

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 6-7, 2007**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>SUPERINTENDENT'S UPDATE</b>	Information Item
<b>2</b>	<b>I-STARS</b>	Motion to approve
<b>3</b>	<b>STATE LONGITUDINAL DATA SYSTEM</b>	Information Item
<b>4</b>	<b>MATH INITIATIVE</b>	Information Item
<b>5</b>	<b>UPDATE ON COLLEGES OF EDUCATION</b>	Information Item

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**SUBJECT**

Superintendent of Public Instruction Update to the State Board of Education

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

N/A

**DISCUSSION**

N/A

**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**

Review and Endorsement of Idaho State Teacher Advancement and Recognition System (ISTARS)

**REFERENCE**

1998	State Board of Education creates the MOST Committee (Maximizing Opportunities for Students and Teachers)
2004-2005	State Board Performance Based Compensation Committee meets eight times
March 2007	Legislators introduce HB 294
September 10, 2007	Legislative Committee on Teacher Salaries meets for first time
October 15, 2007	Superintendent Luna presents ISTARS plan to Legislative Committee.

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

For 10 years, policy makers in Idaho have talked about how to raise teacher pay to be competitive with other states. During Superintendent Luna's campaign he promised to raise teacher pay. After beginning office in January, Superintendent Luna solicited ideas from a variety of educational stakeholders on the issue of teacher pay including, but not limited too: Idaho School Administrators Association, Idaho School Boards Association, Northwest Professional Educators, Idaho Parent-Teacher Association, Idaho Education Association, Idaho Business Coalition for Educational Excellence, members of the Idaho Rural Initiative, and legislators.

**DISCUSSION**

Idaho's existing teacher pay system only rewards teachers for the number of years they spend in the classroom and the number of education credits they earn. The Idaho State Teacher Advancement and Recognition System – or I-STARs – program will build upon this existing pay system to offer teachers pay increases for raising student achievement, working in hard-to-fill positions, gaining expertise and qualifications in multiple subject areas and taking on additional leadership duties.

Under I-STARs, a teacher could earn up to a \$15,600 pay increase. Here are the highlights of the I-STARs program:

1. **Foundation Pay:** The existing teacher pay system is the foundation of I-STARs. Every Idaho teacher will still be paid based on their experience and

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the number of years they teach. The minimum teacher salary is currently \$31,000.

2. **Student Achievement:** Up to \$3,600 per person. All certificated staff in a school can earn pay increases – between \$1,200 and \$3,600 in a year – if the entire school demonstrates growth and/or overall proficiency in student performance.
3. **Local Control:** \$2,400 per person annually. School districts and charter schools will have the funds and the flexibility to attract and retain teachers to teach in hard-to-fill positions within their individual school or district.
4. **Career Opportunity:** \$2,400 per person annually. Teachers will have the opportunity to forgo tenure and earn an annual pay increase by working under the same contract as school administrators.
5. **Expertise:** Up to \$2,400 per person annually. Teachers will be rewarded for gaining more expertise and earning qualifications to teach in multiple subject areas.
6. **Leadership:** \$2,400 per person. Teachers will be given the opportunity to advance in their careers and earn pay increases while staying in the classroom and taking on leadership duties within their schools or districts.

**IMPACT**

Superintendent Luna included \$60 million in the FY 2009 Public Schools Budget to fund the I-STARS plan.

**ATTACHMENTS**

Attachment 1 – ISTARS one-page and details of category 4 contract	Page 3
Attachment 2 – Powerpoint detailing ISTARS plan	Page 5

**BOARD ACTION**

A motion to endorse Superintendent Luna's I-STARS program.

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



IDAHO STATE TEACHER ADVANCEMENT AND RECOGNITION SYSTEM

### **Leadership Awards**

\$2,400 annual bonus per person. Certificated Staff will be given the opportunity to advance in their careers and earn pay increases by taking on leadership duties within their schools or districts.

### **Expertise**

Up to \$2,400 permanent increase per person annually. Teachers will be rewarded for gaining more expertise and earning qualifications to teach in multiple subject areas.

### **Career Opportunity**

\$2,400 annual permanent increase per person. Teachers will have the opportunity to receive one- to three-year contracts and earn an annual pay increase by working under a new Category 4 contract similar to school administrators.

### **Local Control**

\$2,400 annual bonus per person. School districts and charter schools will have the funds and the flexibility to attract and retain teachers to teach in hard-to-fill positions within their individual school or district.

### **Student Achievement**

Up to \$2,400 annual bonus per person. All certificated staff in a school can earn pay increases – between \$1,200 and \$2,400 in a year – if the entire school demonstrates growth and/or overall excellence in student performance.

**Career Foundation Pay (existing system)**



IDAHO STATE DEPARTMENT OF EDUCATION  
[WWW.SDE.IDAHO.GOV/ISTARS](http://WWW.SDE.IDAHO.GOV/ISTARS)



### About the Category 4 Contract

The Category 4 contract will include the following six steps of due process:

- **Step 1: Evaluation**  
A teacher must receive a fair and valid evaluation from administration.
- **Step 2: Letter of Evaluation**  
A teacher must receive an official letter outlining specific areas of deficiencies.
- **Step 3: Improvement Plan**  
The administration must develop a personalized teacher improvement plan.
- **Step 4: Probationary Period**  
The administration must allow teachers a minimum eight-week probationary period to give the teacher the opportunity to implement the personalized improvement plan and demonstrate improvement.
- **Step 5: Re-evaluation**  
A teacher must receive a fair and valid re-evaluation from administration.
- **Step 6: Appeal Process**  
If the teacher has not demonstrated improvement, the teacher can appeal to the local school board. During this hearing with the local school boards, parents, patrons, students and other teachers are allowed to speak on the teacher's behalf.



IDAHO STATE TEACHER ADVANCEMENT AND RECOGNITION SYSTEM

★  
iSTARS



## History

- State Board created MOST Committee in 1998 to review teacher quality and pay.
- State Board of Education Subcommittee on pay for performance met eight times between June 2004 and June 2005
- Several innovative teacher pay bills in Legislature, culminating in HB 294
- Legislative Teacher Salaries Task Force formed
- Legislative leadership requested Luna to present plan to 2nd meeting of Task Force







## Solicited Ideas From

- Idaho Association of School Administrators
- Idaho School Boards Association
- Parent-Teacher Association
- Northwest Professional Educators
- Idaho Education Association
- Rural Education Initiative
- Business Groups
- Key Legislators





## Foundation Pay







## Career Foundation Pay

1. Existing “steps & lanes” pay system would remain in place for all teachers in Idaho.
2. Foundation pay system rewards years of experience & education credits





**Student Achievement**

**Foundation Pay**







## **Student Achievement**

### **Performance-Based Bonuses for Growth & Excellence**

**The Problem:** Current teacher pay system based entirely on:

- Number of years in the classroom
- Number of college credits

**The Solution:** Give pay increases to teachers who help improve student performance.







## Details of Student Achievement Step

- Pay increases based on performance of the whole school
- Paid to all certificated staff assigned to the school
- Two ways to earn pay increases:
  1. School Improvement: Growth, or positive change, in Spring ISAT scores year-over-year for entire school
  2. School Performance: Excellence of Spring ISAT scores in a given year for entire school







## Pay Increases for Student Achievement Step

### **School Improvement:**

- \$2,400 pay increase for all certificated staff in a school that reaches the top 25% improvement in the state
- \$1,200 pay increase for all certificated staff in a school that reaches the top 50% of improvement in the state

### **School Performance:**

- \$1,200 pay increase for all certificated staff in a school that reaches the top 25% of excellence in the state



Local Control

Student Achievement

Foundation Pay





## Local Control

### Market Scarcity Competitiveness Pay

**The Problem:** Schools are finding it difficult to attract and retain certain specializations, such as math, science and special education. The problem is magnified in rural districts.

**The Solution:** Give local school districts the funds and flexibility to reward teachers for filling those hard-to-fill positions.







## Details of Local Control Step

- The State Board of Education will designate certain instructional certification & endorsement areas as “Market Scarcity” positions based on difficulty in recruitment & retention
- Local school boards would select areas from the state list for designation, based on the local conditions and needs
- Local school boards will have the flexibility to designate up to 10% of the instructional staff in a district as “Market Scarcity” positions







## Pay Increases for Local Control Step

- **\$2,400 per person annually, for up to 10% of instructional staff in a district.**
- **Employee must provide instruction or service within the designated “Market Scarcity” area to receive the pay increase.**
- **The bonus is ongoing for a teacher as long as he/she fills a “Market Scarcity” position, as defined by the district.**



Career Opportunity

Local Control

Student Achievement

Foundation Pay





## Career Opportunity

**The Problem:** Teachers should be paid and treated more like the professionals they are.

**The Solution:** Give teachers the choice of entering into a non-tenured, multi-year contract.







## Details of Career Opportunity Step

- Every teacher would have the option of moving to a Category 4 contract.
- Once they take this step, teachers may not move back to a Category 3 contract.
- Under the Category 4 contract:
  - Teachers with 3+ years of experience could be offered a 2-year or 3-year contract, at the discretion of the school board
  - Property right would attach within the length of a contract







## Due Process under Category 4 Contract

- Career Opportunity teachers would have a contract similar to superintendents' and principals' contracts, but with additional due process.
- Due process is expanded to six-step process:
  - Step 1:** Evaluation of teacher
  - Step 2:** Letter explaining the evaluation
  - Step 3:** Improvement plan to assist teacher
  - Step 4:** Probationary period of at least 8 weeks
  - Step 5:** Re-evaluation of teacher
  - Step 6:** Appeal process with local school board





## Pay Increases for Career Opportunity Step

- \$2,400 pay increase annually for a teacher who takes the Career Opportunity step.
- Opportunity to reach the next two steps in the I-STARS program.





Expertise

Career Opportunity

Local Control

Student Achievement

Foundation Pay





## Expertise

### Multiple Endorsement Awards

**The Problem:** Schools districts need teachers who can teach multiple subjects, especially in rural areas of the state.

**The Solution:** Reward teachers who have multiple endorsements and are qualified to teach in more than one subject area.







## Details of the Expertise Step

This step in the I-STARS program is available to:

- Certificated classroom teachers, and
- Teachers who have taken the Career Opportunity step





## Pay Increases for Expertise Step

- \$1,200 annually for teachers reaching the 1st threshold:
  - 2 certifications or endorsements for those teaching 8th grade or lower
  - 3 for those teaching 9th grade or higher
- \$1,800 annually for teachers reaching the 2nd threshold:
  - 3 certifications or endorsements for those teaching 8th grade or lower
  - 4 for those teaching 9th grade or higher
- \$2,400 annually for teachers reaching the 3rd threshold:
  - 4 certifications or endorsements for those teaching 8th grade or lower
  - 5 for those teaching 9th grade or higher





Leadership

Expertise

Career Opportunity

Local Control

Student Achievement

Foundation Pay





## Leadership

### **Awards for Leadership Duties**

**The Problem:** Many of Idaho's best teachers are looking for new challenges, but they feel their only option for career advancement is to leave the classroom for a position in administration.

**The Solution:** Reward our best teachers and certified staff for staying in the classroom and taking on additional leadership responsibilities in their school and/or district.







