

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JANURARY 24-25, 2005**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>UNIVERSITY OF IDAHO – REPORT ON ADULT AND ORGANIZATIONAL LEARNING PROGRAM AT IDAHO FALLS</b>	Information Item
<b>2</b>	<b>PROGRAM APPROVAL: EXPANSION IN ADVANCED GENERAL DENTISTRY</b>	Motion to Approve
<b>3</b>	<b>TEACHER MENTORING REPORT</b>	Motion to Approve
<b>4</b>	<b>PROFESSIONAL COMPENSATION PLAN</b>	Information Item
<b>5</b>	<b>REPORT FROM THE OFFICE OF PERFORMANCE EVALUATIONS, IDAHO STATE LEGISLATURE, ON PUBLIC SCHOOL TECHNOLOGY INITIATIVES</b>	Information Item
<b>6</b>	<b>ACADEMIC EXCELLENCE RECOGNITION</b>	Information Item

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**SUBJECT**

Report on the planned phasing out of the doctoral emphasis in Adult and Organizational Learning at Idaho Falls

**APPLICABLE STATUTE, RULE OR POLICY**

Section 33-107 (8), Idaho Code. Idaho State Board of Education Governing Policies and Procedures, Section III.G.8

**BACKGROUND**

At the December 2004 Board meeting, members of the Board heard from a student who expressed concern about the teach out of the College of Education doctoral program with emphasis in Adult and Organizational Learning offered at Idaho Falls. The Board asked that the University of Idaho provide information on the planned phasing out of the program.

**DISCUSSION**

State-wide Program Overview

The College of Education offers graduate degree programs in Adult and Organizational Learning (AdOL) in four locations---Boise, Coeur d'Alene, Idaho Falls and Moscow. There is a master's degree in Coeur d'Alene (as outreach from Moscow), a master's degree and a doctoral emphasis in Boise and Moscow and a doctoral emphasis in Idaho Falls. The program was developed in Moscow and Boise and it is provided through outreach to Coeur d'Alene and Idaho Falls. AdOL serves professionals in agencies, industry, health care, businesses, and education enterprises who work with adult learners through human resource development (HRD), adult basic education, and adult education including higher education. It is delivered through face-to-face instruction on location and through hybrid delivery strategies (combination of face-to-face and distance technologies such as web supported and compressed video offerings) at and across locations.

Idaho Falls Program History

The following chronology provides an overview of the delivery of the Adult and Organizational Learning program at Idaho Falls:

1. Between 1990-92: Began offering classes on outreach basis from UI Boise Center to students in Idaho Falls
2. August 2001: Re-located Dr. Mark McCaslin from Boise to Idaho Falls to offer doctoral degree with emphasis in Adult Education at Idaho Falls; Boise faculty continued to teach courses, advise, and serve on doctoral committees at Idaho Falls to support program delivery
3. August 2001 to August 2003: Experienced significant growth in the program, especially when Ricks College became a four-year institution (BYUI)
4. August 2002: Added a faculty member, Dr. Karen Wilson Scott, on a two-year temporary appointment, to support program delivery
5. Fall 2003: Growth exceeded capacity for delivery based on available resources; assessed ability to sustain the program throughout the state

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and decided to teach out delivery of program at Idaho Falls. Factors considered in the decision process included:

- Ability to allocate or re-allocate resources to meet interest and demand for the AdOL program in all locations and to sustain quality program delivery within the resources of the College of Education in a period of budget reduction (resulting in lay-offs of faculty and staff)
  - Increased interest and enrollment in the AdOL program state-wide (Boise, Idaho Falls, and Moscow locations)
  - Ability to provide the level of support required for doctoral education with existing faculty resources at Idaho Falls when it became evident that there were not enough resources to provide a quality program with the current personnel and resources
  - Potential availability of doctoral degree options in eastern Idaho through ISU. In the 8-year plan, ISU identified a potential program expansion in education with an emphasis in Adult Education at the doctoral level.
  - Assessment of potential for new resources for program growth in period of major budget reductions in the college
6. November 2003: Met with BYUI administration to discuss resource challenges and potential effects on employees who were enrolled in the program
7. April 2004: UI staff met with students in Idaho Falls to announce program phase out; stressed commitment to providing a cycle of degree course work over three years and the advising and dissertation mentoring to complete degree requirements

