

Idaho's MOST

NEW TEACHER STANDARDS FOR INITIAL LICENSING PROCESS

- Standards in five endorsement areas drafted by Task Groups of key stakeholders, presented to public (via distance learning and on web site), and reviewed by Idaho's MOST Standards Committee, Advisory Group, and PSC - by Nov. 1999
- Idaho State Board of Education approved standards writing process and progress - Nov. 1999
- Request for extension from NCATE to complete standards approved - Jan. 2000
- Standards drafted for remaining endorsement areas - Jan.-April 2000
- Standards reviewed by Task Groups, Standards Committee, Advisory Group, and PSC - Jan. - April 2000
- Public Hearings in collaboration with PSC - March & May 2000
- Standards on web site for public input as they are developed - Nov., 1999-July 2000
- First reading of *Idaho Manual of Standards for the Initial Licensing of Educators* - April 2000
- Standards revised and prepared for final reading - summer 2000
- Second reading of the *Idaho Manual of Standards for Initial Licensing of Educators* - Sept. 2000
- Approved standards included on web site
- Rule promulgation - 2001 Legislative session

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TIMELINES - TEACHER POLICY INVENTORY, FORECAST REPORT, AND PROFESSIONAL DEVELOPMENT

Teacher Policy Inventory

- Surveys sent to 1600 Idaho teachers and 90 Idaho principals for input on teacher policy issues - November 1999. Return rate - 42% of teacher surveys and 68% of principal surveys actually delivered.
- Data gathered, entered, and analyzed - December 1999 - early February 2000.
- Draft of Teacher Policy Inventory written - February/March 2000.
- Final draft of Inventory - summer 2000.
- Teacher Policy Inventory published by fall 2000.

Forecast Report

- Forecast Report Request for Proposals sent - December 1999.
- Vendor for Forecast Report selected - January 2000.
- Forecast Report completed and published by December 2000/January 2001.

The Professional Development phase of the Idaho's MOST initiative is in the early stages. It is anticipated Idaho's MOST will utilize several sources to develop an Action Plan(s):

- Data from above reports.
- Teacher Standards.
- Other pertinent research studies.
- Collaboration with teachers, administrators, institutions of higher education, parents, business people, and other key stakeholders.

The Action Plan(s) will address professional development of in-service teachers as well as other issues and needs in education.