## Details of Leadership Step

This step in the I-STARS program is available to:

- Certificated staff who have 4+ years of experience, and
- Teachers who have taken the Career Opportunity step, and
- 30% of the certificated staff in a school district

Districts would have to require at least one leadership duty from a list, or would have the flexibility to come up with their own

### Examples of leadership duties:

- Mentor new teachers
- Develop curriculum
- Run after-school remediation programs





## Pay Increases for Leadership Step

- \$2,400 allocated per person annually for 30% of the certificated staff in a school district







IDAHO STATE TEACHER ADVANCEMENT AND RECOGNITION SYSTEM

## QUESTIONS AND COMMENTS



Visit the iSTARS Web site at [www.sde.idaho.gov/istars](http://www.sde.idaho.gov/istars)



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**SUBJECT**

State Longitudinal Data System (SLDS)

**REFERENCE**

08/09/2007

Agenda Item: Approval of State Board of Education Strategic Plan ITEM 5: Approval of State Board of Education 2008 Strategic Plan including Section I: Logic Model Institution-Agency Program Level Strategy: Develop K-20 longitudinal data system. M/S (Agidius/Lewis): To approve the State Board of Education's Strategic Plan FY 2009 as presented. Motion carried 5-0.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 67-1901, Idaho Code

**BACKGROUND**

Progress of SDE and OSBE to field a State Longitudinal Data System (SLDS) continues to move forward. As of 1 December 2007, the SDE K-12 FY 2008 supplemental budget request has been submitted, a contract has been awarded to collect and document on requirements for a K-20 system, and RFPs for the IBEDS rewrite and SLDS project are in draft review.

**DISCUSSION**

SDE Technology Director Mark Russell and Project Manager Rene Hughes have been meeting monthly with OSBE representatives Mitzi Matts and Selena Grace to discuss project planning, roles and responsibilities, and goals. Superintendent Luna, Interim Executive Director Mike Rush, and the SDE/OSBE project team members met in November to review progress and goals. Federal SLDS grant opportunity expected in June.

**IMPACT**

The SLDS system will provide 10 Essential Data Warehouse Elements as defined by the Data Quality Campaign (DQC). The DQC is a national, collaborative effort to:

1. Encourage and support state policymakers to improve the collection, availability, and use of high-quality education data, and
2. Implement state longitudinal data systems to improve student achievement.

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**SLDS Ten Essential Elements**

1. A unique statewide student identifier that connects student data across key databases across years
2. Student-level enrollment, demographic and program participation information
3. The ability to match individual students' test records from year to year to measure academic growth
4. Information on untested students and the reasons they were not tested
5. A teacher identifier system with the ability to match teachers to students
6. Student-level transcript information, including information on courses completed and grades earned
7. Student-level college readiness test scores
8. Student-level graduation and dropout data
9. The ability to match student records between the K-12 and higher education systems
10. A state data audit system assessing data quality, validity and reliability

**STAFF COMMENTS AND RECOMMENDATIONS**

This item is for informational purposes only.

**BOARD ACTION**

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

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**TITLE 67  
STATE GOVERNMENT AND STATE AFFAIRS  
CHAPTER 19  
STATE PLANNING AND COORDINATION**

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67-1901. PURPOSES. The purposes of sections 67-1901 through 67-1905, Idaho Code, are to generate state agency planning and performance information that can be used to:

- (1) Improve state agency accountability to state citizens and lawmakers;
- (2) Increase the ability of the legislature to assess and oversee agency performance;
- (3) Assist lawmakers with policy and budget decisions; and
- (4) Increase the ability of state agencies to improve agency management and service delivery and assess program effectiveness.

67-1902. DEFINITIONS. For purposes of sections 67-1901 through 67-1905, Idaho Code:

- (1) "Agency" means each department, board, commission, office and institution, educational or otherwise, except elective offices, in the executive department of state government. "Agency" does not include legislative and judicial branch entities.
- (2) "Benchmark" or "performance target" means the agency's expected, planned or intended result for a particular performance measure. This information may come from an accepted industry standard for performance or from an agency's careful study, research and/or analysis of the circumstances impacting performance capabilities.
- (3) "Core function" means a group of related activities serving a common end of meeting the main responsibilities of the agency.
- (4) "Goal" means a planning element that describes the broad condition, state or outcome an agency or program is trying to achieve.
- (5) "Major division" means an organizational group within the agency that focuses on meeting one (1) or more of the agency's primary statutory responsibilities.
- (6) "Objective" means a planning element that describes a specific condition, state or outcome that an agency or program is trying to achieve as a step toward fulfilling its goals.
- (7) "Performance measure" means a quantifiable indicator of an agency's progress toward achieving its goals.

67-1903. STRATEGIC PLANNING.

(1) Each state agency shall develop and submit to the division of financial management a comprehensive strategic plan for the major divisions and core functions of that agency. The plan shall be based upon the agency's statutory authority and, at a minimum, shall contain:

- (a) A comprehensive outcome-based vision or mission statement covering major divisions and core functions of the agency;

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- (b) Goals for the major divisions and core functions of the agency;
  - (c) Objectives and/or tasks that indicate how the goals are to be achieved;
  - (d) Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
  - (e) Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
  - (f) An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.
- (2) The strategic plan shall cover a period of not less than four (4) years forward including the fiscal year in which it is submitted, and shall be updated annually.
- (3) The strategic plan shall serve as the foundation for developing the annual performance information required by section 67-1904, Idaho Code.
- (4) When developing a strategic plan, an agency shall consult with the appropriate members of the legislature, and shall solicit and consider the views and suggestions of those persons and entities potentially affected by the plan. Consultation with legislators may occur when meeting the requirement of section 67-1904(7), Idaho Code.
- (5) Strategic plans are public records and are available to the public as provided in section 9-338, Idaho Code.

67-1904. PERFORMANCE MEASUREMENT. (1) Every fiscal year, as part of its budget request, each agency shall prepare an annual performance report. The report shall be comprised of two (2) parts:

- (a) Part I shall contain basic profile information for the prior four (4) fiscal years including statutory authority, fiscal year revenue and expenditure information and any informative breakdowns such as amounts from different revenue sources, types of expenditures, and data about the number and types of cases managed and/or key services provided to meet agency goals.
- (b) Part II shall contain:
  - (i) Not more than ten (10) key quantifiable performance measures, which clearly capture the agency's progress in meeting the goals of its major divisions and core functions stated in the strategic plan required in section 67-1903, Idaho Code. The goal(s) and strategies to which each measure corresponds shall also be provided. More measures may be requested by the germane committee chairs through the process set forth in subsection (7) of this section.
  - (ii) Results for each measure for the prior four (4) fiscal years. In situations where past data is not available because a new measure is being used, the report shall indicate the situation.
  - (iii) Benchmarks or performance targets for each measure for, at a minimum, the next fiscal year, and for each year of the four (4)



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years of reported actual results.

(iv) Explanations, where needed, which provide context important for understanding the measures and the results, and any other qualitative information useful for understanding agency performance.

(v) Attestation from the agency director that the data reported has been internally assessed for accuracy, and, to the best of the director's knowledge, is deemed to be accurate.

(2) Each agency performance report shall be presented in a consistent format, determined by the division of financial management, which allows for easy review and understanding of the information reported.

(3) Each agency shall review the results of the performance measures compared to benchmarks or performance targets and shall use the information for internal management purposes.

(4) Each agency shall maintain reports and documentation that support the data reported through the performance measures. This information shall be maintained and kept readily available for each of the four (4) years covered in the most recent performance report.

(5) The performance report shall be submitted by the agency to the division of financial management and the budget and policy analysis office of the office of legislative services by September 1 of each year. In fiscal year 2006, agencies shall submit part I of the performance report required by subsection (1)(a) of this section no later than November 1, and are exempt from submitting part II of the performance report required by subsection (1)(b) of this section. In accordance with section 67-3507, Idaho Code, agency performance reports shall be published each year as part of the executive budget document.

(6) The office of budget and policy analysis of the office of legislative services may incorporate all or some of the information submitted under this section in its annual legislative budget book.

(7) Each agency shall orally present the information from the performance report to its corresponding senate and house of representatives germane committees each year unless a germane committee elects to have an agency present such information every other year. The presentations shall consist of a review of agency performance information and shall provide an opportunity for dialogue between the agency and the committees about the sufficiency and usefulness of the types of information reported. Following any discussion about the information reported, the germane committees, in accordance with the requirements of this section, may request any changes to be made to the types of information reported. In fiscal year 2006, each agency shall be required only to present part I of the performance report required in subsection (1)(a) of this section and, at a minimum, a progress report on the implementation of part II of the performance report as set forth in subsection (1)(b) of this section.

(8) If an agency and its corresponding germane committees determine that it is not feasible to develop a quantifiable measure for a particular goal or strategy, the germane committees may request an alternative form of

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measurement.

(9) The senate and the house of representatives germane committees should attempt to meet jointly to hear and discuss an agency's performance report and achieve consensus regarding the types of measures to be reported.

67-1905. TRAINING. Strategic planning and performance measurement training shall be held for both state agencies and lawmakers as follows:

(1) The division of financial management shall coordinate training for key agency personnel on the development, use and reporting of strategic planning and performance measurement information. The training shall be integrated into current agency training programs and shall be offered and required for agency staff at a frequency determined by the division of financial management.

(2) The office of performance evaluations and the office of budget and policy analysis of the office of legislative services shall coordinate training for legislators on the development and use of strategic planning and performance measurement information. The training shall be offered at least once every two (2) years to coincide with new legislative terms.

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**SUBJECT**

The Math Initiative for Idaho Students, Teachers, and Parents.

**APPLICABLE STATUTE, RULE, OR POLICY**

S1237

by FINANCE - APPROPRIATIONS - PUBLIC  
SCHOOLS - CHILDREN'S PROGRAMS – Provided  
\$350,000 to develop the Math Initiative

**BACKGROUND**

The Math Initiative task force has been developing a plan to increase math achievement across the state of Idaho. Test scores seem to be acceptable state wide at the elementary level and then decrease in middle school. Students develop a negative attitude for math as they are less successful the older they get. Nation wide there is attention being given to this topic. The State of Education needs to build conceptual understanding of our students rather than merely teaching procedural knowledge. The State Department will explain the plan for accomplishing this state wide over the next 5 years.

**DISCUSSION**

Idaho is behind the nation in reforming mathematics education programs in our K-12 and post-secondary schools. Idaho students have been taught procedural knowledge and this is leaving our students ill prepared to meet the demands of their future. The business community believes Idaho students should be able to think critically, communicate their thinking, work together in a collaborative environment, and apply their math knowledge to real life situations. K-12 schools need to build these skills in our students. Teachers need professional development opportunities to build their content knowledge and their pedagogical knowledge. The State must start at the elementary level and continue through the university level.

The Math Initiative understands this includes a shift in thinking of how math is being taught. The committee believes all students can learn math and not all students will think about and understand the concepts in the same way. Teachers and parents need to be able to support students in using multiple strategies and ask questions to guide their thinking.

In the past students have been taught there is one way to get the correct answer through using one correct formula or algorithm. This doesn't allow for the flexible thinking we know students have and should be encouraged to use. Therefore Idaho has a number of students in middle grades who are not proficient on the ISAT test. They will not be successful in high school math courses unless we use proven intervention techniques to increase their achievement.

Now is the time to make the change in Idaho's schools so we have students with deeper knowledge of the concepts therefore increased achievement. In order for

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this to happen we need to offer professional development opportunities for our current teachers, work with universities to better prepare future teachers, educate the public as to the importance of mathematics and how students learn math, and provide intervention to meet the needs of all learners.

The Math Initiative Committee is focused on three key areas: student achievement (assessment, standards and curriculum), teacher education, and public awareness.

**IMPACT**

The FY 09 Public Schools Budget request includes 3.9 million for the Math Initiative. The math initiative is working on a 5-year plan for implementation, as we know change takes time.

**ATTACHMENTS**

Attachment 1 – Steen, Lynn Arthur (2007). *How Mathematics Counts. Educational Leadership*, 65 (3), 9-14. Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

This item is for informational purposes only.

**BOARD ACTION**

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

# How Mathematics Counts

*Fractions and algebra represent the most subtle, powerful, and mind-twisting elements of school mathematics. But how can we teach them so students understand?*

**Lynn Arthur Steen**

**M**uch to the surprise of those who care about such things, mathematics has become the 600-pound gorilla in U.S. schools. High-stakes testing has forced schools to push aside subjects like history, science, music, and art in a scramble to avoid the embarrassing consequences of not making "adequate yearly progress" in mathematics. Reverberations of the math wars of the 1990s roil parents and teachers as they seek firm footing in today's turbulent debates about mathematics education.

