

## **Ensuring Teaching Quality for All of Idaho's Students**

### **An Introduction**

Recent longitudinal research studies have provided significant evidence that teaching quality is the most important school-related variable impacting student achievement and learning.

To address the recent emphasis both nationally and at the state level on student achievement and the importance of teaching quality to that achievement, the Idaho State Board of Education launched a three- to five-year project (in 1999) to develop a performance and standards-based system for teacher preparation, licensure, certification and professional development. The Board's Idaho's MOST initiative was the conduit for this project.

Stakeholders and policy makers from throughout Idaho studied best practices from other states and professions and survey data from Idaho's preK-12 teachers and administrators.

The following recommended models for a tiered teacher licensure system, performance-based professional development, alternative routes to teacher licensure and middle level teacher preparation are the result of these efforts.

## **Table of Contents**

<b>Tiered Teacher Licensure</b>	<b>33</b>
<b>Professional Development</b>	<b>42</b>
<b>Alternative Routes to Teacher Licensure</b>	<b>68</b>
<b>Middle Level Certification</b>	<b>86</b>

## **Connecting Tiered Teacher Licensure to Student Achievement and Learning**

### **An Introduction**

Idaho's MOST strives to connect teacher licensure and student achievement with a significant proposed change in the way teachers are licensed. The committee recommends that the single-tiered certification system be replaced by a three-tiered, performance-based licensure process. Idaho teachers would be licensed to teach at one of three levels – Initial, Professional or Advanced Professional – and would be certified for the specific content area(s) in which they teach.

Licensure is meant to be a quality control process to establish and maintain high standards, as well as a formal permission from a legally constituted agency for individuals to perform specific authorized work. In this proposed model, teachers would be required to show evidence of student achievement and growth and of their own professional development to advance to a higher tier and/or to be re-licensed. This type of structure is supported by a National Commission on Teaching and America's Future study (1996) that recommends teacher licensure be based on demonstrated performance.

Idaho teachers also have shown support for this type of model. In a 2001 survey, of the Idaho teachers who responded, 75 percent agreed that teachers should be assessed on teaching performance. Seventy-four percent said they should be assessed on content knowledge, and 76 percent felt they should be assessed on teaching knowledge.

Therefore, the proposed tiered licensure model is based on best practices and data from Idaho's K-12 teachers and administrators and is a performance-based system that offers multiple opportunities for teacher career advancement and professional growth.

This plan focuses on tiered licensure for certificated teachers. When approved, this model will need further development to apply to all certificated school personnel.

## **Tiered Teacher Licensure Model**

### **Purpose**

The proposed Idaho Tiered Teacher Licensure policies, practices and procedures is designed to:

- Improve student learning and provide an infrastructure for state, district, school and individual accountability.
- Reflect best practices in teaching.
- Ensure quality teaching by requiring high performance-based standards.
- Promote focused professional development.
- Align the licensure/certification system with Idaho performance-based teacher standards.
- Include a tiered licensure system and a systematic plan for professional advancement as well as incentives for professional growth and recognition of quality teaching.
- Provide for a competent, caring, qualified teacher in every Idaho classroom.
- Provide for career advancement as a classroom teacher

### **Implementation Timeline**

#### **Approval Process**

December 2002:	Public Information Forum
February/March 2003:	Informational presentation to Legislature
April 2003:	Public Hearing
June 2003	Initial approval by State Board of Education
August 2003:	Final approval by State Board of Education
January 2004:	Approval by Legislature

#### **Implementation Process**

School year 2003-2004	State Board of Education to consider recommendation to review policies on non-teaching certificated personnel as related to this model
	Run simulation of implementation
School year 2004-2005:	Implement transition process plan
	Full implementation for those seeking initial certification as of 9/30/04
	Evaluate/refine process
School year 2005-2006:	Launch website for support/information
	Assessment process for tier movement/renewal available as of 9/1/05
	Full implementation: all must meet new renewal requirements from end of 2005-2006 school year forward.
School year 2006-2007:	Review tiered structure
	Evaluate for possible additional tier
	Evaluate for effectiveness & possible revision

## **Tiered Teacher Licensure Structure**

### **An Educator's Guide**

#### **Interim License (valid for up to three years)**

##### **Out-of-State**

The state will grant an Idaho Interim License to applicants holding a valid teaching certificate or license from another state who have passed the Praxis II subject knowledge assessment as determined by the state of Idaho qualifying scores. This license is valid for up to three years or until an applicant meets all requirements for an Idaho Initial or Professional License, whichever comes first.

##### **Alternative Route**

The state will grant an Idaho Interim Alternative Route License to applicants who have met the requirements within the Idaho Alternative Route to Licensure "Teacher to New Certification (Emergency District Need)" route or "Content Specialist to Teacher (Declared District Need)" route. This license is valid for one year, renewable yearly for up to three years or until an applicant meets all requirements for an Idaho Initial License (reviewed annually by the PSC and State Board of Education), whichever comes first.

#### **Initial License (valid for 3 years)**

##### **Standard/In-state**

1. Candidate must receive institutional recommendation from an Idaho state-approved program. (Institutional recommendation for initial licensure will be based on completion of an approved program during which the candidate demonstrates achievement of the Idaho Standards for Initial Licensure and qualifying scores on the Praxis II subject test in area of recommendation or the Praxis II tests in subject and pedagogy for elementary teachers.)
2. Any other state requirements.

##### **Expired Idaho License**

1. State verifies previous status as an Idaho-licensed teacher and transcripts of any recent related education.
2. Pass Praxis II subject knowledge assessment(s) as determined by the state of Idaho qualifying scores, and any other assessments required by the state of Idaho.
3. State verifies
  - "Acceptable" on all Idaho Teacher Standards<sup>1</sup>
  - Any other state requirements

##### **Foreign-Prepared Applicants**

1. State verifies translation and evaluation of applicant's credentials, including any applicable preparation at an institution of higher education outside of the United States.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

---

(Those persons from a foreign country applying for an Idaho license must provide a written evaluation from an organization or company that is qualified to evaluate foreign credentials and transcripts. This evaluation must verify an academic equivalency to American-based education, including a course-by-course transcript summary.)

2. Pass Praxis II subject knowledge assessment(s) as determined by the state of Idaho qualifying scores, and any other assessments required by the state of Idaho.
3. State verifies
  - “Acceptable” on all Idaho Teacher Standards<sup>1</sup>
  - Any other state requirements

**Renewal**

May only renew Initial License (as long as Initial License is maintained as current through provisions for “Inactive Teachers” within Idaho Professional Development system<sup>1</sup>, including 60 PDUs every three years) until three years of teaching experience is accumulated. Must meet requirements to move to Professional License following the third year of teaching experience.

**Professional License (Valid for 5 years)**

**Standard/First-time**

1. State verifies eligibility to hold an Idaho Teaching License.
2. District verifies 3 years of employment.
3. Professional Development Team verifies completion of professional development plan that includes evidence of positive impact student achievement and growth and a minimum of 60 Idaho (PDUs).
4. State verifies
  - “Acceptable” on all Idaho Teacher Standards<sup>1</sup>
  - Any other state requirements

**Renewal: Active**

1. State verifies eligibility to hold an Idaho Teaching License.
2. District verifies employment.
3. Professional Development Team verifies completed professional development plan that includes evidence of positive impact on student achievement and growth and a minimum of 150 Idaho PDUs.
4. State verifies
  - “Acceptable” on all Idaho Teacher Standards<sup>2</sup>
  - Any other state requirements

**Non-Active or Out-Of-State**

1. State verifies eligibility to hold an Idaho Teaching License.
2. State verifies three or more years teaching experience.
3. State verifies completion of 150 Idaho PDUs within the previous five years.
4. State verifies
  - “Acceptable” on all Idaho Teacher Standards<sup>1</sup>
  - Any other state requirements

**Advanced Professional License (valid for seven years)**

**Standard/1st time**

1. State verifies eligibility to hold an Idaho Teaching License.
2. District verifies three or more years of teaching experience.
3. Professional Development Team verifies completed professional development plan that includes evidence of positive impact on student achievement and growth and a minimum of 210 Idaho PDUs.
4. State verifies current National Board Certification OR an advanced degree from an accredited college or university.
5. State verifies
  - “Target” on all Idaho Teacher Standards<sup>1</sup>
  - Any other state requirements

**Renewal**

1. State verifies eligibility to hold an Idaho Teaching License.
2. Professional Development Team verifies completed professional development plan that includes evidence of positive impact on student achievement and growth and a minimum of 210 Idaho PDUs.
3. State verifies
  - “Target” on all Idaho Teacher Standards<sup>1</sup>
  - Any other state requirements

**Non-Active or Out-Of-State**

1. State verifies eligibility to hold an Idaho Teaching License.
2. State verifies three or more years teaching experience.
3. State verifies completed professional development plan that includes evidence of positive impact on student achievement and growth and a minimum of 210 Idaho PDUs.
4. State verifies current National Board Certification OR an Advanced Degree from an accredited college or university.
5. State verifies
  - “Target” on all Idaho Teacher Standards<sup>1</sup>
  - Any other state requirements

**Appeals Process**

Appeals may be made to the Idaho Professional Standards Commission (PSC). The PSC will establish an appeals process.

---

<sup>1</sup> State process to be defined.

## Appendix A

### A Glossary of Terms

**Active Teacher:** K-12 teacher with a valid Idaho licensure who is currently teaching in an Idaho K-12 classroom/school.