Plan to Teach-Out AdOL Program at Idaho Falls

The college developed and advertised the plan to teach out the AdOL program at Idaho Falls. Applications for admission to the program were considered for students enrolled in courses through May 2004. No new applications for admission have been approved. A course sequence was developed to provide a cycle of all required courses for the degree; all scheduled courses have been offered, and some adjustments have been made to accommodate student instructional needs. Course enrollments are at 15 to 20 students per course and seem to be meeting the needs of the majority of students. Course offerings will conclude spring semester 2007.

Advising is provided by Idaho Falls faculty and staff, and a Boise-based faculty member who also teaches courses at Idaho Falls. An additional faculty member, based in Boise, will begin to advise and offer courses, and mentor the dissertation process in January 2005 (Dr. Michael Kroth, replaces Dr. Mark McCaslin who resigned). Program faculty have implemented doctoral seminars as an additional link with program requirements and advising; most feedback on advising is positive.

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College and university faculty and qualified individuals in the region serve on doctoral committees; the college has worked with the College of Graduate Studies to increase the pool of committee members through affiliate appointments for this program. Faculty will mentor dissertation work of admitted students who are making continuous progress towards degree completion in the program.

The college conducted two searches and hired Dr. Wilson Scott (June 2004) on a three-year term appointment to teach, advise, and mentor student research as the college teaches-out the program and Dr. Kroth (August 2004) on a tenure line appointment, based in Boise, with a primary responsibility to support the teach-out of the Idaho Falls program.

UI Commitment to Eastern Idaho

The UI has offered education services to the national laboratory contractors and their predecessors since 1954, and the current site cleanup request for proposals again asks that those services be provided.

The role of UI in Idaho Falls was presented in the eight-year plan and is based primarily on 1) the relationship with the national laboratory and 2) a set of state-wide programs, principally in agriculture and the sciences (with a third factor to support ISU and EITC in areas that are underserved). Based on the eight-year plan, an MOU between the institutions serving eastern Idaho was developed and accepted by the Board. Programs will be added and eliminated through continual review of area needs and refinement of the planning process. A potential doctoral emphasis presented by ISU for implementation in 2007-2008 is included in the eight-year plan.

The UI will continue with collaborative initiatives with Boise State University and Idaho State University through the Inland Northwest Research Alliance (INRA) and the Idaho National Laboratory (INL) including offering selected degree programs, providing professional development preparation, conducting research, and providing outreach. One component of these services is the continued delivery of the B.S. Industrial Technology bachelors and masters degrees through the College of Education under the INL contract.

**IMPACT**

The UI is committed to providing all continuing students with access to the courses required for their degree, advising on course selection and program questions, and mentoring by their major professor and committee through completion and defense of the dissertation. Students seeking doctoral degrees in similar areas (e.g., higher education, specialization in their discipline) have access to options through Idaho State University and other institutions serving students in the region.

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Internal discussions of phasing out delivery of the program at the Idaho Falls location preceded the request of the UI Foundation to sell property at Idaho Falls to ISU. The proposal to sell the land was developed after the decision and announcement was made to phase out delivery of the College of Education's doctoral emphasis in Adult and Organizational Learning at Idaho Falls.

**STAFF COMMENTS AND RECOMMENDATIONS**

Under Board policy, it appears that UI was not required to notify the Board of a program phase-out at a given location. The Adult and Organizational Learning Program will continue to be offered in Boise, Coeur d' Alene and Moscow as per the 8-year plan.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

TITLE 33  
EDUCATION  
CHAPTER 1  
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(8) approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: III. POSTSECONDARY AFFAIRS  
G. Program Approval and Discontinuance**

**October 2002**

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**8. Instructional Program Discontinuance Policy**

If in conflict, any policies of the Board of Trustees of North Idaho College, or the Board of Trustees of the College of Southern Idaho related to program discontinuance shall supersede the policies set forth herein.

