter Balanced Assessment)
Student Learning Objectives (includes pre and post assessments)
Formative assessments
Teacher-constructed assessments of student growth
Pre and Post Tests
Performance-based assessments
Idaho Reading Indicator
PSAT/SAT
District-adopted assessment
End of Course exams
ACT
Advanced Placement Exams
International Baccalaureate
ISAT Science
Professional-Technical Exams

The language was revised to include Tier 3.

Since student achievement measures could be determined by local districts where cut scores could be determined differently, Senator Goedde raised the concern that teachers could “shop the districts” to find the lowest bar. Dr. Clark replied that “shopping” was not an issue since IRI and the statewide standards achievement test would be used for any relevant courses. End of Course (EOC), SAT and PSAT scores are objective. Finally, the majority must be based on growth.

Brian Smith voiced concerns about the 5th year requirement. Dr. Clark and Mr. Lewis affirmed that the objective of requiring achievement levels in the 5th year was to ensure that teachers did not relax their teaching practices having reached mastery status and corresponding compensation. Senator Ward-Engelking echoed Brian Smith’s concern, adding that unforeseen factors, such a student mix, are often beyond a teacher’s control. She did not want set policy in motion that would encourage master teachers to move to other states. Senator Mortimer agreed. Representative Clow added that the same should apply for Tier 2.

Rod Lewis agreed to amend the relevant section of proposal to read:

- Student achievement/growth, (3 of 5 years, one of which must be the 4th or 5th year)
60 percent of students meet or exceed their growth targets where applicable
- PERFORMANCE ELEMENTS (3 of 5 years, one of which must be the 4th or 5th year)
 - No elements marked as basic
 - No less than 6 distinguished ratings
 - 4 out of the six must be in Domains 2 and 3.

Rod Gramer made a motion to adopt Tier 3 – Master Tier – Requirements, with changes. Senator Mortimer seconded the motion. The motion passed 15-1. Brian Smith voted against the measure.

Rod Lewis directed the committee to questions surrounding out-of-state teachers, the appeals process, special education teachers and counselors.

Out-of-State Discussion:

Christina Linder and Rod Lewis agreed most teachers moving in-state could gather evidence on student achievement and evaluations from their previous state and be granted a 3 year provisional Tier 2 license. Teachers with less than 3 years experience could be placed in Tier 1-Residency and follow the same path as Idaho candidates. A more complex situation would arise with accepting out-of-state evidence for a Master Teacher designation. Idaho is raising its standards, but not all states are equivalent. Some of the issue would more concern compensation than license designation. The committee wants to maintain the integrity of Idaho's system and does not want to undermine Idaho teachers by providing an easier route for out-of-state teachers at either the Tier 2 or Tier 3 level.

Rod Lewis appointed Christina Linder to form a subcommittee to recommend a framework for out-of-state teachers. She will report back at the July 29th meeting.

Appeals Process:

Dr. Clark suggested that the appeals process be handled at the State level at the time of application for renewal and that it be limited to process only. Dr. Clark agreed that artifacts would be appropriate, but that an applicant cannot challenge informal observations or interactions.

Senator Ward-Engelking noted that principal/administrator evaluation training is not required until 2017, whereas these rules would be in place in 2015. Dr. Clark replied that in the West Ada County School District (Meridian), every evaluation has two sets of eyes. The second person conducts a preconference and post conference interview, and observes the classroom. As primary evaluator, she did the rest. Other committee members noted that smaller adjacent districts could "trade" observers, while more remote districts could employ video observations. The colleges of Education have trained evaluators, and the Professional Standards Commission (PSC) could also assist districts in finding a second evaluator. Both Wayne Freedman and Rob Winslow thought that "trading" evaluators would provide a healthy opportunity for collaboration of education interests which is in the best interest of both the State and teachers.

Rod Lewis requested unanimous consent that teacher observations be performed by two different trained evaluators. There were no objections.