**Advanced Professional License:** Licensure tier for K-12 teachers with at least three years of teaching experience who have an Idaho Teaching License or are eligible for one; hold an advanced degree/National Board Certification; have successfully completed a professional development plan (210 PDUs), including evidence of student achievement and growth; and have reached “target” on all Idaho Teacher Standards and other state requirements.

**Alternative Routes:** Routes to teacher licensure designed for talented candidates who want to enter the teaching profession from non-education professions or the para-educator profession, or for teachers with certification areas outside of an area defined as an emergency district need.

**Appeals Process:** Process established by the Professional Standards Commission to manage grievances in the areas of licensure and professional development.

**Certification:** K-12 teacher’s grade level and content specialty area.

**Idaho Student Achievement Standards:** Standards of achievement for Idaho’s K-12 students.

**Idaho Teacher Standards:** Performance-based standards of teacher preparation in which K-12 teachers must demonstrate competency; standards used as the “vehicle” for Idaho teacher preparation program approval by the state.

**Initial License:** Licensure tier for K-12 teachers who have been recommended for licensure from a state-approved higher education institutional, have passed Praxis II subject knowledge assessment(s) as determined by Idaho qualifying scores and have met other state requirements.

**Interim License:** Non-renewable three-year license granted to out-of-state teachers with valid teacher licenses from other states and Idaho alternative route teachers with bachelor’s degrees in the area in which they will teach. This license allows these individuals time to meet state licensure requirements

**Non-active Teacher:** K-12 teacher with a valid Idaho teaching license who is not currently teaching in a K-12 classroom.

**Out-of-State Teacher:** K-12 teacher with a valid license/certification from another state who received teacher preparation from an out-of-state higher education institution.

**Para-professional:** Aides and assistants employed by a school district to supplement instruction or provide additional assistance to students.



## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA

APRIL 17, 2003

---

**Professional Development Units (PDUs):** The unit of measurement used to quantify time spent in professional development activities, events and reflection to develop teacher effectiveness that will in turn impact student achievement and success.

**Professional License:** Licensure tier for K-12 teachers with at least three years of teaching experience who have an Idaho Teaching License or are eligible for one; have successfully completed a professional development plan (150 PDUs), including evidence of student achievement and growth; and have reached “acceptable” on all Idaho Teacher Standards and other state requirements.

**Professional Standards Commission (PSC):** Commission established in Idaho statute as: 1) an advisory body to the Idaho State Board of Education in areas such as teacher education, teacher certification/licensure, standards, and professional development and 2) the entity with authority to adopt recognized professional codes and standards of ethics, conduct and professional practice.

**Renewal:** Process required to remain a K-12 licensed teacher.

**State Assessment Process:** Process by which the State assesses and verifies the professional requirements for licensure advancement and licensure renewal.

**Tiered Licensure:** Structure for career advancement for K-12 Idaho teachers.

## Appendix B

### References and Resources

Guyton, E. (2001). Best Practices in Teacher Certification: A Report for the Idaho State Board of Education.

Idaho Certification Manual. (2001). Idaho State Department of Education.

Meeting the Highly Qualified Teachers Challenge: The Secretary's Annual Report on Teacher Quality. (2002). U.S. Department of Education, Office of Postsecondary Education.

No Child Left Behind/Elementary and Secondary Education Act (ESEA). (2002). U.S. Department of Education.

Quality Teacher Incentives. (2001). Facts 51, Maryland State Department of Education.

Guyton, E. (2001). Report on the Effectiveness of the Current Certification and Re-Certification System in Idaho.

Guyton, E. (2001). Teacher Certification Survey: A Preliminary Report Prepared for the Idaho State Board of Education.

What Matters Most: Teaching For America's Future. (1996). Report of the National Commission on Teaching & America's Future.

## Appendix C

### **MOST Teacher Certification Task Force Members**

Mr. Fred Rench, Chair (*Business, Boise*)  
Dr. Joyce Garrett, Vice Chair (*Dean, College of Education, Boise*)  
Ms. Regina Ainslie (*Teacher, Prof. Standards Commission, Council*)  
Dr. Bedford Boston (*District Administrator, Wilder*)  
Dr. Cliff Green (*Idaho School Boards Association, Boise*)  
Ms. Patti Greenwood (*Parent/PTA, Boise*)  
Dr. Larry Harris (*Dean, College of Education, Pocatello*)  
Ms. Jacque Hyatt (*Department of Education, Special Education, Boise*)  
Mr. Mike Killworth (*Business, Boise*)  
Mr. Bill Leaf (*School Administrator, Cascade*)  
Dr. Dennis Ohrtman (*Teacher, Lewiston*)  
Ms. Wanda Quinn (*School Board Member, Coeur d'Alene*)  
Dr. Bruce Roberts (*District Administrator, Bonneville*)  
Ms. Linda Selvig (*NBPTS Certified Teacher, Meridian*)

## **Professional Development Model for Pre-K-12 Teachers**

### **An Introduction**

Recent research studies define best practices in professional development as educational experiences that prepare and support educators by promoting high standards of achievement and personal development. This is done through focused individual, collegial and organizational improvement. The goal is to increase student achievement and learning.

The current emphasis at the national (No Child Left Behind legislation) and state level is on student achievement and learning and on the importance of teaching quality. Therefore, it is essential that Idaho align its professional development requirements and processes with proven best practices.

Idaho's current professional development policy requires teachers to accumulate the equivalent of six college/university credits during a five-year period. The Idaho State Board of Education, through its Idaho's MOST initiative, asked Idaho's K-12 teachers for their views on the state's current professional development structure and perspectives on what they would consider best practices in professional development (1999; 2002).

Teachers who replied to the 1999 survey said that when they participate in sustained professional development of more than eight hours, they change their teaching practices and seek further knowledge.

They also indicated that the current professional development system does not encourage or significantly reward them for their professional growth and achievement. Teachers that responded to the 2000 survey pointed out that the traditional workshop format dominates their in-school professional development and that these experiences are brief with little or no follow-up. Teachers consistently referred to the importance of meaningful follow-up support to effectively develop their skills.

The survey data clearly demonstrates a need to significantly revamp the state's current professional development policy and structure. Using the data and models of best practices from other states, Idaho's MOST proposes a performance-based professional development model that focuses on student, school, district and teacher needs.

## **Professional Development Model**

### **Purpose**

Quality professional development:

- Focuses on educators as central to student achievement, yet includes all other members of the school community.
- Promotes continuous teacher inquiry and improvement to increase student achievement and personal development.
- Provides organizational structure and support to improve teachers' performance.
- Advances understanding and practice of effective instructional strategies that are grounded in research.
- Respects, nurtures and challenges the intellectual and leadership capacity of teachers, contributing to job satisfaction and retention.
- Evaluates the impact of teacher effectiveness on student achievement and development.

### **Implementation Timeline**

#### **Approval Process**

December 2002:	Public Information Forum
February/March 2003:	Informational presentation to Legislature
April 2003:	Public Hearing
June 2003	Initial approval by State Board of Education
August 2003:	Final approval by State Board of Education
January 2004:	Approval by Legislature

#### **Implementation Process**

School year 2003-2004	State Board of Education to consider recommendation to review policies on non-teaching certificated personnel as related to this model
School year 2004-2005:	Run pilot of training and implementation
	Implement transition process plan
	Full implementation for those seeking initial certification as of 9/30/04
	Evaluate/refine process
School year 2005-2006:	Launch website for support/information
	Training
	Assessment process for professional development available as of 9/1/05
	Training
School year 2007-2008:	Full implementation: all must meet new professional development requirements for renewal from end of 2005-2006 school year forward.
	Review professional development requirements
	Evaluate for effectiveness and possible revision

## **Professional Development Model for Pre-K-12 Teachers**

### **An Educator's Guide**

The Idaho Teacher Professional Development Model is based on the premise that highly qualified classroom teachers, visionary instructional leaders and effective professional development are essential to the continuous improvement of public education and student achievement and learning.

### **Overview of Professional Development Plan**

The annual teacher professional development plan is designed for professional and personal growth. It is a tool for an individual and adviser to use to improve knowledge and skill. The teacher and adviser may refer to the Professional Development Handbook published by the Professional Standards Commission as a tool in creating a professional development plan that connects to their school's improvement process. (See appendix H).

- Each Idaho teacher will develop an annual individual professional development plan that must relate to the five Idaho Professional Development Domains listed herein.
- Each Idaho teacher will work with a local Professional Development Adviser and/or Professional Development Team to support them in developing their plan (see the Glossary appendix for team composition and definition). The school district will determine the most effective structure for the process in relation to cost, maintenance and sustainability.
- Each Idaho teacher will identify a variety of professional development activities related to the Domains and Idaho Teacher Standards that are based on effective methods and strategies to improve student learning.
- A Professional Development Unit (PDU) is the unit of measurement used to quantify time spent in professional development activities and to qualify events and reflection to develop teacher effectiveness in impacting student achievement and learning (see the PDU key appendix for PDU detail and definition). Further, defined PDU's focus on students and are:
  - Standards-based and data-driven.
  - Linked to student needs, district and school plans and individual goals.
  - Sustained, intensive and classroom-focused.
  - Essential for continuous improvement, requiring time, resources and commitment.
  - A balance of expert knowledge and collaborative teams focused on research, reflection, inquiry and continuous improvement.
  - Aligned with standards (teacher and student), curricula, assessment and accountability.
- At least 50 percent of the required PDUs must fall within domains A, B and/or C.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

---

- PDUs are applicable to teacher's current licensure cycle (they cannot be carried over to the next renewal cycle).
- The teacher and adviser should refer to the state licensure/re-licensure requirements and the Idaho Teacher Standards in developing a Professional Development Plan.
- The teacher is responsible for providing evidence of accomplishment that answers the following key questions:
  - What did I learn?
  - How did/will I use what I learned?
  - What was the impact on students?
  - How did my colleagues/school community participate in or benefit from this new knowledge or these skills?
  - If there has been no impact on student learning, what are my next steps?  
Explain.