- (a) discontinuance of professional-technical programs requires Board approval.
- (b) discontinuance of academic programs, majors, minors, options, emphases or instructional units with a financial impact of \$250,000 or more per year requires Board approval.
- (c) discontinuance of academic programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 requires executive director approval. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All discontinuances approved by the executive director shall be reported quarterly to the Board.

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**SUBJECT**

Program Approval: Expansion of Advanced General Dentistry Program – ISU

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G.4 and 5, Program Approval and Discontinuance

Section 33-107(7), 33-3002, and 33-3006 (3) Idaho Code

**BACKGROUND**

In accordance with Board policy III.G.4.a(1), Board approval is required prior to implementation of any new academic program, instructional unit, minor, option, or emphasis with a financial impact of \$250,000 or more per year. In accordance with Board Policy III.G.4a.2, the Executive Director is authorized to approve, prior to implementation, any new academic program, instructional unit, minor, option, or emphasis with a financial impact of less than \$250,000 per year.

**DISCUSSION**

Idaho State University proposes to expand the Advanced General Dentistry Residency Program to Boise. The expansion is federally funded and no state funding will be required until 2007. The program is in the 8-year Plan for Delivery of Academic Programs.

Idaho State University (ISU) currently sponsors the Idaho Advanced General Dentistry (IAGD) Program. The one-year program is designed for graduates of dental school (awarded a DDS or DMD Degree) who want to take an additional year of training in general dentistry prior to entering the practice of dentistry or specialty training. Post-doctoral general dental residencies involve both supervised clinical care for patients and didactic training. The IAGD Program is composed of approximately 80% clinical experience and 20% didactic coursework. The IAGD program operates a six chair dental clinic on the ISU campus that provides a broad range of dental services on a sliding fee scale. The clinic provides patient care resulting in both educational teaching cases for the residents and improved access to care for underserved populations.

Idaho State University proposes to expand the Idaho Advanced General Dentistry Program by developing an additional clinical training site (dental clinic) in Southwestern Idaho. The two program sites would be electronically linked for weekly didactic programming designed for residents at both sites. The didactic programming will originate with faculty from either site using the distance learning center at ISU and the ISU-Boise center. The proposed expansion would necessitate complete development of the clinical training site to meet a July 1, 2005 start date for the first group of dental residents.

The Southwestern Idaho clinical training site would require the addition of one dental faculty who would function in the role of site director and primary clinical faculty. The faculty would be appointed by ISU as an assistant program director/

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site director and at an academic rank commensurate with their teaching experience. The clinical training site would also necessitate the addition of dental clinical staff positions and development of affiliations similar to the Pocatello program site (hospital staff privileges, anesthesia rotation, rural dental rotations, etc.) and local linkages in Southwestern Idaho.

To provide a quality clinical training program requires a significant population base to assure the number and variety of complex cases. The current program site in Pocatello is adequate for the existing program capacity of four residents, but cannot support the additional training positions in the proposed expansion due in large part to the population base. The additional training site is planned for Southwestern Idaho, an area that is currently experiencing the greatest growth in population in the state of Idaho. The population of the Treasure Valley will more than adequately support the projected training needs of the program.