Much contention occurs near the ends of elementary and secondary education, where students encounter topics that many find difficult and some find incomprehensible. In earlier decades, schools simply left students in the latter category behind. Today, that option is neither politically nor legally acceptable. Two topics—fractions and algebra, especially Algebra II—are particularly troublesome. Many adults, including some teachers, live their entire lives flummoxed by problems requiring any but the simplest of fractions or algebraic formulas. It is easy to see why these topics are especially nettlesome in

today's school environment. They are exemplars of why mathematics counts and why the subject is so controversial.

## **Confounded by Fractions**

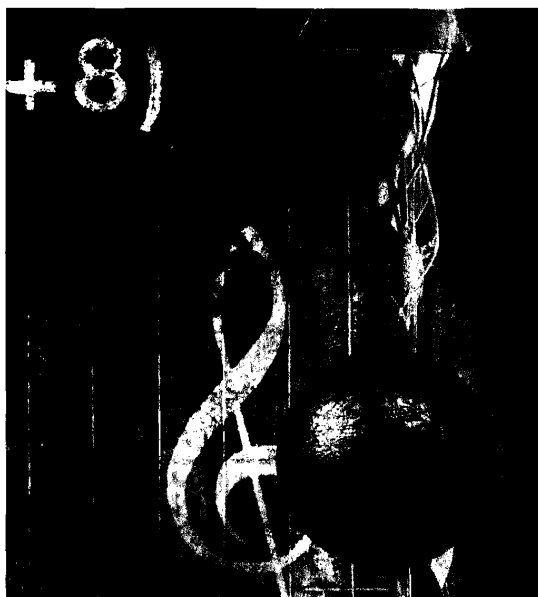
What is the approximate value, to the nearest whole number, of the sum  $19/20 + 23/25$ ? Given the choices of 1, 2, 42, or 45 on an international test, more than half of U.S. 8th graders chose 42 or 45. Those responses are akin to decoding and pronouncing the word *elephant* but having no idea what animal the word represents. These students had no idea that  $19/20$  is a number close to 1, as is  $23/25$ .

Neither, it is likely, did their parents. Few adults understand fractions well enough to use them fluently. Because people avoid fractions in their own lives, some question why schools (and now entire states) should insist that all students know, for instance, how to add uncommon combinations like  $2/7 + 9/13$  or how to divide  $1\frac{3}{4}$  by  $2/3$ . When, skeptics ask, is the last time any typical adult encountered problems of this sort? Even mathematics teachers have a hard time imagining authentic problems that require these exotic calculations (Ma, 1999).

Moreover, many people cannot properly express in correct English the fractions and proportions that *do* commonly occur, for instance, in ordinary tables of data. A simple example illustrates this difficulty (Schield, 2002). Even though most people know that 20 percent means  $1/5$  of something, many cannot figure out what the something is when confronted with an actual example, such as the table in Figure 1. Although calculators can help the innumerate cope with such exotica as  $2/7 + 9/13$  and  $1\frac{3}{4} + 2/3$ , they are of no help to someone who has trouble reading tables and expressing those relationships in clear English.

These examples illustrate two very different aspects of mathematics that apply throughout the discipline. On the one hand is calculation; on the other, interpretation. The one reasons *with* numbers to produce an answer; the other reasons *about* numbers to produce understanding. Generally, school mathematics focuses on the former, natural and social sciences on the latter. For lots of reasons—psychological, pedagogical, logical, motivational—students will learn best when teachers combine these two approaches.

There may be good reasons that so many children and adults have difficulty with fractions. It turns out that even mathematicians cannot agree on a single proper definition. One camp argues that fractions are just names for certain points on the number line (Wu, 2005), whereas others say that it's better to think of them as multiples of basic unit fractions such as  $1/3$ ,  $1/4$ , and  $1/5$  (Tucker, 2006). Textbooks for prospective elementary school teachers exhibit an even broader and more confusing



array of approaches (McCrary, 2006).

Instead of beginning with formal definitions, when ordinary people speak of fractions they tend to emphasize contextual meaning. Fractions (like all numbers) are human constructs that arise in particular social and scientific contexts. They represent the magnitude of social problems (for example, the percentage of drug addiction in a given population); the strength of public opinion (for example, the percentage of the population that supports school vouchers); and the consequences of government policies (for example, the unemployment rate). Every number is the product of human activity and is selected to serve human purposes (Best, 2001, 2007).

Fractions, ratios, proportions, and other numbers convey quantity; words convey meaning. For mathematics to make sense to students as something other than a purely mental exercise, teachers need to focus on the interplay of numbers and words, especially on expressing quantitative relationships in

meaningful sentences. For users of mathematics, calculation takes a backseat to meaning. And to make mathematics meaningful, the three Rs must be well blended in each student's mind.

### Algebra for All?

Conventional wisdom holds that in Thomas Friedman's metaphorically flat world, all students, no matter their talents or proclivities, should leave high school prepared for both college and high-tech work (American Diploma Project, 2004). This implies, for example, that all students should master Algebra II, a course originally designed as an elective for the mathematically inclined. Indeed, more

than half of U.S. states now require Algebra II for almost all high school graduates (Zinth, 2006).

Advocates of algebra advance several arguments for this dramatic change in education policy:

- Workforce projections suggest a growing shortage of U.S. citizens having the kinds of technical skills that build on such courses as Algebra II (Committee on Science, Engineering, and Public Policy, 2007).

- Employment and education data show that Algebra II is a "threshold course" for high-paying jobs. In particular, five in six young people in the top quarter of the income distribution have completed Algebra II (Carnevale & Desrochers, 2003).

- Algebra II is a prerequisite for College Algebra, the mathematics course most commonly required for postsecondary degrees. Virtually all college students who have not taken Algebra II will need to take remedial mathematics.

- Students most likely to opt out of algebra when it is not required are those

whose parents are least engaged in their children's education. The result is an education system that magnifies inequities and perpetuates socioeconomic differences from one generation to the next (Haycock, 2007).

Skeptics of Algebra II requirements note that other areas of mathematics, such as data analysis, statistics, and probability, are in equally short supply among high school graduates and are generally more useful for employment and daily life. They point out that the historic association of Algebra II with economic success may say more about common causes (for example, family background and peer support) than about the usefulness of Algebra II skills. And they note that many students who complete Algebra II also wind up taking remedial mathematics in college.

Indeed, difficulties quickly surfaced as soon as schools tried to implement this new agenda for mathematics education. Shortly after standards, courses, and tests were developed to enforce a protocol of "Algebra II for all," it became clear that many schools were unable to achieve this goal. The reasons included, in varying degrees, inadequacies in preparation, funding, motivation, ability, and instructional quality. The result has been a proliferation of "fake" mathematics courses and lowered proficiency standards that enable districts and states to pay lip service to this goal without making the extraordinary investment of resources required to actually accomplish it (Noddings, 2007).

Several strands of evidence question the unarticulated assumption that additional instruction in algebra would necessarily yield increased learning. Although this may be true in some subjects, it is far

## High school mathematics is the ultimate exercise in deferred gratification. Its payoff comes years later, and then only for the minority who struggle through it.

less clear for subjects such as Algebra II that are beset by student indifference, teacher shortages, and unclear purpose. For many of the reasons given, enrollments in Algebra II have approximately doubled during the last two decades (National Center for Education Statistics [NCES], 2005a). Yet during that same period, college enrollments in remedial mathematics and mathematics scores on the 12th grade National Assessment of Educational Progress (NAEP) have hardly changed at all (NCES, 2005b; Lutzer, Maxwell, & Rodi, 2007). Something is clearly wrong.

Although we cannot conduct a

randomized controlled study of school mathematics, with some students receiving a treatment and others a placebo, we can examine the effects of the current curriculum on those who go through it. Here we find more disturbing evidence:

■ One in three students who enter 9th grade fails to graduate with his or her class, leaving the United States with the highest secondary school dropout rate among industrialized nations (Barton, 2005). Moreover, approximately half of all blacks, Hispanics, and American Indians fail to graduate with their class (Swanson, 2004). Although mathematics is not uniquely to blame for this shameful record, it is the academic subject that students most often fail.

■ One in three students who enter college must remediate major parts of high school mathematics as a prerequisite to taking such courses as College Algebra or Elementary Statistics (Greene & Winters, 2005).

■ In one study of student writing, one in three students at a highly selective college failed to use any quantitative reasoning when writing about subjects in which quantitative evidence should have played a central role (Lutsky, 2006).

■ College students in the natural and social sciences consistently have trouble expressing in precise English the meaning of data presented in tables or graphs (Schield, 2006).

**FIGURE 1. The Challenge of Expressing Numerical Data in Ordinary Language**

Percentage Who Are Runners			
	Nonsmoker	Smoker	Total
Female	50%	20%	40%
Male	25%	10%	20%
Total	37%	15%	30%

Source: From Schield Statistical Literacy Inventory: Reading and Interpreting Tables and Graphs Involving Rates and Percentages, by M. Schield, 2002. Minneapolis, MN: Augsburg College, W. M. Keck Statistical Literacy Project. Copyright 2002 by M. Schield. Available: <http://web.augsburg.edu/~schield/MiloPapers/StatLitKnowledge2r.pdf>. Reprinted with permission.

Which of the following correctly describes the 20% circled in the table above?

- 20% of runners are female smokers.
- 20% of females are runners who smoke.
- 20% of female smokers are runners.
- 20% of smokers are females who run.



One explanation for these discouraging results is that the trajectory of school mathematics moves from the concrete and functional (for example, measuring and counting) in lower grades to the abstract and apparently non-functional (for example, factoring and simplifying) in high school. As many observers have noted ruefully, high school mathematics is the ultimate exercise in deferred gratification. Its payoff comes years later, and then only for the minority who struggle through it.

In the past, schools offered this abstract and ultimately powerful mainstream mathematics curriculum to approximately half their students—those headed for college—and little if anything worthwhile to the other half. The conviction that has emerged in the last two decades that all students should be offered useful and powerful mathematics is long overdue. However, it is not yet clear whether the best option for all is the historic algebra-based mainstream that is animated primarily by the power of increasing abstraction.

#### **Mastering Mathematics**

Fractions and algebra may be among the most difficult parts of school mathematics, but they are not the only areas to cause students trouble. Experience shows that many students fail to master important mathematical topics. What's missing from traditional instruction is sufficient emphasis on three important ingredients: communication, connections, and contexts.

#### **Communication**

Colleges expect students to communicate effectively with people from different backgrounds and with different expertise and to synthesize skills from multiple areas. Employers seek the same things. They emphasize that formal knowledge is not, by itself, sufficient to deal with today's challenges. Instead of looking primarily for technical skills,

today's business leaders talk more about teamwork and adaptability. Interviewers examine candidates' ability to synthesize information, make sound assumptions, capitalize on ambiguity, and explain their reasoning. They seek graduates who can interpret data as well as calculate with it and who can communicate effectively about quantitative topics (Taylor, 2007).

To meet these demands of college and work, K-12 students need extensive practice expressing verbally the quantitative meanings of both problems and solutions. They need to be able to write fluently in complete sentences

and show just how naïve this belief is. If we want students to be able to communicate mathematically, we need to ensure that they both practice this skill in mathematics class and regularly use quantitative arguments in subjects where writing is taught and critiqued.

#### **Connections**

One reason that students think mathematics is useless is that the only people they see who use it are mathematics teachers. Unless teachers of all subjects—both academic and vocational—use mathematics regularly and significantly in their courses, students will treat math-

**On the one hand is calculation; on the other, interpretation. The one reasons *with* numbers to produce an answer; the other reasons *about* numbers to produce understanding.**

and coherent paragraphs; to explain the meaning of data, tables, graphs, and formulas; and to express the relationships among these different representations. For example, science students could use data on global warming to write a letter to the editor about carbon taxes; civics students could use data from a recent election to write op-ed columns advocating for or against an alternative voting system; economics students could examine tables of data concerning the national debt and write letters to their representatives about limiting the debt being transferred to the next generation.