**Professional development domains**

Each Idaho teacher will develop an annual individual professional development plan that must relate to the five Idaho Professional Development Domains. At least 50 percent of the required (PDUs) must fall within domains A, B and/or C. (Refer to PDU Activity Guide, Appendix C.)

The following domains provide a focus on improving student achievement and learning in Idaho:

**1. State priorities**

Develops the teacher's knowledge and skills in one or more areas identified as "state priorities." This includes any federal requirements with which the state must comply.

**2. Advanced degree/education in teaching area**

Advances the teacher's knowledge and skills in his or her areas(s) of certification or teaching assignment in relation to the relevant standards or requirements.

**3. School/district improvement plans**

Addresses knowledge skills and goals that are relevant to the licensure holder's local school improvement plan and district professional development priorities. This includes addressing critical district staffing needs.

**4. Advanced degree/education in additional teaching area(s)**

Expands the teacher's knowledge and skills in an additional teaching field or advances the individual toward acquisition of an additional teaching license, certificate area or degree related to the field of education.

**5. Service and leadership**

Provides service and leadership to improve the profession and education.

**Requirements for Active Idaho-licensed teachers**

The Professional Development Model is directly linked to the Tiered Licensure recommendation. Teachers with Initial Licensure will be required to earn 60 PDUs in three years of teaching to be eligible to move to the Professional Licensure Tier. Teachers planning to remain at the Professional Licensure Tier must earn 150 PDUs over the licensure renewal period (5 years). Teachers seeking to move to the Advanced Professional Tier will be required to earn 210 PDUs in their licensure renewal period (5 years). Teachers at the Advanced Professional Licensure Tier will be required to earn 210 PDUs during the license renewal period (7 years).

**Accountability**

Idaho's Professional Development Model holds the individual teacher, professional development adviser/ team, school, district and the state accountable. (See Responsibilities and Accountability Appendix B for detailed responsibilities and measures of accountability.)

A random audit of teachers' professional development plans will be conducted as part of a school's accreditation review.

***Note:** The annual professional development plan should be incorporated into the evaluation process as one component of many, but cannot be the sole basis for a plan of improvement or dismissal.*

**Development Options for Inactive Idaho-licensed Teachers**

These options are for those not teaching in an accredited K-12 school.

**Option 1:**

Complete all PDUs through university credit (10 credits in five years). To ensure that all credits qualify for license renewal, review Idaho's professional development domains. (There is no assignment of percentage of credits to particular domains for inactive teachers.)

**Option 2:**

Complete all PDUs utilizing the standard plan for active teachers. This option requires that a PD Adviser/Team review and verify the professional development plan. The PD Adviser/Team can be sought by contacting an administrator in an Idaho public school or College of Education. (There is no assignment of percentage of credits to particular domains for inactive teachers.)



**IDAHO TEACHER PROFESSIONAL DEVELOPMENT UNIT (PDU)  
VERIFICATION FORM (for current licensure cycle only, not retroactive)**

**Form to be submitted to district annually and to the Bureau of Teacher Certification in  
the State Department of Education at time of licensure renewal.**

Name (Last, First, Middle Initial, Maiden)		License/Certificate
Address		Teaching Assignment
District	School	Renewal Date

Teacher Professional Development Plan Background Information:

VERIFIED ANNUAL PDUs: \_\_\_\_\_ (for annual report to district)

VERIFIED CUMULATIVE PDUs (this licensing period): \_\_\_\_\_ (for licensure renewal)

Current status:

- ☐ Active  
☐ Inactive

CURRENT LICENSE LEVEL HELD (check one):

- ☐ INITIAL  
☐ PROFESSIONAL  
☐ ADVANCED PROFESSIONAL

Teaching license valid from: August \_\_\_\_\_ to September \_\_\_\_\_  
(Year) (Year)

<b>Sign-off: Annual Review</b>		<b>Sign-off: Completion</b>	
		<ul style="list-style-type: none"> <li>Meets the PDU requirement for (check one):</li> <li>INITIAL License (60 PDUs)</li> <li>PROFESSIONAL License (150 PDUs)</li> <li>ADVANCED PROFESSIONAL License (210 PDUs)</li> </ul>	
Teacher	Date	Teacher	Date
Adviser	Date	Adviser	Date
Administrator	Date	Administrator	Date
Teacher-Designated Rep (Optional)	Date	Teacher-Designated Rep (Optional)	Date

## PLANNING DOCUMENT FOR TEACHER & ADVISER/TEAM

### ANNUAL PROFESSIONAL DEVELOPMENT GOALS

(To be completed at the beginning of the school year; use ONE form for each goal)

Name (Last, First, Middle Initial, Maiden)	Certificate/Endorsements
Address	Teaching Assignment
District                                      School	Renewal Date

#### **DIRECTIONS:**

**As you develop your Professional Development Goals, it is important to refer to the PDU Activity Guide (Appendix C) to guide your planning.**

#### **STEP 1.**

Identify one to three goals for improvement of your knowledge and skills that are critical to your professional growth and to student achievement and learning. As you select your goal(s), it is important for you to consider the goals outlined in your school improvement plan, the areas you and your adviser have deemed critical to your continued professional growth, and areas identified by your administrator's performance evaluation. Each goal should focus on one of the five Idaho Professional Development Domains. At least 50 percent of the required PDUs must fall within domains A, B and/or C. Suggested activities can be found in The Professional Development Handbook. (Include additional pages if needed.)

**Example:** Improve student performance on science proficiency tests by reaching the district goal of 90 percent first-time pass rate for all students by the end of the school year.

#### **STEP 2.**

Complete this form (Planning Document for Teacher & Adviser/Team) for each goal. Include Domain, approximate timeline, proposed activities and proposed evidence of accomplishment. Complete A (Goal Description) and B (Proposed Activities) for each goal. Professional development activities should include a variety of experiences/activities.

#### **STEP 3.**

Meet with Professional Development Adviser/Team to review goals, make revisions as needed and obtain sign-off at conclusion of activity. Any amendments must be approved by Adviser/Team.

#### **STEP 4.**

Complete item D: Provide evidence of completion.

#### ***A. GOAL DESCRIPTION - To be completed at beginning of school year***

1. **Goal # \_\_\_\_\_:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. **DOMAIN:** (Check 1)
- ☐ State priorities
  - ☐ Knowledge and skills
  - ☐ School/district improvement plans
  - ☐ Advanced degree/education
  - ☐ Service and leadership

3. How does your goal link to your professional growth, becoming highly qualified in your subject area, student achievement and/or school/district improvement plans?

4. What data/information did you use to choose your goals, and what did it suggest?
5. How will you know if you have accomplished your goal (proposed evidence)?

**B. PROPOSED ACTIVITIES (Goal #\_\_\_\_\_):**

	Proposed PDUs

**C. ACTIVITY TRACKING FORM (for Goal #\_\_\_\_\_)**

Note: Record each activity **as it is completed**: Goal, date beginning, date completed, Domain, total PDUs completed and verification of evidence.

**DOMAINS** (Please circle)

- A. State priorities
- B. Knowledge and skills
- C. School/district improvement plans
- D. Advanced degree/education
- E. Service and leadership

**To determine PDUs values, refer to Appendix E: PDU Plan Examples.**

**NOTE: Not all clock hours will count toward PDUs.**

Activity	Date Began	Date(s) Completed	PDUs earned	Teacher Standards Addressed
Subtotal PDUs				

**D. RESULTS: EVIDENCE OF ACCOMPLISHMENT - To be completed by the end of the school year**

*Document results upon completion of activities. On separate pages, answer the following five questions upon the completion of activities for each goal. (Include supporting documents/data as needed.)*

- What did I learn?
- How did/will I use what I learned?
- What was the impact on students?
- How did my colleagues/school community participate in or benefit from this new knowledge or these skills?
- If there has been no impact on student learning, what are my next steps? Explain.

Teacher Signature	Date	Total PDUs Completed

## Appendix A

### A Glossary

**Annual Professional Improvement Goal(s)** – Annual goal(s) for the improvement of a teacher’s knowledge and skills that are critical to student achievement and learning and to professional growth.

**Certification** – Term used to refer to area in which a teacher is licensed, i.e. secondary math OR elementary education.

**Consortium** – Partnership of school district, higher education and candidate.

**Endorsement** – Term now being replaced by certification.

**Evidence of Accomplishment** – Performance-based evidence of student achievement and learning and professional growth required for licensure renewal and licensure tier advancement.

**Idaho Teacher Professional Development Unit (PDU) Verification Form** – Form completed and submitted annually to the school district and at time of licensure renewal to Bureau of Teacher Certification in the Idaho State Department of Education.

**Licensure** – 1) a quality control process to establish and maintain high standards, and 2) a formal permission from a legally constituted agency (the state of Idaho) for individuals to perform specific authorized work.

**Mentor** – Individual who received standardized training in order to assist and advise teachers in their first three years in a school district.

**No Child Left Behind/ Elementary and Secondary Education Act (NCLB/ESEA)** – Federal legislation of requirements that defines and lists expectations for “highly qualified” teachers.

**Orientation** – School district/school process used to acquaint teachers new to the district/school on its policies, procedures, and processes.

**Planning Document for Teacher & Adviser/Team** – Document completed by teacher with adviser/team assistance at the beginning of the school year for each of the teacher’s professional development goals.