The most recent reported statistics on dental graduates (*2003 Survey of Graduating Seniors* – Journal of Dental Education, September 2004) indicate that 37.1% of dental school graduates were intending to enroll in post-doctoral dental residency programs. Over the past decade, the percentage of dental school seniors who are selecting dental/advanced training has increased from 15% to 37.1% of the graduating classes nationwide. Although there is a financial setback from an additional year of education, the trend of increasing dental residency program enrollment has been stimulated by and reflects changes in the demographics of the American population and advances in the technology and delivery of dental care. The dental profession is faced with fewer dentists who will be required to serve a cohort of patients that will be aging with most of their teeth and are in need of a lifetime of dental care. While the patient population in need of treatment has and is becoming medically more complicated and dentally more complex, the pre-dental requirements and time allotment for the predoctoral dental school curriculum has remained static. Along with the demographic changes, the procedures, protocols, technology and materials used to provide dental care have become more sophisticated over the past two decades.

The Department of Dental Sciences at ISU has been awarded a three-year HRSA Title VII start-up grant to fund the purchase of equipment for eight dental operatories, faculty / staff travel, and faculty / personnel costs to support the site development in Year 01 (FY05). The continuation of the proposed expansion of the program beyond the grant period would rely upon a combination of funds from clinical income (fees for services provided), clinical space, additional state educational funding beginning in FY07 and other sources of funding that can be secured. The program plans to seek additional federal funding.

The programs in the Department of Dental Sciences are integrally related to both the Kasiska College of Health Professions and the Health Sciences role and mission of Idaho State University. In order to fully embrace the statewide health sciences mission, ISU is committed to bringing appropriate health science

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programming and clinical training to areas outside the Pocatello area. The expanding population base in Southwestern Idaho can provide for a rich clinical experience for programs such as the dental residency that rely upon a variety and volume of patient experiences to fulfill the educational program requirements. Additionally, the clinical services provided by the dental residency program assist with the access to care that is vitally needed in dentistry. The proposed expansion of the Idaho Advanced General Dentistry Program is germane to ISU's vision of fulfilling its mission in the Idaho educational system.

**Fiscal Impact**

<b>A. Source of Funds</b>	<b>FY05</b>	<b>FY06</b>	<b>FY07</b>
1. Appropriated Funds—Reallocation			
2. Appropriated – New			\$100,000 (3)
3. Federal	\$460,460	\$369,197 (2)	\$200,066 (2)
4. Other	\$30,000 (1)	\$60,000 (1)	\$60,000 (1)
5. Clinical Income		\$300,000 (4)	\$500,00 (4)
<b>B. Nature of Funds</b>			
1. Recurring *			\$100,000
2. Non-recurring **	\$460,460	\$369,197	\$200,066
<b>Grant Total</b>	<b>\$490,460</b>	<b>\$729,197</b>	<b>\$860,066</b>

\* Recurring is defined as ongoing operating budget for the program, which will become of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

- (1) In the original project proposal, ISU was slated to have space available to the university in Southwestern Idaho. Without available university constructed space, the dental residency program will need 3,000 – 4, 500 sq. ft. of improved space suitable for dental operations. The federal grant has an equipment budget for eight operatories of equipment. Given the cost of new construction and leasehold improvements for dental office space, the most cost effective method will likely involve leasing space that is already constructed and available for dental office use. At a projected cost of \$15.00/sq. ft. x \$,000 sq. ft., leased space would approximate \$60,000.
- (2) Title VII funding for FY06 and FY07 have not yet been reauthorized in the federal budgeting process and so cannot be guaranteed.
- (3) Follow-up state educational (and other source) funding is estimated at \$100,000 in FY07 and \$150,000 in FY08 and beyond.
- (4) Clinical Revenue is estimated based upon economic models from the existing ISU dental residency program.

**IMPACT**

If Board approved, the institution will implement this program and will be subject to future monitoring for program compliance.

**STAFF COMMENTS AND RECOMMENDATIONS**

ISU's request for expanding the Advanced General Dentistry program is consistent with their 8-Year Plan for Delivery of Academic Programs based on the stated need to expand clinical operations in an area with a sufficient

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population base to support the program goals. Board staff and CAAP recommend approval as presented.

**BOARD ACTION**

A motion to approve Idaho State University's request to expand their Advanced General Dentistry Program in Boise.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**G. Program Approval and Discontinuance**

**October 2002**

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**4. Program Approval Policy**

Program approval will take into consideration statewide and institutional objectives.