We used to believe that if mathematics teachers taught students how to calculate and English teachers taught students how to write, then students would naturally blend these skills to write clearly about quantitative ideas. Data and years of frustrating experi-

ematics teachers' exhortations about its usefulness as self-serving rhetoric.

To make mathematics count in the eyes of students, schools need to make mathematics pervasive, as writing now is. This can best be done by cross-disciplinary planning built on a commitment from teachers and administrators to make the goal of numeracy as important as literacy. Virtually every subject taught in school is amenable to some use of quantitative or logical arguments that tie evidence to conclusions. Measurement and calculation are part of all vocational subjects; tables, data, and graphs abound in the social and natural sciences; business requires financial mathematics; equations are common in economics and chemistry; logical inference is fundamental to history and civics. If each content-area teacher identifies just a few units where quantitative thinking can enhance understanding,

students will get the message.

The example of many otherwise well-prepared college students refraining from using even simple quantitative reasoning to buttress their arguments shows that students in high school need much more practice using the mathematical resources introduced in the elementary and middle grades. Much of this practice should take place across the curriculum. Mathematics is too important to leave to mathematics teachers alone.

#### Contexts

One of the common criticisms of school mathematics is that it focuses too narrowly on procedures (algorithms) at the expense of understanding. This is a special problem in relation to fractions and algebra because both represent a level of abstraction that is significantly higher than simple integer arithmetic. Without reliable contexts to anchor meaning, many students see only a meaningless cloud of abstract symbols.

As the level of abstraction increases, algorithms proliferate and their links to meaning fade. Why do you invert and multiply? Why is  $(a + b)^2 \neq a^2 + b^2$ ? The reasons are obvious if you understand what the symbols mean, but they are mysterious if you do not. Understandably, this apparent disjuncture of procedures from meaning leaves many students thoroughly confused. The recent increase in standardized testing has aggravated this problem because even those teachers who want to avoid this trap find that they cannot. So long as procedures predominate on high-stakes tests, procedures will preoccupy both teachers and students.

There is, however, an alternative to meaningless abstraction. Most applications of mathematical reasoning in daily life and typical jobs involve sophisticated thinking with elementary skills (for example, arithmetic, percentages, ratios), whereas the mainstream of mathematics in high school (algebra, geometry,

trigonometry) introduces students to increasingly abstract concepts that are then illustrated with oversimplified template exercises (for example, trains meeting in the night). By enriching this diet of simple abstract problems with sophisticated realistic problems that require only simple skills, teachers can help students see that mathematics is really helpful for understanding things they care about (Steen, 2001). Global

warming, college tuition, and gas prices are examples of data-rich topics that interest students but that can also challenge them with surprising complications. Such a focus can also help combat student boredom, a primary cause of dropping out of school (Bridgeland, Dilulio, & Morison, 2006).

Most important, the pedagogical activity of connecting meaning to numbers needs to take place in

## My "Aha!" Moment

**Douglas Hofstadter, Distinguished Professor of Cognitive Science,  
Indiana University, Bloomington.**

I first realized the deep lure of mathematics when, at about age 3, I thought up the "great idea" of generalizing the concept of  $2 \times 2$  to what seemed to me to be the inconceivably fancier concept of  $3 \times 3 \times 3$ . My inspiration was that since  $2 \times 2$  uses the concept of two-ness *twice*, I wanted to use the concept of three-ness *thrice*! It wasn't finding out the actual value of this expression (27, obviously) that thrilled me—it was the idea of the fluid conceptual structures that I could play with in my imagination that turned me on to math at that early age.

Another "aha" moment came a few years later, when I noticed that  $3^2 \times 5^2$  is equal to  $(3 \times 5)^2$ . Once again I was playing around with structures, not trying to prove anything. (I didn't even know that proofs existed!) It thrilled me to discover this pattern, which of course I verified for other values and found mystically exciting.

I believe that teachers should encourage playfulness with mathematical concepts and should encourage the discoveries of patterns of whatever sort. Any time a child recognizes an unexpected pattern, it may evoke a sense of wonder.

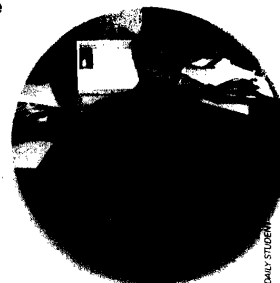
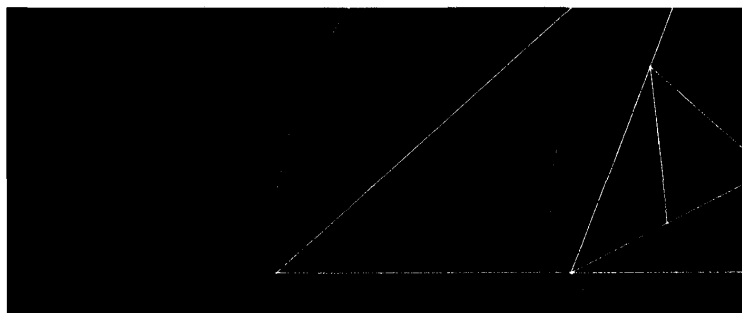


PHOTO BY JACOB KRESE, INDIANA DAILY STUDENT



authentic contexts, such as in history, geography, economics, or biology—wherever things are counted, measured, inferred, or analyzed. Contexts in which mathematical reasoning is used are best introduced in natural situations across the curriculum. Otherwise, despite mathematics teachers' best efforts, students will see mathematics as something that is useful only in mathematics class. The best way to make mathematics count in the eyes of students is for them to see their teachers using it widely in many different contexts. **E**

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## SENATE BILL NO. 1237

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Text to be added within a bill has been marked with Bold and Underline. Text to be removed has been marked with Strikethrough and Italic. How these codes are actually displayed will vary based on the browser software you are using.

**This sentence is marked with bold and underline to show added text.**

~~*This sentence is marked with strikethrough and italic, indicating text to be removed.*~~

## Bill Status

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S1237.....by FINANCE  
APPROPRIATIONS - PUBLIC SCHOOLS - CHILDREN'S PROGRAMS - Provides a description of the Division of Children's Programs; appropriates \$166,468,100 to the Public School Income Fund/Division of Children's Programs for fiscal year 2008; provides for expenditures regarding moneys received pursuant to Sections 63-2506, 63-2552A and 67-7439, Idaho Code; provides for allocation of moneys and requirements for the Idaho Safe and Drug-Free Schools Program; provides intent that the Idaho Safe and Drug-Free Schools Program must include certain features; provides for expenditures for literacy programs; provides for expenditures for early math education programs; provides for expenditures for students with non-English or limited-English proficiency; provides legislative intent regarding assistance to students failing to achieve proficiency in areas of the Idaho Standards Achievement Test; amends and adds to existing law to provide for distributions to the Idaho Digital Learning Academy, to provide a funding formula for the Idaho Digital Learning Academy and to provide use of the funds; and grants authority to transfer funds between the five divisions of the Educational Support Program budget.

03/16 Senate intro - 1st rdg - to printing

03/19 Rpt prt - to Fin

Rpt out - rec d/p - to 2nd rdg

03/20 2nd rdg - to 3rd rdg

03/27 3rd rdg - PASSED - 33-0-2

AYES -- Andreason, Bair, Bastian, Bilyeu, Broadsword,  
Burkett(Cronin), Cameron, Coiner, Corder, Darrington, Davis, Fulcher,  
Gannon, Geddes, Goedde, Hammond, Heinrich, Hill, Jorgenson, Kelly,  
Keough, Langhorst, Little, Lodge, Malepeai, McGee, McKague,  
Richardson, Schroeder, Siddoway, Stegner, Stennett, Werk(Douglas)

NAYS -- None

Absent and excused -- McKenzie, Pearce

Floor Sponsor - Bair

Title apvd - to House

03/27 House intro - 1st rdg - to 2nd rdg

Rls susp - PASSED - 66-0-4

AYES -- Anderson, Andrus, Barrett, Bayer, Bedke, Bell, Bilbao, Black,  
Block, Bock, Boe, Bolz, Brackett, Bradford, Chadderdon, Chavez, Chew,  
Clark, Crane, Edmunson, Eskridge, Hart, Harwood, Henbest, Henderson,  
Jaquet, Killen, King, Kren, Labrador, LeFavour, Loertscher, Luker,  
Marriott, Mathews, McGeachin, Mortimer, Moyle, Nielsen, Nonini,

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 6-7, 2007**

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Pasley-Stuart, Patrick, Pence, Raybould, Ring, Ringo, Roberts,  
Ruchti, Rusche, Sayler, Schaefer, Shepherd(2), Shepherd(8), Shirley,  
Shively, Smith(30), Smith(24), Snodgrass, Stevenson, Thayn, Trail,  
Vander Woude, Wills, Wood(27), Wood(35), Mr. Speaker

NAYS -- None

Absent and excused -- Collins, Durst, Hagedorn, Lake

Floor Sponsor - Bayer

Title apvd - to Senate

03/28 To enrol - Rpt enrol - Pres signed - Sp signed  
To Governor

04/02 Governor signed  
Session Law Chapter 353  
Effective: 07/01/07

## Bill Text

]]]] LEGISLATURE OF THE STATE OF IDAHO ]]]]  
Fifty-ninth Legislature First Regular Session - 2007

IN THE SENATE

SENATE BILL NO. 1237

BY FINANCE COMMITTEE

1 AN ACT  
2 RELATING TO THE APPROPRIATION FOR THE PUBLIC SCHOOLS DIVISION OF CHILDREN'  
3 PROGRAMS; PROVIDING A DESCRIPTION OF THE PUBLIC SCHOOLS DIVISION O  
4 CHILDREN'S PROGRAMS AND PROVIDING THE AMOUNTS TO BE EXPENDED; APPROPRIAT  
5 ING GENERAL FUND MONEYS FOR TRANSFER TO THE PUBLIC SCHOOL INCOME FUND  
6 APPROPRIATING MONEYS TO THE EDUCATIONAL SUPPORT PROGRAM/DIVISION O  
7 CHILDREN'S PROGRAMS FOR FISCAL YEAR 2008; DIRECTING THAT \$7,000,000 OF TH  
8 MONEYS ACCRUING PURSUANT TO SECTIONS 63-2506 AND 63-2552A, IDAHO CODE, AN  
9 SUCH OTHER MONEYS WHICH MAY BECOME AVAILABLE PURSUANT TO SECTION 63-7439  
10 IDAHO CODE, BE EXPENDED FOR THE IDAHO SAFE AND DRUG-FREE SCHOOLS PROGRAM  
11 DIRECTING THE DISTRIBUTION OF FUNDS FOR THE IDAHO SAFE AND DRUG-FRE  
12 SCHOOLS PROGRAM; EXPRESSING LEGISLATIVE INTENT WITH REGARD TO FEATURES O  
13 THE IDAHO SAFE AND DRUG-FREE SCHOOLS PROGRAM; DIRECTING THAT \$2,800,000 B  
14 USED FOR THE LITERACY PROGRAMS AND EXPRESSING LEGISLATIVE INTENT THAT TH  
15 STATE DEPARTMENT OF EDUCATION AND THE STATE BOARD OF EDUCATION COORDINAT  
16 CERTAIN PROGRAMS; DIRECTING THAT \$350,000 BE ALLOCATED TO DEVELOP AN EARL  
17 MATH EDUCATION PROGRAM; DIRECTING THAT \$6,040,000 BE ALLOCATED FOR PRO  
18 GRAMS FOR STUDENTS WITH NON-ENGLISH OR LIMITED-ENGLISH PROFICIENCY  
19 DIRECTING THAT \$5,000,000 BE DISTRIBUTED TO PROVIDE REMEDIAL EDUCATION FO  
20 CERTAIN STUDENTS AND REQUIRING A LOCAL EXPENDITURE MATCH; AMENDING SECTIO  
21 33-1002, IDAHO CODE, TO PROVIDE FOR DISTRIBUTIONS TO THE IDAHO DIGITA  
22 LEARNING ACADEMY; AMENDING CHAPTER 10, TITLE 33, IDAHO CODE, BY THE ADDI  
23 TION OF A NEW SECTION 33-1020, IDAHO CODE, TO PROVIDE A FUNDING FORMUL  
24 FOR THE IDAHO DIGITAL LEARNING ACADEMY; AMENDING SECTION 33-5508, IDAH  
25 CODE, TO REVISE FUNDING FOR THE IDAHO DIGITAL LEARNING ACADEMY; DIRECTIN  
26 THE IDAHO DIGITAL LEARNING ACADEMY TO UTILIZE STATE FUNDS TO ACHIEVE CER  
27 TAIN GOALS; AND GRANTING AUTHORITY TO TRANSFER FUNDS BETWEEN THE FIV  
28 DIVISIONS OF THE EDUCATIONAL SUPPORT PROGRAM BUDGET.