**Professional Development** - Educational experiences that prepare and support educators by promoting high standards of achievement and professional development through focused individual, collegial and organizational improvement, with the goal of increased student achievement and learning.

**Professional Development Activities Guide** – Guide that clarifies professional development activities and related Professional Development Units (PDUs) (See Appendix C).

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

---

**Professional Development Adviser** - Assigned by the district, a person who has received standardized training to implement professional development policy (could be administrator, teacher, higher education faculty, etc) .

**Professional Standards Commission (PSC)** – Commission representing the Idaho teaching profession that makes decisions on ethical conduct and professional practices and develops recommendations for Idaho State Board of Education review and approval in areas of initial teacher preparation, standards of performance, licensure requirements and professional development

**Professional Development Domains** - Five professional development areas that join professional development, student achievement and learning and professional growth (A. State Priorities; B. Knowledge and Skills; C. School/District Improvement Plans; D. Advanced Degree/Education; E. Service and Leadership).

**Professional Development Team Members** - The school, district and teacher may modify team makeup according to their needs. A typical team will include:

- Professional Development Adviser as assigned.
- Administrator (could be building administrator or individual appointed by district).
- Teacher-designated representative.

***Note:** All Professional Development Team Members will receive standardized training.*

**Professional Development Unit (PDU)** - The unit of measurement used to quantify time spent in professional development activities, events and reflection to develop teacher effectiveness in impacting student achievement and learning.

## **Appendix B**

### **Responsibilities and Accountability**

Each of these entities is accountable to the children of Idaho, citizens of Idaho and to each other entity. They are responsible for the duties as listed.

#### **Individual**

- Develop an annual professional development plan that addresses district-wide, school-specific and individual goals.
- Maintain professional development documentation and evidence.
- Use multiple sources of data to evaluate and refine professional development plan annually.
- Follow state and district policies and procedures for license renewal.
- Provide multiple evidences of accomplishment.

#### **Professional Development Adviser/Team**

- Complete state professional development adviser training.
- Assist teachers in the development and implementation of individual professional development plans.
- Verify PDUs and forward verification to district office annually.

#### **School Administrator**

- Address professional development for district-wide and school-specific goals in the school improvement plan.
- Adapt schedule and procedures to support ongoing engagement in professional development.
- Use multiple sources of data to design, evaluate and refine professional development goals within the school improvement plan annually.
- Assist staff in development and implementation of individual professional development plans.
- Have individual plans on file for school accreditation.
- Identify and account for professional development funding.

#### **District Superintendent/Board of Trustees**

- Develop and adopt district policies and procedures (including training and an appeals process) to implement the state professional development requirements.
- Use multiple sources of data to design, evaluate and refine professional development goals within the district comprehensive/strategic plan.
- Identify and account for professional development funding.
- Forward verification of PDUs earned in the licensure period to the Certification Office at the time of license renewal.

#### **Institutions of Higher Education**

- Conduct needs assessments and provide relevant professional development for local education agencies (LEAs).

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

---

- Provide quality professional development programs.
- Participate as mentor/adviser and/or professional development consultant for district as requested by local education agency (LEA).
- May assist in the coordination of regional or multi-district professional development activities.
- Provide official verification, as needed, of the participant's successful completion of staff development activities.
- May provide research and other technical assistance to districts in the development and implementation of professional development plans.

**Professional Associations**

- When possible help deliver in-service workshops, credit courses and other professional development activities.
- Help districts determine professional development needs.
- Help coordinate regional or multi-district professional development activities.

**State Department of Education**

- Develop and implement procedures to enact professional development policy.
- Provide technical assistance and training to LEAs and professional development teams to help them implement state professional development policies and procedures.
- Help coordinate regional or multi-district professional development activities.
- May provide in-service workshops upon request.
- Incorporate professional development as a critical component of the school accreditation process, including a random audit of teachers' professional development plans during a school's accreditation.
- Secure resources for professional development.
- Report to State Board of Education on the status of professional development policy.

**Professional Standards Commission**

- Provide ongoing evaluation and revision of the state professional development system.
- Develop an appeals process and serve as the state-level appeals body in the professional development process as it relates to license renewal.

**State Board of Education**

- Adopt professional development policy.
- Secure resources for professional development.
- Prepare annual statement of state priorities.
- Review State Board policies for alignment with state statutes and federal regulations.



## Appendix C

### Activities Guide

*The critical tests for all professional development activities should be: Are they intellectually challenging, do they add to the participant's repertoire of skills and content knowledge, do they enhance their contributions to the school community, and do they lead to improvement in teaching practice?*

— National Governor's Association Report

The following examples are not a comprehensive list. Some examples could fall within different domains depending on the individual teacher's content area, district initiatives, etc. The teacher and adviser/team would determine under which domain the activity would be listed. At least 50 percent of a teacher's PDUs must be in domains A, B and/or C.

### Professional Development Example Activities

#### 1. Undergraduate & Graduate Courses, Seminars or Institutes

**A. Colleges and universities offer upper-level undergraduate and graduate-level courses of study.** School districts, collaboratives, museums, scientific institutes, cultural institutions and other providers may offer equivalent courses of study through an institution of higher education.

**B. A graduate-level course of study in the content area (addressing topics listed under subject matter knowledge for the certificate), or an undergraduate course when the content is substantially new to the teacher, will be awarded more PDUs.** (For example, an elementary teacher with limited content expertise in the area of mathematics may take an upper-level undergraduate course in mathematics and receive 22.5 PDUs per semester hour. A high school mathematics teacher taking the same course would receive 15 PDUs per semester hour, as this would not be substantially new content for the individual.)

**C. Instructor of a Post-Secondary Undergraduate/Graduate-level Course**

An instructor of a post-secondary undergraduate (if not dual enrollment) or graduate-level course or approved equivalent is eligible to receive 45 PDUs per semester hour for the first time the course is taught in a licensure renewal cycle.

**D. Continuing Education Units (CEUs)**

Courses offered by professional development providers that meet specific standards are often measured in Continuing Education Units (CEUs) as defined by the International Association for Continuing Education. For more information call 202-463-2905 or visit the website at [www.iacet.org](http://www.iacet.org). 1 CEU = 10 PDUs

***Not Recorded Toward PDU:***

*Time spent completing routine out-of class assignments, such as reading assignments or preparing for tests, may not be recorded.*

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

---

**Summary at a Glance:**

<b>Section 1 (Courses, Seminars, Institutes) PDU Activity Key:</b>	
Undergraduate or graduate course in content area	1 semester hour = 15 PDUs
Undergraduate or graduate course (when substantially new to the educator)	1 semester hour = 22.5 PDUs
Graduate-level course or approved equivalent	1 semester hour = 22.5 PDUs
Audited undergraduate or graduate course or equivalent	1 semester hour = 7.5 PDUs
Instructor of a post-secondary undergraduate (if not dual enrollment)/graduate-level course for the first time the course is taught in a 5-year renewal cycle.	1 semester hour = 45 PDUs
Continuing Education Unit	1 CEU = 10 PDUs

**2. Educator-Designed Activities**

**A. School-Based Activity**

Educators may earn PDUs for developing and implementing an activity for students, parents or teachers that incorporates the learning standards of the curriculum frameworks. Educators may earn 1 PDU per clock hour with a maximum of 30 PDUs in a licensure renewal cycle when the school-based activity is distributed or implemented within a local school, district or university.

Examples:

- Design and coordinate a series of Family Mathematics Nights within a school.
- Design and coordinate extended learning activities for students.
- Design and implement a series of seminars for teachers and/or parents. Training topics might include:
  - Developing and implementing standards-based units.
  - Designing instructional practices that support learning in a standards-based classroom.
  - Supporting special needs students within a standards-based classroom.
  - Supporting gifted and talented students within a standards-based classroom.

**B. Professional Conferences**

Limited PDUs may be awarded for attendance at a professional conference. Educators are eligible to receive a maximum of 24 PDUs the first time they make a presentation at a professional conference in a licensure renewal cycle. In addition, educators who attend a professional conference may extend their learning by developing a school-based activity or curriculum, or by publishing written material as described below. These activities will assist educators in earning PDUs for license renewal.

**C. Presenters/Trainers**

Educators who develop and present a minimum of 3 separate sessions in a professional development series are eligible to receive twice the number of PDUs given to participants, with the presenter receiving a minimum of 10 PDUs and a maximum of 24 PDUs. These units only may be counted the first time the training is provided in a licensure renewal cycle.

**D. Curriculum Development**

Educators who author a new curriculum unit that is published in a school or district guide or formally shared in other ways, including software, student textbook or professional resource, may earn 15 PDUs per curriculum unit and may accrue up to 60 PDUs in a licensure period.

**E. Published Written Materials**

- Doctoral dissertation equals 90 PDUs in licensure period.
- Master's Thesis/Project equals 45 PDUs in licensure period.
- Book(s) equals 90 PDUs per book.
- Professional journal articles or chapters in a professional book equal 30 PDUs per chapter or article in a book or journal.
- Published results of action research equal 30 PDUs in licensure period.

***Note:** When a professional development activity includes the development of a work to be used, distributed or published, legal issues concerning ownership and copyright protection may arise. Educators who write material that is copyrighted while "on the job" should discuss these issues with their employer.*

**F. Provide service in a leadership role for an educational institution.**

Acceptable activities include those in which you contribute to the improvement of a school, school district or other educational institution including time spent on the following:

- Assisting teachers, developing curriculum, providing staff development/in-service or serving on a school site council engaged with improving the school either as a mentor teacher or in another official capacity in the school or district.
- Planning and developing new sets of materials for teachers or students, either in an official capacity in a school or as a member of a district, state, national or international panel or committee.
- Preparing a proposal to create a new facility, course of study or program in an education institution.
- Selecting and training mentor teachers.
- Planning and implementing school/district improvement plans.
- Planning, developing or providing relevant connections between classroom curriculum and workplace practices for students and teachers.