- a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;
  - (1) Board Approval – Board approval prior to implementation is required for any new:
    - (a) professional-technical program,
    - (b) academic program leading to a master's, specialist or doctoral degree,
    - (c) major,
    - (d) academic program, instructional unit, minor, option, or emphasis with a financial impact\* of \$250,000 or more per year
  - (2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic program, instructional unit, minor, option, or emphasis with a financial impact of less than \$250,000 per year
- b. Existing instructional programs, majors, minors, options, emphases and instructional units.
  - (1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.
  - (2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.
- c. Routine Changes

Non-substantive name or title changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval.

## **5. Approval Procedures**

### **a. Board Approval Procedures**

- (1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board.
- (2) The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. Professional-technical requests will be forwarded to the Idaho Division of Professional-Technical Education for review and recommendation prior to CAAP review and action. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.
- (3) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the CAAP meeting.
- (4) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.

### **b. Office of the State Board of Education Approval Procedures**

- (1) All requests requiring approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At his discretion, the Chief Academic Officer shall forward the request to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.
- (2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the CAAP recommendation.
- (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the

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issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to reconsider the denial. If the Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the president of the Board for final reconsideration.

(4) Distance Learning Delivery and Residence Centers

All academic programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted to the Executive Director using a notice of intent.

**Idaho Statutes**

TITLE 33

EDUCATION

CHAPTER 1

STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

TITLE 33

EDUCATION

CHAPTER 30

IDAHO STATE UNIVERSITY

33-3002. PURPOSES OF IDAHO STATE UNIVERSITY. Idaho State University shall be a comprehensive institution of higher education giving instruction in undergraduate, professional and graduate education, as approved by the board of trustees.

Courses of instruction in the college of pharmacy shall be such as shall meet the standard requirements as are now, or hereafter may be, recommended by the recognized accrediting agency for schools or colleges of pharmacy, and the usual degrees shall be granted for completion of courses in pharmacy.

The board of trustees may establish professional-technical and other courses or programs, as it may deem necessary, and such courses or programs may be given or conducted on or off campus, or in night schools, summer schools, or by extension courses.

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TITLE 33  
EDUCATION  
CHAPTER 30  
IDAHO STATE UNIVERSITY

33-3006. GENERAL POWERS OF BOARD OF TRUSTEES. The board of trustees of the Idaho State University shall have the following powers:

3. With the advice of the president, to prescribe the courses and programs of study, the requirements for admission, the time and standard for graduation, and to grant academic degrees to those students entitled thereto.



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**SUBJECT**

Teacher Mentoring Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-514, Idaho Code. Issuance of Annual Contracts – Support Programs  
– Categories of Contracts – Optional Placement

**BACKGROUND**

In March of 2004 Representative Jack Barraclough sent a letter to Executive Director Gary Stivers requesting the State Board of Education “take appropriate action to prepare a report with a completion date for the fall of 2004” to address teacher mentoring in the state. The report requested information in four areas:

- Review of current legislation
- Review of literature addressing teacher mentoring
- Research of best practices, both state and federal
- Examples of best practices, both state and federal

The 2000 Legislature amended 33-514 to address issuance of annual contracts based on a graduated set of criteria and rigor. According to Dr. Mike Friend and Dr. Bob West, amendments to 33-514 were the result of an interim legislative committee, co-chaired by Representative Tillman and Senator Deide, which requires the districts to provide a support program, with the four elements of 1) mentoring, 2) peer assistance, 3) administrative assistance and 4) professional development, to any employee who is on a Category 1, 2 or 3 annual contract. At that time, the Legislature appropriated \$2 million dedicated to the district “mentoring” programs. In 2003 the Legislature withdrew the \$2 million allocation. However, the requirements for the support program are still part of the law. The law requires the school districts to develop and submit, for approval, a program in accordance with procedures established by the Department. The Department is authorized to formulate the guidelines for the districts to use and approve the programs.