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 6-7, 2007**

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37 for their substance abuse programs.  
38 (2) Districts will have an advisory board to assist each district in mak  
39 ing decisions relating to the programs.  
40 (3) The districts' substance abuse programs will be comprehensive to mee  
41 the needs of all students. This will include prevention programs, studen  
42 assistance programs that address early identification and referral, an  
43 aftercare.  
44 (4) Districts shall submit an annual evaluation of their programs to th  
45 State Department of Education as to the effectiveness of their programs.

46 SECTION 7. Of the moneys appropriated in Section 3 of this act  
47 \$2,800,000 shall be used for literacy programs, as outlined in Section  
48 33-1614, 33-1615 and 33-1207A(2), Idaho Code. It is legislative intent tha  
49 the State Board of Education and the State Department of Education coordinat  
50 federally funded literacy programs with state literacy programs, resulting i

3

1 well-coordinated, complementary literacy efforts.

2 SECTION 8. Of the moneys appropriated in Section 3 of this act, \$350,00  
3 shall be utilized by the Superintendent of Public Instruction to develop a  
4 early math education program, similar in approach to the literacy program  
5 described in Section 7 of this act. The program developed shall be presente  
6 to the State Board of Education, the Governor, and the Legislature by no late  
7 than February 1, 2008.

8 SECTION 9. Of the moneys appropriated in Section 3 of this act  
9 \$6,040,000 shall be distributed for support of programs for students with non  
10 English or limited-English proficiency, as follows:

11 (1) The State Department of Education shall distribute \$5,290,000 t  
12 school districts pro rata, based upon the population of limited-Englis  
13 proficient students under criteria established by the department.

14 (2) The State Department of Education shall distribute \$750,000 t  
15 schools in which the population of English language learners failed t  
16 meet Adequate Yearly Progress (AYP) in math or reading, as defined in fed  
17 eral law. The department shall develop the program elements governing th  
18 use of these funds, modeled on the training, intervention and remediatio  
19 elements of the program described in Section 7 of this act. The purpose o  
20 these funds is to improve the English language skills of English languag  
21 learners, to enable such students to better access the educational oppor  
22 tunities offered in public schools. Such funds shall be distributed on  
23 one-time basis, and the Superintendent of Public Instruction shall repor  
24 to the Joint Finance-Appropriations Committee and the House of Representa  
25 tives and the Senate Education Committees, by no later than February 1  
26 2008, on the program design, uses of funds, and effectiveness of the pro  
27 gram.

28 SECTION 10. Of the moneys appropriated in Section 3 of this act  
29 \$5,000,000 shall be distributed to provide remedial coursework for student  
30 failing to achieve proficiency in the Idaho Standards Achievement Test. Th  
31 Superintendent of Public Instruction shall determine the formulas an  
32 methodologies by which such funds are distributed, and the permissible uses  
33 provided however, that the distribution of such funds shall be conditioned o  
34 a match of at least one dollar (\$1.00) in local expenditures for every tw  
35 dollars (\$2.00) in distributed funds.

36 SECTION 11. That Section 33-1002, Idaho Code, be, and the same is hereb  
37 amended to read as follows:



1       ciency in one (1) or more areas of the Idaho Standards Achievement Test.  
2       (3) Pursuant to State Board of Education rule, IDAPA 08.02.03.106, pro  
3       vide advanced learning opportunities for students.  
4       (4) Pursuant to State Board of Education rule, IDAPA 08.02.03.106, wor  
5       with institutions of higher education to provide dual credit coursework.  
6       The preceding list shall not be construed as excluding other instructio  
7       and training that may be provided by the Idaho Digital Learning Academy.

8       SECTION 15. The State Department of Education is hereby granted th  
9       authority to transfer funds between the five (5) divisions of the Educationa  
10      Support Program budget, in any amount necessary, to comply with the publi  
11      school funding provisions of appropriations and the Idaho Code.

## **Statement of Purpose / Fiscal Impact**

### **STATEMENT OF PURPOSE RS16426**

This is the Fiscal Year 2008 appropriation for the Division of Children's Programs portion of the Public Schools budget. The pieces of the Public Schools budget that are part of this division's appropriation include: 1.) Border Contracts for children educated out-of-state; 2.) Exceptional Contracts/Tuition Equivalencies; 3.) Program Adjustments (funding for the Marian Pritchett program); 4.) Idaho Safe & Drug-Free Schools program; 5.) Idaho Reading Initiative; 6.) Limited English Proficiency (LEP) program; 7.) High School Redesign (Idaho Digital Learning Academy) funding; 8.) Remedial education funding for students failing to meet Idaho Standards Achievement Test (ISAT) standards; 9.) Funding to develop a Math Initiative along the lines of the Idaho Reading Initiative; and 10.) the Children's Programs' portion of federal pass-through funding to local school districts.

This budget adds funds for increases in Border Contracts, which will cover the portion of Border Contract costs that were formerly paid from local M&O levy funds. There is also additional funding in Program Adjustments (Marian Pritchett program), state funding for Safe & Drug-Free Schools programs, and available federal pass-through funds.

Section 8 provides \$350,000 in one-time funding for the Superintendent of Public Instruction to develop a Math Initiative, along the lines of the Idaho Reading Initiative, which targets grades K-3.

Section 10 of the bill provides \$5 million for remedial education for students failing to achieve proficiency on the Idaho Standards Achievement Test (ISAT). In order to receive these funds, there must be at least \$1 in local funds spent for every \$2 in state funds received.

Sections 11, 12 and 13 provide the statutory framework for a funding formula for the Idaho Digital Learning Academy (IDLA). Section 14 directs IDLA to achieve certain goals with the funding so provided, including functions related to offering additional advanced placement (AP) coursework and dual college credit coursework, in order to meet the requirements of the State Board of Education's high school redesign rule.

### **FISCAL NOTE**

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	<b>FY 2007 Approp.</b>	<b>FY 2008 Approp.</b>	<b>Div. of Children's Programs</b>
<b>I. STATE APPROPRIATION</b>			
<b>A. Sources of Funds</b>			
1. General Fund	\$1,291,587,000	\$1,367,363,800	\$24,545,000
2. Dedicated Funds	\$51,366,800	\$62,334,600	\$7,000,000
3. Federal Funds	\$175,000,000	\$215,000,000	\$134,923,100
<b>4. TOTAL STATE APPROPRIATIONS</b>	<b>\$1,517,953,800</b>	<b>\$1,644,698,400</b>	<b>\$166,468,100</b>
<i>General Fund Percent Increase:</i>	<b>30.8%</b>	<b>5.9%</b>	<b>45.0%</b>
<i>Total Funds Percent Increase:</i>	<b>26.8%</b>	<b>8.3%</b>	<b>25.9%</b>
<b>II. PROGRAM DISTRIBUTION</b>			
<b>A. Statutory Requirements</b>			
1. Transportation	\$64,316,700	\$67,032,300	\$0
2. Border Contracts	\$800,000	\$1,000,000	\$1,000,000
3. Exceptional Contracts/Tuition Equivalents	\$5,750,000	\$6,075,000	\$6,075,000
4. Program Adjustments	\$435,000	\$480,000	\$480,000
5. Salary-based Apportionment	\$740,842,100	\$774,788,600	\$0
6. Teacher Incentive Award	\$313,200	\$166,100	\$0
7. State Paid Employee Benefits	\$133,897,900	\$139,771,900	\$0
8. Early Retirement Program	\$4,750,000	\$4,750,000	\$0
9. Bond Levy Equalization	\$6,300,000	\$11,200,000	\$0
10. Idaho Safe & Drug-Free Schools	\$5,500,000	\$7,000,000	\$7,000,000
<b>11. Sub-total -- Statutory Requirements</b>	<b>\$962,904,900</b>	<b>\$1,012,263,900</b>	<b>\$14,555,000</b>
<b>B. Other Program Distributions</b>			
1. Technology	\$9,800,000	\$9,800,000	\$0
2. Idaho Reading Initiative	\$2,800,000	\$2,800,000	\$2,800,000
3. Limited English Proficiency (LEP)	\$6,040,000	\$6,040,000	\$6,040,000
4. High School Redesign (Gifted & Talented)	\$500,000	\$1,000,000	\$0
5. High School Redesign (IDLA)	\$1,100,000	\$2,800,000	\$2,800,000
6. School Facilities Funding (Lottery)	\$10,772,900	\$19,122,600	\$0
7. School Facilities Maintenance Match	\$5,650,000	\$2,300,000	\$0
8. Classroom Supplies	\$0	\$5,180,000	\$0
9. Textbook Allowance	\$0	\$9,950,000	\$0
10. ISAT Remediation	\$0	\$5,000,000	\$5,000,000
11. Dual Credit Class Allowance	\$0	\$0	\$0
12. Math Initiative	\$0	\$350,000	\$350,000
13. Ag Replacement Phase-out	\$0	\$3,017,000	\$0
14. Safe School Study	\$0	\$150,000	\$0
15. Rural School Initiative	\$0	\$100,000	\$0
16. Federal Funds for Local School Districts	\$175,000,000	\$215,000,000	\$134,923,100
<b>17. Sub-total -- Other Program Distributions</b>	<b>\$211,662,900</b>	<b>\$282,609,600</b>	<b>\$151,913,100</b>
<b>TOTAL CATEGORICAL EXPENDITURES</b>	<b>\$1,174,567,800</b>	<b>\$1,294,873,500</b>	<b>\$166,468,100</b>
<b>III. EDUCATION STABILIZATION FUNDS</b>	<b>\$0</b>	<b>\$0</b>	
<b>IV. STATE DISCRETIONARY FUNDS</b>	<b>\$343,386,000</b>	<b>\$349,824,900</b>	
<b>V. ESTIMATED SUPPORT UNITS</b>	<b>13,500</b>	<b>13,750</b>	
<b>VI. STATE DISCRETIONARY PER SUPPORT</b>	<b>\$25,436</b>	<b>\$25,442</b>	
<b>VII. LOCAL DISCRETIONARY PER SUPPORT</b>	<b>\$0</b>	<b>\$0</b>	

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**SUBJECT**

Update on Colleges of Education

**REFERENCE**

06/14/07

Idaho State Board of Education Report on Commonalities and Differences Among Colleges and Schools Within Idaho's Public Higher Education Institutions. State Superintendent Luna emphasized how critical this conversation is to the K-12 system and asked that the Board continue the discussion with the Colleges. Board member Thilo and State Superintendent Luna agreed to meet with the deans of the Colleges prior to reporting back to the Board in August.

08/09/07

Mr. Luna noted that SDE had been in discussion with the Deans of the Colleges of Education related to new teachers being prepared to teach in the 21st century classroom. Their dialogue will continue, and will include input from local superintendents and administrators.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.Z.2.