**G. Provide service in a leadership role for a professional organization or an educational entity.**

Service as an elected officer, a chair of a committee or an official representative of an organization of professional teachers. Recorded hours must be restricted to time spent charting,

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA

APRIL 17, 2003

---

planning or forming educational or professional policies, positions or directions for the organization to pursue.

Examples of acceptable activities in this category include (but are not limited to) time spent on the following:

- Chairing meetings of a curriculum and instruction committee of a state organization during which new policies regarding curriculum and instruction are planned and developed for the organization to pursue.
- Developing educational policy proposals.
- Formulating and updating educational standards.
- Planning new structures of community involvement in schools.

PDUs must be restricted to time spent in meetings of the educational or professional committee, or as an official representative of the professional organization, when policy decisions are discussed.

### **H. Conduct educational research and innovation**

Participating in efforts to conduct educational research or to investigate educational innovations is acceptable, provided that the candidate has an active role in one or more of the following stages of the effort: planning, analyzing, interpreting, demonstrating, disseminating or evaluating a study or innovation.

Examples of acceptable activities in this category include (but are not limited to):

- Time spent on field tests.
- Time spent as a member of a group to identify the elements of effective teaching as a basis for determining the staff development needs of a school or district.
- Time spent analyzing the results of a study of the relative effectiveness of two systems of reading instruction (to include presentations to various groups).
- Conducting action/applied research (forming a hypothesis and testing it in the classroom).
- NBPTS (National Board for Professional Teaching Standards).
- Participating in a professional exchange program in which you change positions with another teacher for an extended period of time.
- Participating in alternative work-experience programs, paid or volunteer, in which the candidate fulfills new professional responsibilities for a specified period of time. For example, a high school technology education teacher takes a sabbatical leave and works in the technology industry.
- Participating in a cross-cultural experience in the language and/or culture of an ethnic or national group, provided the experience directly relates to a subject or student group the candidate teaches, or reasonably expects to teach.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

---

**Not Recorded Toward PDU:**

- Time that may not be recorded includes time spent on the routine functioning of an educational institution and time spent carrying out a teacher's basic responsibilities, including (but not limited to) planning lessons, arranging a classroom environment, preparing assorted instructional materials, assessing student performance or keeping records.
- Activities that contribute to the ongoing operations or functioning of a professional organization.
- Time spent representing an employee bargaining unit in contract negotiations with the employer.
- Chairing a membership drive for a state organization.
- Developing and maintaining fiscal records as the treasurer of a professional organization.
- Travel time and time spent making arrangements for cross cultural or work exchange experiences.

<b>Section 2 (Educator-Designed) PDU Activity Key:</b>	
Attendance at professional conference	Minimum for attendance only .5 PDUs; extended learning 15 PDUs
Presentation at a professional conference, first time in licensure renewal cycle	Maximum of 24 PDUs in licensure period
Presenters/Trainers	Minimum 10 PDUs; maximum 24 PDUs
Curriculum Development	15 PDUs/ curriculum unit; up to 60 PDUs in licensure period
School-based activity (as described)	1 PDU per clock hour, maximum 30 in licensure period
Doctoral dissertation	90 PDUs in licensure period
Master's thesis/project	45 PDUs in licensure period
Book(s)	90 PDUs per book
Professional journal articles or chapters in a professional book	30 PDUs per chapter or article in a book or journal
Published results of action research	30 PDUs in licensure period
Service in a leadership role for an educational institution	1 PDU per clock hour
Service in a leadership role for a professional organization or an educational entity	Maximum 20 PDUs
Conduct educational research and innovation	Maximum 40 PDUs
National Board of Professional Teaching Standards	Max 120 PDUs for successful completion, including class

**3. School/District/Collaboratives/Department of Education-Sponsored activities**

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA

APRIL 17, 2003

### **A. Participate in teams to plan, design, implement and evaluate local efforts to implement state priorities/initiatives or school improvement plans.**

- Examine new technology for project management.
- Do a self-assessment.
- Conduct individual/team research
- Participate in conference calls or videoconferences with other teachers.
- Gather, analyze, report and use baseline and improvement data.
- Receive training.

### **B. Department of Education-sponsored activities**

Educators can earn 1.5 PDUs per clock hour for professional development programs sponsored by school districts or the State Department of Education that:

1. Total at least 10 hours;
2. Include a product or pre- and post-content assessment; and
3. Include a follow-up component.

For those State Department-sponsored activities that do NOT have a pre- and post-content assessment, a maximum of 30 PDUs can be counted toward re-licensure in a licensure renewal cycle.

### **C. Assessments**

Achieving a qualifying score on a subject specific test (Praxis II) approved by the State Board of Education will earn an educator 30 PDUs in the content area of the certificate. Passing the Idaho Technology Competency Assessment, Idaho Comprehensive Literacy Assessment or other state required assessments will earn an educator 10 PDUs. PDUs cannot be earned for these assessments during a teacher's pre-service, prior to initial licensure.

### **D. Initiatives sponsored by Districts, Collaboratives, or Other Providers**

Educators who participate in school- and district-based in-service programs that focus on strengthening professional knowledge and skills in content areas are eligible to receive 1 PDU per clock hour. Educators may receive PDUs after the successful completion of a professional development program (maximum of 30 hours on a topic) with an observable demonstration of learning that could include a written product or other document able product and other evidence of impact of student achievement and learning.

### **Not Recorded Toward PDU:**

- Achieving a passing score on a specific Praxis II subject test or other state assessment requirement more than once.
- Participation/attendance in school or district-based in-service with neither a product/assessment nor follow-up.

<b>Section 3 (School, District, Dept. of Education) PDU Activity Key:</b>	
School/District/ Department of Education-sponsored professional development activities	1.5 PDUs per clock hour (maximum 30)
Assessments: Passing score on the Praxis II	30 PDUs per subject area
Assessments: Passing score on other state assessment requirement (i.e. Idaho Technology Competency	10 PDUs per assessment

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA

APRIL 17, 2003

Assessment, Comprehensive Literacy, etc.)	
<i>Initiatives sponsored by districts, collaboratives or other providers</i>	1 PDU per clock hour, maximum of 30 on a topic in licensure period
Participate in teams to plan, design, implement and evaluate local efforts to implement state priorities/initiatives or school improvement plans	1 PDU per clock hour, maximum of 30 in licensure period

## 4. Performing Systematic Programs of Observation

Any program that is planned, focuses on one or more predetermined aspects of teaching and includes follow-up activities, such as discussion, critique or application of what has been observed or analyzed. This category is designed to encourage peer assistance, modeling and coaching while the credential holder learns new skills or strategies. Acceptable PDUs are those spent planning and conducting the observations, discussing or critiquing the activity and planning applications of what has been learned for the candidate's classroom.

### A. Observable Demonstration of Student Learning

Educators who participate in school- and district-based in-service programs that focus on strengthening professional knowledge and skills in content areas are eligible to receive 1 PDU per clock hour. Educators may receive PDUs after the successful completion of a professional development program (maximum of 30 hours on a topic) with an observable demonstration of student learning that could include a written product or other documentable product.

### B. Other Programs: Mentoring/Professional Development Adviser or Team Member

Educators who are mentors for teachers new to a school/district or serve as professional development advisers or team members are eligible to earn a maximum of 15 PDUs per period.

### C. Team for Accreditation/Inspection or Teacher Preparation Program Evaluation

Teachers who serve on a K-12 district/school accreditation team or teacher preparation program evaluation team are eligible to earn a maximum of 30 PDUs in a licensure period.

### Not Recorded Toward PDU:

Observation with no planning and follow-up aspects.

Section 4 (Systematic Programs of Observation) PDU Activity Key:	
Performing Systematic Programs of Observation	1 PDU per clock hour, maximum of 30 on a topic in licensure period
Mentoring	Max 15 PDUs from districts that have submitted a mentoring plan to the Department of Education
Peer Coaching	15 PDUs
Peer Assistance and Review Programs	Max 15 PDUs per year
Cooperating Teacher	Max 15 PDUs per year

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA

APRIL 17, 2003

	Max 30 PDUs in licensure period
--	---------------------------------

## Appendix D

### PDU Rubric

A PDU is a unit of measurement used to quantify and qualify a planned, focused activity, which contributes to the knowledge, behavior, skills and performance of the teacher to improve student achievement and learning.

#### *DRAFT* PDU verification rubric:

PDU Activity	PDU meets criteria	PDU does not meet criteria
Is focused on individual need or priority		
Is planned		
Develops knowledge/skills		
Leads to use of new knowledge and skills		
Impacts student achievement and learning		



## **Appendix E**

### **PDU Activity Selection Examples**

The following examples outline possible options for re-licensure for an elementary teacher and a high school teacher. These examples are intended to demonstrate the flexibility in the kinds of activities that are eligible for professional development points for re-licensure.