At the present time fifteen (15) districts and seven (7) charter schools do not have approved plans on file with the Department of Education. The plans in place are based on the Department guidelines but district administrators have complained that there are no models for them to follow in setting up effective programs.

**DISCUSSION**

The report includes examples of best practices from within Idaho and around the country. Specifically the report talks about a mentoring model from the University of California Santa Cruz. The New Teacher Project has provided support services for 14,000 beginning teachers in Santa Cruz County and Silicon Valley. The program enlists veteran teachers as full-time mentors for new instructors. Mentors meet with their charges weekly, one-on-one, to help them plan lessons, analyze student work and revise instructional techniques. Of its 1992 –93 class of new teachers, 94% are still in education and 89% are still teaching.

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**IMPACT**

According to the National Center for Educational Statistics, 2000, attrition rate of new teachers participating in a mentoring induction program (for the first three years) was only 15 percent compared to 26 percent for those who had no induction support. Districts with induction plans in place have realized a significant cost savings in comparison to recruitment and hiring of new teachers. Also new and unqualified teachers produce less student achievement gains.

**STAFF COMMENTS AND RECOMMENDATIONS**

The Committee on Mentoring is bringing this report to the State Board of Education for acceptance to present to the Legislative Education Committees.

**BOARD ACTION**

A motion to accept the report on mentoring and approve its presentation by staff to the Legislative Education Committees during the 2005 legislative session.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

TITLE 33  
EDUCATION  
CHAPTER 5  
DISTRICT TRUSTEES

33-514. ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS -- CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT. (1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) Each school district shall have a support program for certificated employees who are experiencing their first three (3) years with the district, under a category 1, 2 or 3 contract, providing support in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development. In developing support programs, nothing shall prevent districts from joining together to formulate a joint program applicable to each member district. Programs shall be submitted for approval to the state department of education in accordance with procedures established by the department. The state department of education is hereby authorized and directed to:

- (a) Formulate basic guidelines which districts shall use as a model for developing district programs;
- (b) Approve school district support programs; and
- (c) Establish procedures for districts to submit programs for approval, to provide for periodic review of previously approved programs, and to allow districts to amend previously approved programs.

(3) There shall be three (3) categories of annual contracts available to local school districts under which to employ certificated personnel:

- (a) A category 1 contract is a limited one-year contract as provided in section 33-514A, Idaho Code.
- (b) A category 2 contract is for certificated personnel in the first and second years of continuous employment with the same school district. While employed under a category 2 contract, the employee shall be provided the services of the district support program referenced in subsection (2) of this section. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than May 25. No property rights shall attach to a category 2 contract and therefore the employee shall not be entitled to a review by the local board of the reasons or decision not to reemploy.
- (c) A category 3 contract is for certificated personnel during the third year of continuous employment by the same school district. District procedures shall require at least one (1) evaluation prior to the beginning of the second semester of the school year and the results of any such evaluation shall be made a matter of record in the employee's personnel file. When any such employee's work is found to be unsatisfactory a defined period of probation shall be established by the board, but in no case shall a probationary period be less than eight (8) weeks. After the probationary period, action shall be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status. Notwithstanding the provisions of sections 67-2344 and 67-2345, Idaho

Code, a decision to place certificated personnel on probationary status may be made in executive session and the employee shall not be named in the minutes of the meeting. A record of the decision shall be placed in the employee's personnel file. This procedure shall not preclude recognition of unsatisfactory work at a subsequent evaluation and the establishment of a reasonable period of probation. In all instances, the employee shall be duly notified in writing of the areas of work which are deficient, including the conditions of probation. Each such certificated employee on a category 3 contract shall be given notice, in writing, whether he or she will be reemployed for the next ensuing year. Such a notice shall be given by the board of trustees no later than the twenty-fifth day of May of each such year. If the board of trustees has decided not to reemploy the certificated employee, then the notice must contain a statement of reasons for such decision and the employee shall, upon request, be given the opportunity for an informal review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board.