**BACKGROUND**

In the wake of No Child Left Behind and issues surrounding state vs. federal requirements for ensuring a Highly Qualified teaching force, both alternative and traditional methods of preparing teachers have come under greater scrutiny. In June of 2007, Idaho's Public Higher Education Institutions came together to report on the state of teacher preparation across the state.

While each university acknowledged the challenges in preparing teachers for the 21<sup>st</sup> century, and reported on specific program changes to meet the needs of Idaho, it became clear that more discussion was necessary. During the June meeting State Superintendent Luna indicated that there is a perception that the Colleges of Education are not addressing the need to prepare teachers for the 21st century. Board member Blake Hall indicated that some Superintendents have reported resistance from the Colleges of Education when it comes to making changes suggested by the Superintendents.

At the June Board Meeting all the institutions agreed it would be helpful to have a state data base in place so that the institutions can accurately assess the quality of their graduates rather than relying on anecdotal information. In referring to placement rates, Dr. Rowland noted that this is the most difficult data for the

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institutions to collect because they have no way to really force or control the collection of that data.

As a result, in August, Superintendent Luna initiated a conference call to the Deans of Education to collaboratively begin assessing the effectiveness of Idaho's teacher preparation programs. A first step was to design a brief survey to gather an overall rating and specific comments related to teacher preparation. A second step was to review the Teacher Quality Yearbook report as it related to Idaho's teacher preparation, and begin a series of dialogues on improving program quality as necessary.

## **DISCUSSION**

Since initiating a review of teacher preparation at Idaho's state universities, a number of items have been identified for further research and possible redesign.

1) The survey results indicate that Administrators believe that the current core teacher standards are of great importance, and should remain a focus of our teacher preparation programs.

2) Lewis and Clark State College seems to have a slightly better reputation for teacher preparation than the other four institutions based on the numeric scale. Although this is an informal survey, the average score for the university seems to correlate with the generally "above average" comments that the college received.

3) Comments from the survey generally inform teacher preparation programs in areas of need, focusing on classroom management, supervised practicum and differentiation of instruction based on authentic assessment.

4) Feedback from this survey, and findings in the NCTQ Teacher Quality Yearbook Report indicate areas to be reviewed over the next year at Dean's meetings.

## **ATTACHMENTS**

Attachment 1 – Copy of Survey Sent to Superintendents	Page 3
Attachment 2 – Survey results	Page 9
Attachment 3 – Teacher Standards and Preparation Assessment Results	Page 11
Attachment 4 – Goal Summary and Idaho Report	Page 19
Attachment 5 – NCTQ Best Practices 2	Page 25

## **STAFF COMMENTS AND RECOMMENDATIONS**

This item is for informational purposes only.

## **BOARD ACTION**

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

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**Standard #1: Knowledge of Subject Matter :**

The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

**Standard #2: Knowledge of Human Development and Learning:**

The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5



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**Standard #3: Adapting Instruction for Individual Needs**

**The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.**

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

**Standard #4: Multiple Instructional Strategies**

**The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.**

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____;				
Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

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**Standard #5: Classroom Motivation and Management Skills**

**The teacher understands individual and group motivation/behavior and creates an environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

**Standard #6: Communication Skills**

**The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.**

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

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**Standard #7: Instructional Planning Skills**

The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____;		Fair	Poor	DON'T KNOW
Excellent 1	2	3	4	5

**Standard #8: Assessment of Student Learning**

The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____;		Fair	Poor	DON'T KNOW
Excellent 1	2	3	4	5

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**Standard #9: Professional Commitment and Responsibility**

The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5

**Standard #10: Partnerships**

The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Rate the importance of this Core Standard for the preparation of new teachers:				
Extremely Important 1	2	Somewhat Important 3	4	Not Important 5
Based on your knowledge of recent graduates, please rate the following institutions with respect to the preparation of teachers in this area standard:				
BSU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
U of I; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
ISU; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
LCSC; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5
OTHER - _____; Excellent 1	2	Fair 3	Poor 4	DON'T KNOW 5



**POSITION IN YOUR DISTRICT:**

\_\_\_\_\_ Superintendent

\_\_\_\_\_ Federal Programs Manager

\_\_\_\_\_ Building Administrator

\_\_\_\_\_ Other: \_\_\_\_\_

**COMMENTS:**

All comments will be recorded verbatim, and distributed as a separate attachment along with the results of the survey for the review of the Colleges of Education, the State Department and the Board of Education. This survey is for internal purposes only.

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**Teacher Standards and Preparation Assessment Results**

<b>Standard</b> <b>1</b>	<b>Average</b>	<b>Standard</b> <b>2</b>	<b>Average</b>	<b>Standard</b> <b>3</b>	<b>Average</b>
BSU	3	BSU	3	BSU	3
Uofl	3	Uofl	3	Uofl	3
ISU	3	ISU	3	ISU	3
LCSC	2	LCSC	2	LCSC	2
Other	4	Other	4	Other	4
<b>Standard</b> <b>4</b>	<b>Average</b>	<b>Standard</b> <b>5</b>	<b>Average</b>	<b>Standard</b> <b>6</b>	<b>Average</b>
BSU	3	BSU	3	BSU	3
Uofl	3	Uofl	3	Uofl	3
ISU	3	ISU	3	ISU	3
LCSC	2	LCSC	2	LCSC	2
Other	4	Other	4	Other	4
<b>Standard</b> <b>7</b>	<b>Average</b>	<b>Standard</b> <b>8</b>	<b>Average</b>	<b>Standard</b> <b>9</b>	<b>Average</b>
BSU	3	BSU	3	BSU	3
Uofl	3	Uofl	3	Uofl	3
ISU	3	ISU	3	ISU	3
LCSC	2	LCSC	2	LCSC	2
Other	4	Other	4	Other	4
<b>Standard</b> <b>10</b>	<b>Average</b>				
BSU	3				
Uofl	3				
ISU	3				
LCSC	2				
Other	4				

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### **Teacher Standards and Preparation Assessment Results**

#### **Comments:**

--At the elementary level, classroom management and communication are critical for the success of first year teachers.

--My experience tells me that all of the domains are essential to teaching. I only have access to ISU, though.

--Our colleges and universities are "putting out" quality young educators (however not enough). They are enthusiastic, knowledgeable, well versed in techniques and flexible. However, each individual district and classroom has its own idiosyncrasies. Sometimes what you learned in class and/or during your student teaching experiences doesn't fit the dynamics and issues faced in individual classrooms. Some new staff members manage to make adjustments fairly quickly, while others need more supervisory and experiential advice. The good news is that I do not feel a need to "retrain" new teachers. My new staff is willing to share new ideas and approaches with some of us "older folk" and have made a positive impact on the overall building dynamics. I have not worked with a LCSC graduate so do not feel qualified to comment. University of Idaho, Boise State and Idaho State have all the basics and generally the commitment to education.

--We have hired very few new teachers who were recent grads of Idaho state schools.

--Sorry, wish I had more info for you.

--Most of my experience has been with teachers from BYU-Idaho. They have been phenomenal.

--ISU does not seem to be as current in preparing its teacher candidates in relationship to expectations of the "new" classroom teacher. It seems that ISU candidates also take longer to complete their program??? It would be GREAT for all of these institutions to place student teachers in small, rural areas. We see very few.

--The school where I work has entered into a Professional Development School relationship with BSU. This has developed over a period of years and, in my opinion, is a far better program for the training of future teachers. The program is teacher-driven, has developed a close working relationship with the University and has proven to be beneficial for both the school staff and the teacher interns.

--The U.I. has made significant improvements over the past decade. Quality partnerships between the public schools and the U.I. would improve teacher quality. Specifically, teaching courses onsite at the public schools would create powerful partnerships. One suggestion: Drop the required "portfolios." Administrators do not have time to flip through this "scrapbook" and it is a tremendous waste of time for the prospective educator.

--I believe more emphasis needs to be directed towards teaching their students on how to lead student lead classes vs. teacher led classes. This is difficult in a college setting as they are traditionally very teacher driven. There also needs to be more training on meeting the needs of our Special Education population which is the fastest growing population in all our public



schools. Teachers need to be taught on how to make accommodations and adaptations to instruction, assignments, assessments, and the curriculum.

--This is my second year as building administrator and have not hired any recent graduates.

--I had a recent graduate from U of I last year who was absolutely NOT ready for the classroom. I attempted several times to contact the U of I dept of education and did not receive a response. This person created havoc in the lives of many children. I cannot believe he was ever granted a teaching certificate. I think the universities need to send out surveys to us when we hire one of their graduates and get feedback.

--Like most beginners in any profession new teachers have a lot of theory but little practical material to guide on. I have found that new teachers who come to the profession after a prior career tend to adjust better to the realities of the classroom. Too many young teachers are instructed by college professors who have a political agenda and arrive on campus with a bias which does nothing for their students. It troubles me that the afore-mentioned professors are telling prospective students what to expect/prepare for when they have no clue themselves what challenges our students, parents, and teachers face today. College of Education professors need to teach in modern classrooms at least one year out of five to understand what requirements teachers, parents, and students deal with daily.

--Secondary teachers are not taught how to teach students they are only taught how to teach the subject matter. Implementing engaging activities is also another component that our secondary teachers need to learn.

--BSU needs to reevaluate the education department and make necessary changes to improve the quality of teachers produced.

--I have supervised some excellent student teachers from BSU, U of I, and ISU but I can't tell you whether their skills in the aforementioned domains was related to their specific classwork at their college.

--I would like to see more with SBR materials and proven instructional strategies in the areas of reading and Math. Thank you for this opportunity.

--I really can't generalize. It depends on the individual not the program.

-- Some of the questions asked refer directly to the teacher preparation program and we do not know all of the classes the teacher has taken. Many of the teacher skills are cultivated through the student teaching process.

--I am not sure what this is trying to show.

--The quality of ISU students has been of high caliber for the past few years. I have been very pleased with their strong skills and knowledge and have had a good pool to hire from.

--I'm sorry that I do not have more knowledge of these other institutions. Although it is limited to the 2, I feel I know what they offer and put emphasis on their graduates mastering before exiting the program.

--Classroom management, using data for instructional effectiveness, more important that content knowledge until teaching upper division classes at the high school level.

--The survey opinion for me is only based on one or two staff from these institutions since I don't have much turn-over. Of course, the individual staff member makes a great deal of difference.

--The bottom line is all educational preparation is understanding the three legs of the educational stool, which are Curriculum, Instruction and Assessment. These are not isolated and students

must understand what is, and how to use, a district created curriculum and the important of its use. Teamwork and the responsibility in the ongoing work of curriculum is a critical component in education. Sorry to say, but State Standards are not curriculum and too many people in education say they are using the stat standards when they have truly not taken the time to turn them into curriculum. Look up the work of Dr. Fenwick English in this area. With instruction, the best instruction is "Real world" and not "School World" and all of us in education must push instruction in all subjects in that direction based on research and not tradition. Too many teachers, old and new, teach their own history or how they were taught in the "American" mode. We can't have that, because it is truly backwards for learning. Education today for the most part must explore first and create the questions within instruction before teaching the facts. We need to look at the methodologies truly being used in Europe and Japan and realize that their type of instruction is what helps motivate learners. Showing students how to do a math problem and assigning 25 of them to do is not instruction and yet it is still the history of teaching in the US. There is also way too much "Book" emphasis in instruction today. Books are a resource and nothing more and remember the goal of the book company is to sell the book. We have to know and use what research tells us is truly effective and not rely upon tradition. Assessment is more than formal and informal as the above standard mentions. Way too many people in education, including the policy makers, do not understand assessment of learning and for learning or summative and formative assessment that is directly tied at the objective level of the curriculum. Educators must understand that assessment is also part of the instruction. Using Bloom's Taxonomy in both instruction and assessment with real world emphasis creates the interest level that causes the brain to remember. This is not a hard concept once you get it but I am not sure that educators of all levels understand the true important of the three legs of the stool of education. Thanks for letting us have some input.

