



Career Ladder/Teacher Certification

ISBA Convention 2014



Task Force Members

January – August 2013

Richard Westerberg, Task Force Chair

Laurie Boeckel

Roger Brown

Corinne Mantle-Bromley

Cheryl Charlton

Linda Clark

Penni Cyr

Reed DeMordaunt (R)

Karen Echeverria

Ken Edmunds

Wayne Freedman

John Goedde (R)

Steve Higgins

Mary Huff

Teresa Jackman

Lisa Kinnaman and Roger Quarles

Alex LaBeau

Mike Lanza

Rod Lewis

Bob Lokken

Tom Luna

Alan Millar

Phyllis Nichols

Katie Pemberton

Mary Ann Ranells

Anne Ritter

Brian Smith

Geoffrey Thomas

Janie Ward-Engelking (D)

Cindy Wilson

Rob Winslow

Idaho State Board of Education

Idaho Parent Teacher Association

Office of the Governor

University of Idaho

Idaho Digital Learning Academy(IDLA)

Idaho Assoc. of School Administrators(IASA)

Idaho Education Association (IEA)

Idaho House of Representatives

Idaho School Boards Association (ISBA)

Idaho State Board of Education

ISBA, Past President

Idaho State Senate

IASA, Grangeville High School

Idaho School Boards Association

IEA, Pocatello School District

Idaho Leads Project

Idaho Association of Commerce & Industry

Idaho Parents and Teachers Together (IPATT)

Idaho State Board of Education

Idaho Business for Education

Idaho State Department of Education

Idaho Charter School Network

New Plymouth School District

Coeur d'Alene School District

Idaho Assoc. of School Administrators (IASA)

ISBA President

Idaho Education Association (IEA)

Idaho Assoc. of School Administrators (IASA)

Idaho House of Representatives

Idaho Education Association (IEA)

Idaho Assoc. of School Administrators (IASA)



Effective Teachers & Leaders / Fiscal Stability Committee - January – August 2013

Linda Clark	Idaho Association of School Administrators (IASA)
Penni Cyr	Idaho Education Association (IEA)
Karen Echeverria	Idaho School Boards Association (ISBA)
Wayne Freedman	ISBA, Past President
John Goedde	Idaho State Senate
Steve Higgins	IASA, Grangeville High School Principal
Mary Huff	ISBA, Melba
Teresa Jackman	IEA, Pocatello School District
Alex LaBeau	Idaho Association of Commerce and Industry
Rod Lewis	Idaho State Board of Education
Phyllis Nichols	Counselor, New Plymouth School District
Katie Pemberton	Teacher, Coeur d'Alene School District
Mary Ann Ranells	IASA, Lakeland School District
Brian Smith	IEA, Sandpoint High School
Geoffrey Thomas	IASA, Madison School District
Janie Ward-Engelking	Idaho House of Representatives
Rob Winslow	IASA, Executive Director



Career Ladder / Tiered Licensure Committee — April – Sept. 2014

Rod Lewis, State Board of Education, Chair

Linda Clark, Superintendent, West Ada District, Co-Chair

Penni Cyr, President, Idaho Education Association

Brian Smith, Teacher, Sandpoint High School, Lake Pend Oreille School District

Karen Echeverria, Executive Director, Idaho School Boards Association

Wayne Freedman, Idaho School Boards Association, Council, ID

Janie Ward-Engelking, Senator, District 18

Geoffrey Thomas, Superintendent, Madison School District

Rob Winslow, Executive Director, Idaho Association of School Administrators

Rod Gramer, President, Idaho Business for Education

John Goedde, Senator, District 4

Dean Mortimer, Senator, District 30

Tom Luna, Superintendent of Public Instruction

Marc Gibbs, Representative, District 32

Wendy Horman, Representative, District 30

Lance Clow, Representative, District 24

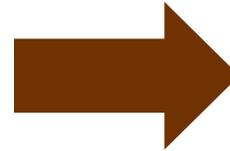
Christina Linder, Associate Dean, Idaho State University College of Education

Additional Committee and Subcommittee Work

Tiered Licensure Technical
Advisory Committee

Network for Transforming
Educator Preparation
Steering Committee

Evaluation Performance
Indicator Subcommittee



Career Ladder /
Tiered Certification
Committee



Task Force Rationale

- Current compensation method creates instability for districts. Desire to significantly increase state salary apportionment for highly effective teachers.
 - Problem – complex pay grid - difficult to anticipate and budget
 - Districts unable to match competitive teacher salaries
 - Lack of competitive, professional level salaries leads to loss of teachers to other states and professions
 - For districts that pay above apportionment to be competitive, the differential from operating funds is a de-stabilizer.