<b>Elementary Teacher – five year cycle</b>		
<b>Example Activity</b>	<b>PDU Value</b>	<b>Documentable Product</b>
Two district-based professional development programs	30 PDUs (15 PDUs each)	Student work showing evidence of impact on achievement and learning, peer observation reports
Mentor in formal district mentoring program	30 PDUs	Professional journal/log with pre-observation discussions, observations, follow-up discussions - showing evidence of impact on achievement and learning
Curriculum development. <i>New curriculum unit developed and officially distributed by the district</i>	15 PDUs	Curriculum unit; evidence of implementation
School-based activity <i>Develops and offers a series of content seminars for teachers</i>	10 PDUs	Seminar syllabus, bibliography and participant evaluations
Advanced academic study course in content area of certificate new to teacher	67.5 PDUs (22.5 PDUs per semester hour)	Pre- and post-assessment; evidence of impact on student achievement and learning
<b>Total PDUs: 152.5</b>		

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

---

<b>High School Teacher – five-year cycle</b>		
Example Activity	PDU Value	Documentable Product
Peer coaching	15 PDUs	Professional journal/log with pre-observation discussions, observations, follow-up discussions
Member of visiting team for accreditation	30 PDUs	Formal report
Curriculum development. <i>Two new curriculum units developed and formally shared with the district</i>	30 PDUs	Curriculum units; evidence of implementation
School-based activity <i>Developed and offered a series of content seminars for teachers</i>	10 PDUs	Seminar syllabus, bibliography and participant evaluations.
Department of Education summer content institute	67.5 PDUs	Pre- and post-assessment; evidence of impact on student achievement and learning
<b>Total PDUs: 152.5</b>		

## **Appendix F**

### **References and Resources**

Continuing Professional Development. Maryland State Department of Education.

District Performance Standards and Indicators. Massachusetts Department of Education.

General Guidelines. Mississippi Department of Education.

Idaho Roadmap for Implementation of State Achievement Standards Rubric. (2001-02). Idaho State Department of Education.

Illinois State Board of Education Pocket Guide to the Requirements for Continuing Professional Development.

Major Changes to ESEA in the No Child Left Behind Act. Learning First Alliance.

National Staff Development Council Standards for Staff Development.

Professional Development and License Renewal. Minnesota Department of Children, Families, and Learning.

Professional Development Handbook for Idaho Schools. Professional Standards Commission.

Professional Growth Requirements. California Department of Education.

Reach for the Stars. National Staff Development Council.

Revised Guidelines for the Pay for Performance Program. Georgia Department of Education

Standard Renewal and Continuing Professional Education Requirements. Texas State Board for Teacher Certification.

Kelly, P. Teacher Professional Development Study.

## Appendix G

### **MOST Professional Development Committee Members**

Ms. Dawn Justice, Chair (*Business, Boise*)  
Ms. Beverly Andersen (*Teacher, Pocatello*)  
Mr. Michael Bundy (*Principal, Cottonwood*)  
Mr. Chris Gardner (*Principal, Blackfoot*)  
Dr. Cliff Green (*Idaho School Boards Association, Boise*)  
Ms. JoAnn Harvey (*Teacher, Coeur d'Alene*)  
Ms. Peggi Hash (*Teacher, Payette*)  
Dr. Jann Hill (*Chair, College of Education, Lewiston*)  
Ms. Maria Kilgo (*Business, Boise*)  
Ms. Josie Marshall (*Teacher, Lewiston*)  
Ms. Robin Nettinga (*Idaho Education Association, Boise*)  
Ms. Janet Orndorff (*Professional Standards Commission, Boise*)  
Dr. Mary Ann Rannels (*State Department of Education, Boise*)  
Ms. Vikki Reynolds (*Idaho Association of School Administrators, Boise*)  
Ms. Samantha Smith (*Parent, Hayden Lake*)  
Ms. Julie Solberg (*Higher Education, Boise*)  
Ms. Susan Stauffer (*Parent & Teacher, Boise*)  
Ms. Diana Zigars (*Professional Standards Commission, Boise*)

## **Appendix H**

### **Professional Development Handbook**

(Will insert entire professional development handbook here.)

## **Connecting Teacher Alternative Route Licensure to Student Achievement and Learning**

### **An Introduction**

In 2000, the National Center for Education Information concluded that the most successful alternative teacher certification programs have the following important features:

1. Talented candidates who already hold bachelor's degrees.
2. Rigorous candidate screening/assessment processes.
3. Field- or school-based experiences.
4. Professional education coursework before and while teaching.
5. Quality, trained mentors assigned to candidates.
6. Candidates who meet high performance standards.

The Idaho State Board of Education hired Northwest Regional Educational Laboratory (NWREL) to survey stakeholders as to their perspectives on the current alternative paths/routes to teacher certification (2001-2002). NWREL found that Idaho's only formal alternate route is little used and in need of significant changes. School districts and teachers found it difficult and time-consuming. Only about 12 individuals are enrolled in the route annually. Over half of Idaho school administrators who responded to the survey believed changes are necessary.

Traditionally, when districts could not find a qualified teacher, they have filled positions through other, simpler means than the formal alternative route (i.e., via consultant specialist path or a Letter of Authorization). However, these "paths" will not meet the new federal No Child Left Behind Act (NCLB/ESEA) definition of a "highly qualified teacher". Idaho must ensure that every teacher in the state's K-12 classrooms meets this definition. Not doing so could risk districts losing federal funds. The proposed alternative routes meet this definition.

Prior to NCLB, the Idaho State Board of Education initiated an innovative alternative route to teacher certification titled "Grow Your Own." This program was designed to help Idaho school districts place qualified bilingual education, English as a Second Language and Native American teachers in classrooms to serve as role models/mentors. The intent was to help advance the academic achievement of traditionally under-served minority students. One-hundred-and-ten full time/part-time students were enrolled in this program in 2001-2002. The program has provided insight into components included in the proposed Idaho alternative routes model.

Additionally, a number of Idaho colleges and universities have implemented quality alternative certification models. Two of these institutions, Lewis-Clark State College and the University of Idaho (in collaboration with NWREL), recently received a five-year Transition to Teaching Grant from the U.S Department of Education to "pilot" alternative routes to teacher certification. Data from this project was also used.

Idaho's MOST studied successful alternative route programs in other states, the data from the state's administrators and teachers and the requirements of NCLB in designing the following recommended

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

---

alternative routes to teacher certification. Each route requires that candidates meet the same certification requirements as those individuals in more traditional routes: hold a bachelor's degree, meet Idaho teacher standards and the state-established Praxis II qualifying score and obtain a higher education institutional recommendation. In addition, the four routes take into consideration candidates' knowledge and life experiences. Ultimately, the goal is to provide Idaho's K-12 students with the best opportunity to have qualified teachers who will assist them achieve and learn.

## Connecting Teacher Alternative Route Licensure to Student Achievement and Learning

### Purpose

The proposed quality alternative routes to teacher certification have the following important components:

- Candidates must meet all Idaho teacher licensure standards.
- Routes increase the number of candidates in shortage and high-need areas.
- Routes improve the profession's diversity.
- Rigorous screening process of candidates is required.
- Candidates are provided high-quality mentorships.
- Candidates participate in field-based/work-based experiences.
- Candidates are recognized for appropriate related professional and life experiences.

***Note:** The proposed Alternative Routes do not apply to Occupational Specialists. Information for Occupational Specialists is available through the Division of Professional-Technical Education.*

### Implementation Timeline

#### Approval Process

December 2002:	Public Information Forum
February/March 2003:	Informational presentation to Legislature
April 2003:	Public Hearing
June 2003	Initial approval by State Board of Education
August 2003:	Final approval by State Board of Education
January 2004:	Approval by Legislature

#### Implementation Process

School year 2003-2004	State Board of Education to consider recommendation to review policies on non-teaching certificated personnel as related to this model
School year 2004-2005:	Pilot alternative route program (LCSC & U of I grant project) Implement transition process plan Evaluate/refine process Launch website for support/information
School year 2005-2006:	Assessment process for alternative routes available as of 9/1/05 Continue implementing transition Full implementation: all must meet new alternative route requirements from end of 2005-2006 school year forward
School year 2006-2007:	Review alternative route structure Evaluate for possible additional tier Evaluate for effectiveness & possible revision



## Alternative Routes to Teacher Licensure

### An Educator's Guide

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Overview</b>	<ul style="list-style-type: none"> <li>▪ Associate's degree required.</li> <li>▪ Areas of teaching selected by individual.</li> <li>▪ Choice of state-approved undergraduate, performance-based program.</li> <li>▪ Opportunities for diverse &amp; traditionally under-represented groups.</li> <li>▪ Entry-level assessment.</li> <li>▪ Performance-based assessment.</li> <li>▪ Standards-based.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bachelor's degree required.</li> <li>▪ Addresses emergency need of school district to fill teaching position.</li> <li>▪ Standards-based.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bachelor's degree required.</li> <li>▪ Addresses district teaching needs as determined by district (declared district need).</li> <li>▪ Tailored to individual's strengths &amp; needs as determined by consortium.</li> <li>▪ Entry-level assessment.</li> <li>▪ Based on individual's qualifications.</li> <li>▪ Performance-based assessment.</li> <li>▪ Standards-based.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bachelor's degree required.</li> <li>▪ Areas of teaching selected by individual.</li> <li>▪ Choice of state-approved post-bachelor's, performance-based program.</li> <li>▪ Entry-level assessment.</li> <li>▪ Performance-based assessment.</li> <li>▪ Standards-based.</li> </ul>

<sup>2</sup> Para-educator with AA or AAS degree

<sup>3</sup> Currently-licensed teacher engaged in a plan to obtain certification outside of current content area; addresses an emergency district need

<sup>4</sup> Candidate with bachelor's degree with content-area expertise but without teacher preparation; addresses a declared district need

<sup>5</sup> Candidate with a bachelor's degree with content-area expertise but without teacher preparation, who is not fulfilling an emergency district need