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(4) School districts hiring an employee who has been on renewable contract status with another Idaho district or has out-of-state experience which would otherwise qualify the certificated employee for renewable contract status in Idaho, shall have the option to immediately grant renewable contract status, or to place the employee on a category 3 annual contract. Such employment on a category 3 contract under the provisions of this subsection may be for one (1), two (2) or three (3) years.

(5) There shall be a minimum of two (2) written evaluations in each of the annual contract years of employment, and at least one (1) evaluation shall be completed before January 1 of each year. The provisions of this subsection (5) shall not apply to employees on a category 1 contract.

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**SUBJECT**

Professional Compensation Plan

**APPLICABLE STATUTE, RULE, OR POLICY**

- Section 33-1004A, Idaho Code. Experience and Education Multiplier.
- Section 22-1004C, Idaho Code. Base Salary – Education and Experience Index.

**BACKGROUND**

The Idaho State Board of Education, as requested by the Legislature and as a follow up to the work that had been done by the MOST committee, is looking into ways to recognize and compensate teachers. Research shows that quality teaching reflects greater student achievement.

The State Board of Education appointed a subcommittee to look at performance-based compensation. The makeup of the committee includes teachers, business people, parents, a principal, a superintendent, representatives from the State Department of Education, the State Board of Education, and the local boards of trustees. Reed Demordaunt, chairman, worked on teacher compensation as a member of the MOST committee. Mr. Demordaunt has had a great deal of experience in establishing businesses and the structuring compensation plans worldwide.

**DISCUSSION**

A recent report from the Teaching Commission titled “Teaching at a Risk: A Call to Action” states: “It’s time to move beyond a pay method designed early in the last century and to begin building an innovative system that addresses the realities of public schools in the 21<sup>st</sup> century.”

The report urges “ a salary scheme that is commensurate with excellence. That is paying teachers more for high performance, as measured by fair evaluations and clear evidence of improved student learning.”

Under Mr. DeMordaunt’s leadership the committee is presently looking at two components. One is the variable piece, which would look at teacher performance based on (and these are still being discussed at length) individual student growth, school growth (collaboration), and teacher efforts to include parents and community. Further work in this area has entailed a presentation and follow up work with Dr. Ted Hershberg from the University of Pennsylvania regarding value-added assessment, a way to determine student academic growth by measuring the individual progress of each student based on the history of that student’s ability to learn.

The other component is the base salary piece. The committee is just beginning discussion on this item.

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For additional information please log on to the Idaho State Board of Education web site [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov) and click on the link entitled Performance-Based Compensation Information.

**IMPACT**

It is the committee's intention to pilot any program before bringing it to the state for full implementation. Any program that is implemented would allow for the present program to be grandfathered in for teachers already in the system with the goal of not cutting salaries in the process.

**STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Education Association has asked its members to contact the State Board of Education office and share their opinions regarding performance-based pay. As of December 23, 2004 staff had received approximately 234 e-mails, 2 letters, and 10 phone calls. Approximately 146 were from teachers who didn't like the idea. Approximately 50 were from teachers who had been misinformed and the remaining 38 were from teachers with helpful suggestions.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

TITLE 33  
EDUCATION  
CHAPTER 10

FOUNDATION PROGRAM --  
STATE AID -- APPORTIONMENT

33-1004A. EXPERIENCE AND EDUCATION MULTIPLIER. Each instructional and administrative staff position shall be assigned an appropriate multiplier based upon the following table:

EXPERIENCE AND EDUCATION

	MA	MA + 12	MA + 24	MA + 36			
Years	BA	BA + 12	BA + 24	BA + 36	BA + 48	BA + 60	ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

In determining the experience factor, the actual years of teaching or administrative service in an accredited public school or in an accredited private or parochial school shall be credited.