Rod Lewis requested unanimous consent that the appeals process be limited to process only. He acknowledged that details of the appeals process would need to be worked out. Brian Smith and Senator Ward-Engelking expressed concern that teachers need a platform

to discuss their evaluation prior to the final summative report. Dr. Clark noted that, while not a formal procedure, discussions between teachers and principals do happen in practice following an evaluation. Brian Smith voted no.

Returning teachers with “dormant” certificates²:

At the Professional Tier 2 level, a teacher could return to the classroom with a “contingent” or “qualified” 3 year certificate. Once performance measures have been achieved, the contingencies would be removed and the teacher would hold a full 5 year Professional Certificate.

At the Master Tier 3 level, several concerns were raised:

Rod Lewis, Dr. Clark and Christina Linder felt that a Master teacher who leaves the classroom for more than one or two years will not return with the same skill level as when they left. Dr. Clark said that the designation of Master Teacher should not be viewed as an entitlement, but recognition about standing practice. Master teachers have earned it and need to work to maintain it, especially since this will be a foundation of increased compensation on the career ladder. Senator Goedde felt that dormant master teachers should return on the Professional Tier 2 and re-qualify to earn Master designation.

Senator Ward-Engelking felt that master teachers are developed but also hold innate abilities which can be enhanced by raising young children. She believes that master teachers should be allowed to hold their designation and not be “demoted” to Tier 2.

Representative Clow suggested that, at the time a teacher left the classroom, his/her recertification date could be “frozen”, so that upon return, s/he would still be within a 5 year cycle for recertification.

Dr. Clark, drawing from the Meridian district policy, suggested the following, which would apply equally to the Professional or Master Tier:

The district will allow a 1 year leave of approved absence in either the Professional or Master Tier. For purposes of recertification, the 5 year renewal cycle will be extended for 1 year, allowing the teacher to return to the classroom and still have sufficient teaching time remaining to achieve the 3 out of 5 student achievement requirements with one of those years being year 4 or 5. Upon recertification, the teacher would be responsible for contacting the PSC for the 1 year recertification extension.

Chairman Lewis requested unanimous consent for Dr. Clark’s proposal. Hearing no objection, the proposal was adopted.

² Teacher holding an active Professional Teaching Certificate, with or without Master designation, but who has not been active in the classroom 3 out of 5 years and therefore can only meet continuing education recertification requirements.

Chairman Lewis proposed several definitions, and requested unanimous consent. Hearing no objection, the following definitions were approved.

- Professional certificate with three levels:
 - Professional Standard;
 - Professional Contingent;
 - Professional Master.

- Teachers with Administrator roles:
 - Administrator would retain Professional certificate by maintaining minimum teaching credits; would return full-time to classroom as Professional Standard.

- Administrator, one year leave of absence, or district appointment to non-teaching position: Triggers a one year recertification extension to return to classroom as same level.

The committee discussed the funding and evaluation process for those holding a Pupil Personnel Certificate.³ These roles are currently evaluated under the Danielson framework plus compliance with standards, and paid from the teacher salary schedule. However, the committee recognized that most do not have classroom responsibilities in the same manner as professional classroom teachers and cannot be tied to student achievement in the same way. Similarly, districts have difficulty retaining IT and business managers because they are paid as Classified staff. These positions are highly skilled, highly trained, and could be paid much greater salaries in the private sector.

The committee generally agreed that persons holding a Pupil Personnel Certificate should be separated out from teacher categories for the purpose of evaluation and funding. Dr. Clark felt that this move would address a major area of fiscal instability. A suggested classification name would be School Support Specialist. Further discussion is needed on the impact of this change. Special Education, and Gifted and Talented classifications would remain designated as teachers.

Librarians: Some librarians are classified employees and not certified. Certified librarians also hold teaching certificates. Librarians without teaching certificates would be included in the School Support Specialist group. Those with teaching certificates would remain on the teacher schedule which includes the ability to achieve Master Teacher designation.

Next Meeting: August 29
Agenda Items: Report from Christina Linder re out-of-state teacher certification
Recap of Tier Licensure classifications

³ Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. Idaho Administrative Code 08.02.02.027