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Purpose of Route</b>	<ul style="list-style-type: none"> <li>▪ To encourage qualified para-educators employed in Idaho classrooms to become licensed teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To allow Idaho school districts to request emergency certification when a professional position cannot be filled with someone who has the correct certification.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To provide for declared district need.</li> <li>▪ To encourage qualified BA degree holders to become teachers.</li> <li>▪ To encourage ID colleges/universities to offer expedited alternative programs.</li> <li>▪ To assist school districts in employing professionally qualified individuals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To encourage qualified BA degree holders to become teachers.</li> <li>▪ To encourage ID colleges/universities to offer expedited alternative programs.</li> <li>▪ To assist school districts in employing professionally qualified individuals.</li> </ul>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Candidate Education/ Entry Requirements</b>	<ul style="list-style-type: none"> <li>▪ Candidate holds AA/AAS degree.</li> <li>▪ Candidate submits two letters of recommendation to district &amp; higher ed. listing candidates' qualifications: 1) letter listing prior teaching experience, demonstrated competencies, dispositions, experience working w/youths; 2) letter from candidate specifying why he/she desires to be teacher.</li> <li>▪ Institution/consortium interviews candidate to determine qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate holds Bachelor's degree</li> <li>▪ Candidate holds valid Idaho teacher license, but is not fully certified in area of need.</li> <li>▪ Candidate completes regular Idaho teacher certification application &amp; teacher information form.</li> <li>▪ College/university/</li> <li>▪ Dept. of Ed. provides written verification of a planned program to achieve desired certification within 3 years.</li> <li>▪ School trustees declare emergency in official minutes.</li> <li>▪ School district supplies supporting information attesting to the ability of applicant to fill position.</li> <li>▪ Applicant submits resume, official transcripts &amp; non-refundable processing fee.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate holds Bachelor's degree.</li> <li>▪ Candidate submits two letters of recommendation to district &amp; higher ed listing candidates' qualifications: 1) letter listing prior teaching experience, demonstrated competencies, dispositions, experience working w/youths submitted; 2) letter from candidate specifying why he/she desires to be teacher.</li> <li>▪ Institution/consortium interviews candidate to determine qualifications.</li> <li>▪ Candidate submits verification of minimum of 100 hours working w/children in accredited preK-12 classroom (public/private).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate holds Bachelor's degree.</li> <li>▪ Candidate submits two letters of recommendation to higher education listing candidate's qualifications: 1) letter listing prior teaching experience, demonstrated competencies, dispositions, experience working w/youths; 2) letter from candidate specifying why he/she desires to be teacher.</li> <li>▪ Institution/consortium interviews candidate to determine qualifications.</li> <li>▪ Candidate submits verification of minimum of 100 hours working w/children in accredited preK-12 classroom (public/private).</li> </ul>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

---

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Teaching Certification Level</b>	<ul style="list-style-type: none"> <li>All grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>All grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>All grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>All grade levels.</li> <li></li> </ul>
	<b>Work Experience Requirement</b>	<ul style="list-style-type: none"> <li>Candidate is employed as para-educator.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Candidate work experience is desirable.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Entry Level Assess Subject Matter Knowledge as Defined by State Standards to Guide Professional Development</b>	<ul style="list-style-type: none"> <li>▪ Candidate meets state para-educator standards.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate meets Praxis II subject qualifying score before application for certification in emergency teaching area.</li> <li>▪ Candidate completes additional assessments that include but are not limited to: Portfolio assessment Challenge course work CLEP (College Level Exam Program) Appropriate coursework Assessment of dispositions Other.</li> <li>▪ Candidate pays assessment fee(s)</li> <li>▪ Additional assessments based on individual's qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate meets Praxis II subject qualifying score.</li> <li>▪ Candidate completes additional assessments that include but are not limited to: Portfolio assessment Challenge course work CLEP (College Level Exam Program) Appropriate coursework Assessment of dispositions Other.</li> <li>▪ Candidate/district pays assessment fee(s).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate meets Praxis II subject qualifying score.</li> <li>▪ Candidate completes additional assessments that include but are not limited to: Portfolio assessment Challenge course work CLEP (College Level Exam Program) Appropriate coursework Assessment of dispositions Other.</li> <li>▪ Candidate pays assessment fee(s).</li> </ul>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Entry Level Assess Pedagogy as Defined by State Standards to Guide Professional Development</b>	<ul style="list-style-type: none"> <li>Colleges provide procedures to assess and credit equivalent knowledge &amp; dispositions through multiple measures (i.e., portfolios, petition process, CLEP, etc.): Teaching knowledge &amp; dispositions Relevant life/work experiences.</li> <li>Candidate pays assessment fee(s) instead of course fee(s).</li> </ul>	<ul style="list-style-type: none"> <li>Candidate holds valid Idaho license but is not fully certified in area of need.</li> <li>Candidate completes performance assessment (i.e., portfolios, petition process, CLEP, etc.) required and will include: Teaching knowledge &amp; dispositions Relevant life/work experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Candidate completes performance assessment (i.e., portfolios, petition process, CLEP, etc.) required and will include: Teaching knowledge &amp; dispositions Relevant life/work experiences.</li> <li>Candidate/ district pays assessment fee(s) instead of course fee(s).</li> </ul>	<ul style="list-style-type: none"> <li>Candidate completes performance assessment (i.e., portfolios, petition process, CLEP, etc.) required and will include: Teaching knowledge &amp; dispositions Relevant life/work experiences.</li> <li>Candidate pays assessment fee(s).</li> </ul>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Admission &amp; Enrollment in Program</b>	<ul style="list-style-type: none"> <li>▪ Candidate enrolls in state-approved, standards-based teacher education program at Idaho public or private college or university.</li> <li>▪ <b>Note:</b> Appeal through higher education; not related to employment as para-educator.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate enrolls in a state-approved teacher education program to achieve full certification in area of authorization.</li> <li>▪ Candidate completes minimum of 9 semester credits annually to be eligible for extension of up to a total of 3 years (except in trade &amp; industry).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate enrolls in state-approved, standards-based alternative route teacher education program.</li> <li>▪ Candidate completes minimum of 1 term (8-16 weeks) of accelerated study prior to entry into classroom as teacher in: classroom management; curriculum design, scope, &amp; sequence; educational psychology; working w/diverse populations; student assessment; instructional strategies &amp; methods; integrating technology &amp; instruction; reading in content area.</li> <li>▪ <b>Note:</b> Appeal through higher education.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate enrolls in state-approved, standards-based alternative route teacher education program.</li> <li>▪ Candidate completes minimum of 1 term (8-16 weeks) of accelerated study prior to entry into classroom as teacher in: classroom management; curriculum design, scope, &amp; sequence; educational psychology; working w/diverse populations; student assessment; instructional strategies &amp; methods; integrating technology &amp; instruction; reading in content area.</li> <li>▪ <b>Note:</b> If district need arises, candidate can move to Content Specialist to Teacher Route.</li> </ul>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Professional Development</b>	<ul style="list-style-type: none"> <li>▪ Candidate selects &amp; completes state-approved college (undergraduate) teacher licensure and bachelor's degree programs.</li> <li>▪ Candidate completes state approved undergraduate performance-based program</li> <li>▪ Candidate completes all field-experience, student teaching/internship requirements in state-approved, performance-based college program.</li> <li>▪ <b>Note:</b> Consortium will determine shift from para-educator to student teacher, based on institutional review of professional certification plan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate &amp; higher education create professional certification plan after assessments.</li> <li>▪ Higher education will determine preparation needed to meet state teacher standards and describe this in candidate's professional certification plan.</li> <li>▪ Candidate selects &amp; completes state-approved post-bachelor's certification work, as determined by higher education (content knowledge, pedagogy, etc.).</li> <li>▪ Program completion will be performance-based.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate &amp; higher education create professional certification/licensure plan after pre-assessments. (Praxis II subject and authentic assessments).</li> <li>▪ Consortium will determine preparation needed to meet state teacher standards and describe this in candidate's professional certification plan.</li> <li>▪ Candidate must enroll in college-supervised paid internship not to exceed 2 years as defined in professional certification/licensure plan.</li> <li>▪ Program completion will be performance-based.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate &amp; higher education create professional certification/licensure plan after assessments.</li> <li>▪ Higher education determines preparation needed to meet state teacher standards and describe this in candidate's professional certification/licensure plan.</li> <li>▪ Program completion will be performance-based.</li> </ul>