Benefits of Career Ladder

- Statewide Career Ladder apportionment could increase fiscal stability and free up operating funds.
- Teachers could earn significantly higher salaries.
- Districts could gain access to resources to reward teachers for leadership roles.
- Districts could fund robust, effective and meaningful teacher mentoring programs.
- Teacher effectiveness could be addressed through teacher evaluations and reasonable student growth measures.
- Idaho public school salaries could be more competitive with other states and the private sector.



Career Ladder Funding for Teacher Salaries

- **\$40,000 for beginning teachers**
(up from the current \$31,750)
- **\$47,000 to \$51,000 for teachers who hold a professional certificate**
- **\$54,000 to \$58,000 for teachers who qualify for a master designation**
(up from the current maximum of \$47,000)

Implementation examples

- Teacher A currently among the 4,928 teachers at salary apportionment of \$31,750
 - Year 1 \$33,600
 - Year 2 \$36,317
 - Year 3 \$41,699
 - Year 4 \$45,403
 - Year 5 \$48,000
- Teacher B currently among the 1,374 teachers at salary apportionment of \$37,688
 - Year 1 \$39,950
 - Year 2 \$43,061
 - Year 3 \$46,277
 - Year 4 \$48,418
 - Year 5 \$51,000
- Teacher C currently among the 1,498 teachers at salary apportionment of \$47,004
 - Year 1 \$47,803
 - Year 2 \$48,602
 - Year 3 \$49,402 Move to Master level
 - Year 4 \$50,201 \$52,800
 - Year 5 \$51,000 \$55,000



Why Tiered Certification?

- Elevate the teaching profession
- Recruit and retain great teachers
- Secure additional funding



Danielson Framework for Teaching

- Idaho's Educator Evaluation system has seen dramatic changes and improvements since 2008
 - Teacher Performance Evaluation Task Force (2008-2009)
- The adoption of a Statewide Framework for Teacher Performance Evaluations based on the Danielson Framework for Teaching (2009)
 - Research-based set of components of instruction
 - Foundation for mentoring, coaching, professional development, and teacher evaluation processes



Student Achievement/Growth List

- Statewide standards achievement test (e.g. Smarter Balanced Assessment)
- **Student Learning Objectives** (A measurable, long-term academic growth target that a teacher sets at the beginning of year for all students or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.)
- 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



Clarification of Key Points

- All currently certificated teachers would receive a Professional Certificate at implementation.
- A Professional Certificate would be ongoing and could not be revoked except under current Professional Standards Commission process.
- No teachers would take a pay cut. The district would receive a larger appropriation for every teacher including those at the highest levels on the current salary grid.



Major concerns from public comment

- Concerns about including accountability within aspects of licensure.
- The statewide assessments (SBA and IRI) are not valid growth indicators and should not be required.
- Administrators in small districts may not have access to trained observers. Thus, the requirement for “two sets of eyes” would be difficult.
- No credit for education. No incentive for teachers to earn advanced degrees.
- Too much responsibility at the local level to determine certification and compensation. (Certification decisions should be made at the state level.)

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- Administrator evaluations should not be a major determinant of teachers receiving substantial increases (or decreases) in pay.
 - The proposal would impose a reporting burden on schools and districts.
 - The Danielson framework is designed to support teacher growth not to determine certification or compensation.



Potential Changes to Certification Proposal

- Two levels:
 - Residency
 - Extension based on district recommendation
 - Additional artifacts of proficiency
 - Statewide assessments (Smarter Balanced and IRI) as options but not required. Local districts, in collaboration with teachers, choose growth measures as appropriate.
 - Remove final year requirement.
 - Professional
 - Remove all certification designations at this level
 - As earlier proposed, credit requirements only for renewal
- Two different observers only at request of teacher or administrator



Potential Changes to Career Ladder

- Accountability for increased salary apportionment moved to career ladder
- Recognition of “master teachers” in career ladder
- Increased compensation for additional or advanced degrees