In determining the education factor, only credits earned after initial certification, based upon a transcript on file with the teacher certification office of the state department of education, earned at an institution of higher education accredited by the state board of education or a regional accrediting association, shall be allowed. Instructional staff whose initial certificate is an occupational specialist certificate shall be treated as BA degree prepared instructional staff. Credits earned by such occupational specialist instructional staff after initial certification shall be credited toward the education factor.



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In determining the statewide average multiplier for instructional staff, no multiplier in excess of 1.59092 shall be used. If the actual statewide average multiplier for instructional staff, as determined by this section, exceeds 1.59092, then each school district's instructional staff multiplier shall be multiplied by the result of 1.59092 divided by the actual statewide average multiplier for instructional staff.

In determining the statewide average multiplier for administrative staff, no multiplier in excess of 1.86643 shall be used. If the actual statewide average multiplier for administrative staff, as determined by this section, exceeds 1.86643, then each school district's administrative staff multiplier shall be multiplied by the result of 1.86643 divided by the actual statewide average multiplier for administrative staff.

TITLE 33

EDUCATION

CHAPTER 10

FOUNDATION PROGRAM --

STATE AID -- APPORTIONMENT

33-1004C. BASE SALARY -- EDUCATION AND EXPERIENCE INDEX. The base salary shall be reviewed annually by the legislature.

The statewide education and experience index (or state average index, or state index) is the average of all qualifying employees, instructional and administrative respectively. It is determined by totaling the index value for all qualifying employees and dividing by the number of employees.

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**SUBJECT**

Report from the Office of Performance Evaluations, Idaho State Legislature, on Public School Technology Initiatives

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

At its March 2004 meeting, the Joint Legislative Oversight Committee (JLOC) directed the Office of Performance Evaluations to conduct an evaluation of K-12 technology initiatives. This evaluation is the fourth in a series of reports based on education topics brought to JLOC by Majority and Minority Legislative Leadership in 2003. Among the questions raised, legislators wanted to know:

- What are the sources and uses of the K-12 Technology Initiative dollars?
- How well has the Idaho Council for Technology in Learning (ICTL) implemented the Education Technology Initiative as established in Idaho Code?
- What are the current and projected costs of the Idaho Student Information Management Systems (ISIMS)?
- What are the technology demands of the No Child Left Behind (NCLB) Act and the Idaho Standards Achievement Test?

**DISCUSSION**

The Office of Performance Evaluations (OPE) forwarded a preliminary draft of their evaluation to the Board office. Board staff had the opportunity to review the draft and respond to OPE. Paul Headlee will be in attendance to make a formal presentation to the Board.

**IMPACT**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

N/A

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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**SUBJECT**

Acknowledgement of Academic Excellence

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

Nationally, high school students who plan to attend post-secondary institutions take one of two national college entrance exams, the ACT or the SAT. Post-secondary institutions use scores from these national exams in combination with high school grade point averages, and other factors, to offer admission and scholarships. These two exams while different, are content-based, and earning perfect scores on these tests demonstrate that the student has learned well in school and is prepared for college-level work. A “perfect score for the ACT is a composite score of 36, while a perfect score for the SAT is a combined score of 1600.

**DISCUSSION**

During the last testing year for ACT (September 03- June 04) only 230 students nationally earned a 36. During this same testing year, 2.1 million tests were administered nationally. In Idaho, there have only been 5 students since the year 2000 that have achieved a perfect score of 36.

Diana Ye, a senior at Timberline High School in Boise earned a 36 on the ACT exam. In addition to this superior test score, Diana maintains a very high grade point average on her high school work, while remaining involved in other areas of her school such as Swim Team, Science Olympiad, and Marching Band.

The SAT is also a very challenging exam. In Idaho, 3740 high school students took the SAT and three students have been identified as having earned perfect 1600 scores on this exam. They are:

- Margaret Ellsworth, Timberline High School
- Katherine Boren, Boise High School
- Tynan Smith, Boise High School

**IMPACT**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

N/A

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

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