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>School District/ Charter School</b>	<ul style="list-style-type: none"> <li>▪ District identifies potential candidate with appropriate dispositions for teaching.</li> <li>▪ District encourages candidate to obtain financial assistance (i.e., scholarships, grants) as needed.</li> <li>▪ As feasible, district provides flexible work hours or release time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ District requests and completes required packet provided by Certification Office, including:</li> <li>▪ Board of trustees' declaration of hiring emergency documented in regular trustee minutes &amp; materials required of applicant and college/university.</li> <li>▪ District submits packet to the Professional Standards Commission (PSC) for validation.</li> <li>▪ PSC recommends approval to SBOE.</li> <li>▪ SBOE approves &amp; reviews annually; 3-year interim license issued by SDE.</li> </ul>	<ul style="list-style-type: none"> <li>▪ District declares need.</li> <li>▪ District submits required materials to Professional Standards Commission (PSC) for validation.</li> <li>▪ District submits written request to SDE for approval to employ paid teacher intern for teaching assignment.</li> <li>▪ SBOE approves &amp; reviews annually; 3-year interim license issued</li> <li>▪ District compensates intern supervisor.</li> <li>▪ Candidate works as contracted employee.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Districts provide schools &amp; classrooms for candidates to complete necessary field experiences, student teaching/internships.</li> <li>▪ <b>Note:</b> If candidate approaches district in a non-need area, district may refer promising candidates to higher education institutions.</li> </ul>
	<b>Employment Status</b>	<ul style="list-style-type: none"> <li>▪ District employs or continues to employ candidate as para-educator.</li> <li>▪ District ensures current criminal background check.</li> <li>▪ Candidate may move to paid internship as district need occurs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate is employed full-time/ part-time as teacher while fulfilling certification requirements.</li> <li>▪ District ensures current criminal background check.</li> <li>▪ Interim license is renewable annually for total of 3 years upon verification of candidate's continued eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate is employed full-time/part-time as teacher while fulfilling internship requirements.</li> <li>▪ Candidate submits criminal background check.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate is not employed as teacher.</li> <li>▪ Candidate completes field-based student teaching/internship requirements</li> <li>▪ Candidate submits criminal background check.</li> </ul>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Salary and Benefits</b>	<ul style="list-style-type: none"> <li>District employs or continues to employ candidate as para-educator.</li> <li><b>Note:</b> Candidate is encouraged to apply for scholarships, grants, etc.</li> </ul>	<ul style="list-style-type: none"> <li>District establishes candidate salary &amp; benefits in accordance with district policy.</li> <li><b>Note:</b> Candidate is encouraged to apply for scholarships, grants, etc.</li> </ul>	<ul style="list-style-type: none"> <li>District establishes candidate salary &amp; benefits in accordance with district policy.</li> <li>District may grant candidate credit for experience on salary schedule, provided such experience is directly related to the teaching assignment.</li> <li><b>Note:</b> Candidate is encouraged to apply for scholarships, grants, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Candidate is enrolled in college program &amp; is not a paid district employee.</li> <li><b>Note:</b> Candidate is encouraged to apply for scholarships, grants, etc.</li> </ul>
	<b>District Orientation</b>	<ul style="list-style-type: none"> <li>District/school provides orientation for candidate as deemed appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>District/school provides orientation for candidate as deemed appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Consortium determines the appropriate content of pre-service district orientation.</li> </ul>	<ul style="list-style-type: none"> <li>District/school provides orientation for candidate as deemed appropriate.</li> </ul>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Supervision</b>	<ul style="list-style-type: none"> <li>▪ District continues to supervise employee in their role as para-educator.</li> <li>▪ Higher education institution supervises candidate in their role as student teacher.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate participates in district support program.</li> <li>▪ District supervises candidate in position of employment.</li> <li>▪ Higher education institution supervises candidate's participation in the college program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate participates in district support program.</li> <li>▪ Consortium develops a plan for intense supervision of internship.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher education institution supervises candidate in their role as unpaid student intern.</li> </ul>
	<b>Eligibility for License/Certification</b>	<ul style="list-style-type: none"> <li>▪ Higher education institution evaluates candidate based on professional certification plan.</li> <li>▪ Higher education institution provides recommendation for initial license.</li> <li>▪ Candidate meets Praxis II qualifying score.</li> <li>▪ <b>Note:</b> Appeal to PSC</li> </ul>	<ul style="list-style-type: none"> <li>▪ Candidate completes certification requirements as described in professional certification plan.</li> <li>▪ Higher education institution provides verification of candidate's completion of professional certification plan.</li> <li>▪ Candidate meets Praxis II qualifying score.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consortium evaluates candidate based on professional certification/license plan.</li> <li>▪ Candidate must demonstrate successful teaching experience during internship.</li> <li>▪ District provides documentation of teacher growth &amp; student achievement.</li> <li>▪ Higher education institution provides recommendation for initial license.</li> <li>▪ <b>Note:</b> Appeal to PSC</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher education institution evaluates candidate based on professional certification/license plan.</li> <li>▪ Cooperating K-12 teachers assist in evaluating candidate in field experience.</li> <li>▪ Higher education institution provides recommendation for initial license.</li> </ul>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA**  
**APRIL 17, 2003**

---

		<b>Para-educator to Teacher<sup>2</sup></b>	<b>Teacher to New Certification (emergency district need)<sup>3</sup></b>	<b>Content Specialist to Teacher (declared district need)<sup>4</sup></b>	<b>Content Specialist to Teacher (no district need)<sup>5</sup></b>
	<b>Initial License</b>	<ul style="list-style-type: none"><li>▪ State issues 3-year initial license upon completion.</li></ul>	<ul style="list-style-type: none"><li>▪ State issues 3-year initial license upon completion.</li></ul>	<ul style="list-style-type: none"><li>▪ State issues 3-year initial license upon completion.</li></ul>	<ul style="list-style-type: none"><li>▪ State issues 3-year initial license upon completion.</li></ul>

**Consortium definition:** Partnership of school district, higher education, and alternative route candidate.

## Appendix A

### A Glossary

**Alternative Routes** – Nontraditional routes to teacher licensure for those entering teaching from other professions. These routes require individuals to meet the Idaho teacher standards and other specific requirements/assessments.

**Consortium** – Partnership of school district, higher education and candidate.

**Grow Your Own** – Idaho State Board of Education alternative route program to help Idaho school districts place qualified bilingual education, English as a Second Language and Native American teachers in classrooms where they can serve as role models/mentors to help advance the academic achievement of traditionally underserved minority students.

**Content Specialist** – Individual with a bachelor's degree in a specific content area.

**Declared District Need** – Expedited route to licensure that allows individuals with specific content knowledge and a bachelor's degree to enter the classroom as teachers to fill a district need.

**District Orientation** – Orientation process used by a district to acquaint individuals with district policies and processes.

**Entry Requirements** – Requirements for entry into alternative route.

**Emergency District Need** – Route for emergency certification when a professional position cannot be filled with someone who has the correct certification; requires individual to hold a valid Idaho teaching license.

**No Child Left Behind/ Elementary and Secondary Education Act (NCLB/ESEA)** – Federal legislation of requirements that defines and lists expectations for “highly qualified” teachers.

**Para-educator** – Aides and assistants employed by a school district to supplement instruction or provide additional assistance to students.

**Pedagogy** – Teaching knowledge and skills.

**Professional Development** – Educational experiences that prepare and support educators by promoting high standards of achievement and professional development through focused individual, collegial and organizational improvement, with the goal of increased student achievement and learning.

## Appendix B

### References and Resources

Langland, A. (2002). Final Report: Study of Alternative Pathways to Teacher Certification for Idaho's MOST Teacher Preparation Task Force. Northwest Regional Educational Laboratory.

Whitmore, R. (2000). Hiring Teachers from Other Professions Works for States. Gannet News Service.

Darling-Hammond, L. How Teaching Knowledge Matters: Connecticut's Story. Southeast Center for Teaching Quality.

Hirsch, E. (2002). Investing in Teaching Quality: State Policies and Practices.

Ohrman, D. (2001). Letters of Authorization and Consultant Specialist Certifications.

Berry, B. No Shortcuts to Preparing Good Teachers, Educational Leaderships. (Vol. 58, Number 8).

No Child Left Behind: The New ESEA Requirements. (Title I, Part A).

Rubrics for the Idaho Core Teacher Standards. (2002).

State of Washington Professional Educator Standards Board: Implementing New Performance-based Alternative Routes to Teacher Certification.

The Impact of Admissions and Licensure Testing. Educational Testing Services.

Together We Are Better. (2002). National Resource Center for Para-Professional.

## Appendix C

### **MOST Teacher Preparation Task Force Members**

Mr. Rob Perez, Chair (*Business, Boise*)

Mr. Glenn Brusse, (*Business, Boise*)

Mr. Jim Cobble, (*District Administrator, Jerome*)

Dr. Dale Gentry, (*University of Idaho, Moscow*)

Dr. Jim Gentry, (*College of Southern Idaho, Twin Falls*)

Ms. Alane Hale, (*NBPTS Certified Teacher, Pocatello*)

Mr. Russ Hammond, (*State Department of Education, Special Education, Boise*)

Dr. Leona Manke, (*Albertson College of Idaho*)

Dr. Robert West, (*State Chief Deputy Superintendent, Boise*)

## **Connecting Middle Level Certification To Student Achievement and Learning**

### **An Introduction**

The middle level student has specific development and academic needs. Therefore, it is recommended that an optional middle level certification be available to teachers of middle level students (grades 5<sup>th</sup>-8<sup>th</sup>).

### **Purpose**

The middle level teacher preparation leading to a middle level certification will:

- Prepare teachers to understand the unique educational and developmental needs of the middle level student.
- Promote best practices in middle level education and organization.
- Improve student learning.
- Ensure teaching quality by requiring high performance-based middle level preparation standards in content and developmental knowledge, pedagogy and dispositions.
- Promote focused professional development in middle level.
- Provide for a competent, caring, qualified teacher in the classroom.
- Align with student achievement standards.

### **Implementation**

The Teacher Preparation Task Force recommends that an optional middle level certification be in place by 2006 for those with Standard Elementary, Standard Secondary, Standard Exceptional Child or 7-12 Occupational Specialist Certification. Certification will be based on Idaho Middle Level Teaching Standards developed in 2002.

### **Additional recommendations**

- Middle level policy should be revisited by the Idaho Professional Standards Commission as part of the 5-year standards review cycle for potential revision (possibly to required certification) if appropriate.
- Districts/higher education should offer accessible professional development for in-service middle level teachers.
- Higher education institution(s) should develop a master's program in middle level education.