--I would encourage colleges to incorporate the following: 1. the purpose and use of collaboration in the high school setting, common assessments to determine student learning. 2. To assess data and make determinations as to how to proceed next. 3. To emphasize student learning rather than teaching.

--It is too early in the year to rate the new hires from the University programs.

--Unfortunately, I have not hired recent graduates from the universities.

--My experience leans heavily with the NNU students, as I had 5-7 teaching interns from NNU in my building each year for several years.

--I am also the Federal Programs Director.

--Differentiating instruction is critical to the success of K-12 students. New teachers seem unprepared to deal with classrooms of students who are heterogeneously grouped.

--Would like to see a lot more emphasis on analyzing data, differentiated instruction, and classroom management.

--While the choices I have are by institution, it really depends on the person hired, not always reflective of the program. You can have two different people complete the same program, one may be outstanding as an all around teacher, while the other could be lacking. So, I don't know that the evaluation is really reflective of the institutions program, but rather as the individual teacher- who then ends up being a representative of the school program in which they were educated in. I don't know that that is a fair assessment.

--In today's world we need teacher candidates that can do it all. All of these areas are extremely

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important. Our communities, parents, and students demand competency.

--My main "complaint" about ISU is that they are on a different page than the state department and public schools. For example: it appears that ISU is anti-Reading First. I am in a Reading First school and we understand and value the importance of having fidelity to our reading program. We have learned how to use data to drive our instruction and ISU seems to be not interested in even learning about current research. The students are very open to learning what we are doing in the schools, but it seems to go against what they have learned in college. Another example is with lesson planning. The college students are almost discouraged to use text books and are encouraged to develop their own ideas. We encourage using any and all resources, including the text books -- as long as the state standards are being met. As a building administrator, I wish the colleges would work more closely with public educators and truly prepare them for the real work force. The expectations for public schools have changed (for the better) and I think the colleges haven't quite gotten on board. Hopefully (from this survey) something will be done about that. Our children need prepared teachers and we owe it to them to guarantee that every classroom teacher is truly "highly qualified" and not just qualified on paper.

--In all fairness to BYU Idaho - their program is relatively new. We have been seeing good things from the student teachers who have been placed with us during the fall semester.

--I'm not familiar with the inner workings of most of the programs listed on the survey. Those teachers who come to us from ISU and BYU-Idaho seem to be pretty well trained.

--Cooperating teachers would be able to complete this survey with much more accurate information. They work more closely with the student teachers on a day today basis.

--We had one teacher new to the profession. It is difficult to determine if the experience in the core teaching standards are related to a learning institution or if it is a product of who the individual is as a person. Lastly, the most meaningful training will happen on the job.

--I am a new administrator with limited experience working with recent college graduates so I did not feel qualified to rate the different institutional programs based on graduate preparedness.

--The ability of my teachers coming from these institutions is about as varied as the students they teach.

--I have had a couple of LCSC students become teachers, but not from the other schools recently.

--This will be a difficult research tool as these standards can be thoroughly taught by an institution, but become very individual skills according to the teacher's application and personality!

--I have only hired five new teachers as principal and four of those came from out of state and the other one came from the U of I. I couldn't comment on BSU, ISU, or LCSC students.

--We do get teachers from the private Brigham Young University of Idaho, but you did not ask about those students.

--I work closely with ISU in their teacher preparation program. The new teachers I have hired have all been ISU graduates, so I am not familiar with the other universities preparation.

--Students have little knowledge and or experience with regard to the challenges at Title One and ELL school.

--Clark County School Dist. is way.....out of control. Do all small school dist. run below/under the radar of the state? I don't think the state has ever looked into the problems of this small school. This dist. needs a tough review!!!!

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- My rating is based on experience with two students. I believe my responses could have easily changed with another student.
- Teacher educators from NNU are by far the most qualified and well-educated candidates for teaching positions.
- One room school dist. no teachers hired in last 5 years. therefore very little current experience to comment on this survey
- Our new teachers have been from the U of I and LCSC. We do not have any from BSU or ISU.
- We have hired some great teachers from Western Montana @ Dillon. I think that Idaho institutions are making an effort to produce better prepared teachers.
- All of these competencies/skills are developed with on-going, on-the-job practice. ISU does an excellent job of getting education students out into the schools early in the education program and they are required to have a tremendous amount of student contact time -- much more than were required in past years when the present teaching force was in college. In 2000 or 2001, ISU initiated a formal, on-going collaborative partnership with School District 25 to provide ISU students with this on-the-job experience. This partnership has also given district teachers the opportunity to mentor and work with the students, thereby providing them (the teachers) with opportunities to reflect on their own instructional practices and professional development. It has been a real win-win situation.
- Interestingly, in four years as an administrator I have never had a student intern from BSU or ISU or LCSC. I have never hired anyone out of these schools, either. During the past four years, University of Phoenix, George Fox University, and U of I have exclusively contacted our school to place their student teachers in our building and we have hired them...as they have been wonderfully prepared.
- I am a new administrator and have not had the opportunity of hiring individuals from these Universities.
- I haven't had a new teacher in a few years so my comments may not help you.
- I have only had experience with LCSC student teachers and it has been wonderful. I find that during teacher interviews the LCSC new teachers are very knowledgeable and prepared. I have hired 4LCSC teachers in the past 3 years. I am very pleased with them.
- As an elementary administrator, I would like to see universities teach the 5 components of reading. I would also like teachers to learn how to differentiate instruction through the use of workshop, small group instruction, and intervention activities. Many college graduates do not have a strong understanding of classroom management and discipline. A final area to strengthen is a teacher's ability to analyze data including state and federal assessments and unit test. Once they receive data, it is important to understand how to use it to create intervention and re-teach groups.
- I personally prefer a 5 point likert scale to the 4 point one provided. You would have seen a bit more diversity in my responses had a 5 point scale been used. (with "don't know" being the sixth)
- Also a principal for the alternative high school
- Thank you for the opportunity to provide input on the various standards.
- Classroom Management needs to be a hands-on course providing future teachers with real students, not peers pretending. Nothing can substitute for real classroom management experience.



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--The format that BSU uses with student teachers only in the buildings part time throughout the year makes it difficult for both the students in our classrooms and the student teachers. Management, communication, and continuity of instruction are all affected.

--Very small school, with very few teachers that have recently completed their educational programs. ISU we have two excellent teachers with 4-5 years of experience and a 2nd year teacher that shows positive signs of becoming an excellent teacher.

--I am concerned about South Eastern Idaho's lack of graduating Elementary teachers. ISU's education program is simply too long requiring too many credits.

--Very little emphasis is put on interaction with staff or parents. Only one class of classroom management is required and not enough practical application in the classroom throughout the course of the program. Practical application is saved for student teaching. It would be nice to see ISU have a program that is more thorough. A good model is NNU, BYU-I and Utah State Univ. I have worked with each of these schools and I don't even consider employing ISU graduates unless it is a last resort.

--College and university preparation programs for new teachers have remained the same for too long. Our schools are experiencing a high enrollment of students with social and emotional needs that can't be addressed by the traditional teacher preparation programs. Is it a teacher's responsibility to help students with social and emotional needs? That question is constantly asked by many educators, as an administrator, I can say that if the issues are not addressed; learning doesn't take place. Do we need more counselors in the elementary level and what do we give up to have those positions in place? In my experience, teachers are the most effective partners with these students, but they must be willing and flexible. Teachers need to be informed and familiarized to strategies that work with at risk students.

--I am new to the job and cannot give you an educated answer or comparisons on new hires.

--I've been an elementary principal for 11 years. The past 3 years have been in Idaho. I have had more U of I teacher interns than from Lewis & Clark but I have found them to be very well trained and ready to meet the challenges of education today.

--wow nice!

## **Executive Summary: Goals**

(From the 2007 State Teacher Policy Yearbook – *Progress on Teacher Quality*)

### **Area 1 Meeting NCLB Teacher Quality Objectives**

#### ***Goal A Equitable Distribution of Teachers***

The state should contribute to the equitable distribution of quality teachers by means of good reporting and sound policies.

#### ***Goal B Elementary Teacher Preparation***

The state should ensure that its teacher preparation programs provide elementary teacher candidates with a broad liberal arts education.

#### ***Goal C Secondary Teacher Preparation***

The state should require its teacher preparation programs to graduate secondary teachers who are highly qualified.

#### ***Goal D Veteran Teachers Path to HQT***

The state should phase out its alternative “HOUSSE” route to becoming highly qualified.

#### ***Goal E Standardizing Credentials***

The state should adopt the national standard defining the amount of coursework necessary to earn a major or minor.

### **Area 2 Teacher Licensure**

#### ***Goal A Defining Professional Knowledge***

Through teaching standards, the state should articulate and assess the professional knowledge of teaching and learning that new teachers need, but steer clear of “soft” areas that are hard to measure.

#### ***Goal B Meaningful Licenses***

The state should require that all teachers pass required licensing tests before they begin their second year of teaching.

#### ***Goal C Interstate Portability***

The state should help to make teacher licenses fully portable among states—with appropriate safeguards.

#### ***Goal D Teacher Prep in Reading Instruction***

The state should ensure that new teachers know the science of reading instruction.

#### ***Goal E Distinguishing Promising Teachers***

The state license should distinguish promising new teachers.

### **Area 3 Teacher Evaluation and Compensation**

***Goal A Evaluating Teacher Effectiveness***

The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

***Goal B Using Value-Added***

The state should install strong value-added instruments to add to schools' knowledge of teacher effectiveness.

***Goal C Teacher Evaluation***

The state should require that schools formally evaluate teachers on an annual basis.

***Goal D Compensation Reform***

The state should encourage, not block, efforts at compensation reform.

***Goal E Tenure***

The state should not give teachers permanent status (tenure) until they have been teaching for five years.

### **Area 4 State Approval of Teacher Preparation Programs**

***Goal A Entry Into Preparation Programs***

The state should require undergraduate teacher preparation programs to administer a basic skills test as a criterion for admission.

***Goal B Program Accountability***

The state should base its approval of teacher preparation programs on measures that focus on the quality of the teachers coming out of the programs.

***Goal C Program Approval and Accreditation***

The state should keep its program approval process wholly separate from accreditation.

***Goal D Controlling Coursework Creep***

The state should regularly review the professional coursework that teacher candidates are required to take, in order to ensure an efficient and balanced program of study.

## **Area 5 Alternate Routes to Certification**

### ***Goal A Genuine Alternatives***

The state should ensure its alternate routes to certification are well structured, meeting the needs of new teachers.

### ***Goal B Limiting Alternate Routes to Teachers with Strong Credentials***

The state should require all of its alternate route programs to be both academically selective and accommodating to the nontraditional candidate.

### ***Goal C Program Accountability***

The state should hold alternate route programs accountable for the performance of their teachers.

### ***Goal D Interstate Portability***

The state should treat out-of-state teachers who completed an approved alternate route program no differently than out-of-state teachers who completed a traditional program.

## **Area 6 Preparation of Special Education Teachers**

### ***Goal A Special Education Teacher Preparation***

The state should articulate the professional knowledge needed by the special education teacher and monitor teacher preparation programs for efficiency of delivery.

### ***Goal B Elementary Special Education Teachers***

The state should require that teacher preparation programs provide a broad liberal arts program of study to elementary special education candidates.

### ***Goal C Secondary Special Education Teachers***

The state should require that teacher preparation programs graduate secondary special education teacher candidates who are “highly qualified” in at least two subjects.

### ***Goal D Special Education Teacher and HQT***

The state should customize a “HOUSSE” route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.



## How is **Idaho** Faring?

(From the 2007 State Teacher Policy Yearbook – *Progress on Teacher Quality*)

### Overall Performance: Last in Class

<u>GRADE</u>	<u>State Analysis</u>
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- |          |   |
|----------|---|
| <b>D</b> | <b>Area 1 – Meeting NCLB Teacher Quality Objectives</b><br>Idaho needs to improve its data policies, which can help it ameliorate inequities in teacher assignments. Its policies for the preparation of elementary teacher candidates need work as well. The state's subject matter preparation policies for future secondary teachers, on the other hand, are unnecessarily extensive. Idaho also needs to phase out its use of HOUSSE routes entirely, although the state does meet the industry standard for a subject matter major.  |
| <b>D</b> | <b>Area 2 – Teacher Licensure</b><br>Idaho's professional teaching standards, although focused on student learning standards that teachers must have, do not clearly articulate the knowledge and skills new teachers must have before entering the classroom. The state is moving in the right direction toward ensuring that all new teachers are prepared in scientifically based reading instruction; however, independent researchers have doubts about the strength of the state's reading licensure test. The state allows new teachers up to three years before being required to pass state licensure tests. While the state has signed an interstate reciprocity agreement, it has yet to adequately address the issue of reciprocity for out of state teachers. Idaho does not recognize distinct levels of academic caliber at the time of initial certification. |
| <b>D</b> | <b>Area 3 – Teacher Evaluation and Compensation</b><br>Idaho fails to exercise much-needed leadership in the realm of teacher accountability. Although the state requires annual evaluation, Idaho does not provide the criteria for assessing teachers and thus does not ensure that evaluations are based primarily on evidence of classroom effectiveness. Teacher accountability efforts are furthered hampered by a lack of value-added data and by granting teachers tenure after only three years. While the state does not burden districts with a minimum salary schedule, it also does not promote differential or performance pay.   |
| <b>F</b> | <b>Area 4 – State Approval of Teacher Preparation Programs</b><br>Idaho does not require aspiring teachers to demonstrate basic skills before entering a program. It does not hold its programs sufficiently accountable for the quality of their preparation. In addition, Idaho has failed to address the tendency of programs to require excessive amounts of professional coursework. The state also inappropriately requires its programs to meet national accreditation standards.  |
| <b>D</b> | <b>Area 5 – Alternate Routes to Certification</b><br>Idaho has an alternate route to certification with a sound structure, but it is compromised by low admissions standards. While Idaho does not allow programs to require excessive coursework, it does not ensure adequate support is provided to new teachers. In addition, the state does not use objective performance data to hold its alternate route programs accountable for the quality of their teachers. Idaho also has a restrictive policy regarding licensure reciprocity for teachers from out of state who were prepared in an alternate route program, making it difficult for some teachers to transfer their licenses.  |
| <b>F</b> | <b>Area 6 – Preparation of Special Education Teachers</b>   |

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Idaho's standards for special education teachers do not adequately prepare them to work with students with disabilities. The state places no limit on the amount of professional education coursework that its teacher preparation programs can require of special education candidates, resulting in program excesses. Idaho does not require elementary special education teachers to take any subject matter courses. The state, however, does require secondary special education teachers to meet the content knowledge and coursework requirements needed for a secondary education endorsement, ensuring that they are likely to finish their preparation highly qualified in at least one area. The state, however, has not developed a streamlined HOUSSE route to help them meet additional subject matter requirements once they are in the classroom.

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**National Council on Teacher Quality      2007 State Teacher Policy Yearbook  
Recommended Best Practices for Idaho**

**Area 1 Meeting NCLB Teacher Quality Objectives  
Recommended Best Practices for Idaho**

<b>Goal A Equitable Distribution of Teachers (Meets small part of goal.)</b>	<b>Goal B Elementary Teacher Preparation (Requires immediate attention.)</b>	<b>Goal C Secondary Teacher Preparation (Nearly meets this goal.)</b>	<b>Goal D Veteran Teachers Path to HQT (Partly meets goal.)</b>	<b>Goal E Standardizing Credentials (Nearly meets goal.)</b>
<p>1) <u>Publicly</u> report the following data:</p> <ul style="list-style-type: none"> <li>• % of highly qualified teachers by school and by teaching area<sup>1</sup>;</li> <li>• Annual teacher absenteeism by school;</li> <li>• Annual teacher turnover rate and reasons for leaving by school;</li> <li>• Ratio of new (first &amp; second year) teachers to full school staff by school.</li> </ul>	<p>1) Establish specific subject-area coursework requirements<sup>2</sup>—require teacher preparation programs deliver comprehensive program of study in broad liberal arts coursework;</p> <p>2) Require arts &amp; sciences faculty, not education faculty, should teach this coursework;</p> <p>3) Allow teacher candidates to test out of specific coursework requirements;</p> <p>4) Administer licensing test<sup>3</sup> (which reports subscores) based on content standards.</p>	<p>1) Streamline subject matter preparation requirements for middle and high school teacher candidates by requiring that middle school teacher candidates complete either a major or two minors in subject matter coursework, and that high school teacher candidates complete a subject matter major<sup>4</sup>. (Idaho's current two-subject-area requirement exceeds the boundaries and objectives of licensure.)</p>	<p>1) Eliminate using HOUSSE for "critical situations." Tighten policy wording, which would reduce using HOUSSE for employing teachers without the requisite subject matter knowledge. USDOE exceptions include: rural secondary teachers teaching multiple subjects and are hqt in one subject area; special ed. teachers teaching multiple subjects who are hqt in one core area; teachers from other countries teaching in US on temporary basis.</p>	<p>1) Adopt the national standard defining the amount of coursework necessary to earn a major or minor by defining a subject-area minor as 15 credit hours rather than 20 credit hours. Idaho's current definition is excessive considering it is the state's job to set the minimum standard, not the optimum. In order to move towards a system of national portability of licenses and endorsements, states need to adopt a standard definition of both a major and a minor.</p>
<p><b>Notes:</b> <sup>1</sup>Idaho partially meets this goal. <sup>2</sup> See the Core Knowledge Foundation list of subject-matter courses that elementary teacher candidates should complete: <a href="http://www.coreknowledge.org/CK/resrcs/syllabus.htm">www.coreknowledge.org/CK/resrcs/syllabus.htm</a> . <sup>3</sup> With Idaho's general subject-matter test, it is in technical compliance with NCLB, but teacher performance in each subject area needs to be reported to ensure that teachers cannot fail a subject area or two and still pass the test, especially given Idaho's low state cut scores. <sup>4</sup>Idaho currently requires secondary teacher candidates take 30 credit hours in a major and another 20 credit hours in a minor (or 45+ credit hours in single subject area).</p>				
<p><b>Kudos to Idaho:</b> <b>Goal A:</b> Idaho encourages districts to hire hqt by withholding state funds for misassigned teachers and by offering both alternate pathways to certification and incentives to teach in high-need schools. Idaho has developed overlapping systems for monitoring the effectiveness of its strategies and progress toward its goals. <b>Goal C:</b> Idaho is commended for its commitment to ensuring that its teachers have strong subject matter knowledge.</p>				
<p><b>State(s) recognized for their Best Practices:</b> <b>Goal A:</b> Connecticut has the best public reporting system in the nation. Ohio and Nevada have comprehensive Equity Plans. <b>Goal B:</b> Massachusetts requires elementary teacher candidates complete 36 credit hours of arts and sciences in specific coursework. <b>Goal C:</b> Connecticut requires middle school teachers complete a subject-matter major or an interdisciplinary major consisting of 24 credit hours in one subject and 15 in another; Georgia, Louisiana, and Mississippi require two minors of middle school teacher candidates and a major for high school teacher candidates. <b>Goal D:</b> Alabama, Arizona, Florida, Louisiana, Maine, Minnesota, and Wyoming have all phased out HOUSSE in an extremely efficient manner by completing the use of HOUSSE for veteran teachers and implemented a revised system for exceptions identified by the U.S. DOE. <b>Goal E:</b> Alaska, Delaware, New Jersey, Utah, Vermont, and West Virginia have appropriate definitions for both a major and a minor.</p>				

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**Area 2 Teacher Licensure  
Recommended Best Practices for Idaho**

<b>Goal A Defining Professional Knowledge (Meets a small part of goal.)</b>	<b>Goal B Meaningful Licenses (Does not meet goal.)</b>	<b>Goal C Interstate Portability (Partly meets goal.)</b>	<b>Goal D Teacher Prep in Reading Instruction (Partly meets goal.)</b>	<b>Goal E Distinguishing Promising Teachers (Does not meet goal.)</b>
1) Revise standards to exclude all untestable, vague, and emotionally driven statements; 2) Articulate clear <u>knowledge</u> and <u>skill</u> standards across all endorsement areas that all teachers should have and that must be demonstrated by new teachers through entry level testing, and which should guide the setting of institutional standards; 3) Include more research citations for standards to help guide teacher preparation programs; 4) Develop own test OR verify that commercially available pedagogy tests actually serve as an indicator of future teacher effectiveness.	1) Require that out-of-state teachers and alternate route teachers pass a subject matter assessment <u>before</u> entering the classroom; (When this is not possible, teachers should be required to pass all tests during their first year in the classroom and not be allowed to teach for a second year without passing. <sup>1)</sup>	1) Develop a more flexible policy that recognizes completion of an approved program for traditionally prepared teachers from another state and meet Idaho's testing <sup>2</sup> standards; 2) Rely less on transcript reviews (which adds little value on a teacher's effectiveness) and require, instead, evidence of good standing in previous employment, such as letters of reference, current certification status, student achievement data, and/or copies of teacher evaluations.	1) Adopt more specific standards that reflect all five (not just the current three: phonics, comprehension, and fluency) components of scientifically based reading instruction <sup>3</sup> for the Idaho Comprehensive Literacy Course; 2) Verify through an independent source that the ICLA is based on scientifically researched reading instruction.	1) Develop a plan to officially recognize newly certified teachers who are of superior academic caliber at the time of initial certification. <sup>4</sup>
<b>Notes:</b> <sup>1</sup> The title of "Teacher" should signify an accomplishment. <sup>2</sup> Testing requirements should be upheld not waived. <sup>3</sup> National Reading Panel's 2000 report "Teaching Children to Read." <sup>4</sup> A teacher's own academic ability matters.				
<b>Kudos to Idaho: Goal C:</b> Idaho is commended for upholding its testing standards for all teachers.				
<b>State(s) recognized for their Best Practices: Goal A:</b> New York clearly delineates its expectations for specific professional knowledge new teachers must have through its state's framework. Colorado focuses on the practical aspects of teaching and includes the type of specificity that facilitates testing as a means to verify that entry-level teachers meet the standard requirements. Texas' very detailed standards include subheadings "What teachers know" and "What teachers can do" which also forms the basis of an entry-level test. <b>Goal B:</b> Connecticut and Massachusetts implement restrictive policies regarding licensure tests, saving one-year waivers for transferring and charter-school teachers. <b>Goal C:</b> Alabama, Hawaii, Maine, and Texas accept teachers who hold valid certificates and meet the state's testing standards. <b>Goal D:</b> Virginia and Massachusetts have very strong policies for teacher preparation in reading instruction and their tests actually verify teacher candidates' knowledge of the science of reading. <b>Goal E:</b> Delaware, DC, Maryland, and Virginia offer the Meritorious New Teacher Candidate (MNTC) credential to new teachers with strong academic backgrounds.				



**Area 3 Teacher Evaluation and Compensation  
Recommended Best Practices**

<b>Goal A Evaluating Teacher Effectiveness (Does not meet goal.)</b>	<b>Goal B Using Value-Added (Does not meet goal.)</b>	<b>Goal C Teacher Evaluation (State meets goal.)</b>	<b>Goal D Compensation Reform (Partly meets goal.)</b>	<b>Goal E Tenure (Meets a small part of goal.)</b>
1) Adopt a state policy that requires districts to use evidence of student learning, such as standardized test results, as the preponderant consideration in local evaluation processes <sup>1</sup> ; 2) Evaluation instruments should include multiple classroom observations that focus on and document effectiveness of instruction including the value a teacher adds as demonstrated by classroom-based artifacts, such as tests, quizzes, and other student work.	1) Expand state data system for the purpose of measuring the learning gains made by individual students by developing a student-and teacher-level longitudinal data system to analyze the effect of teachers on student achievement gains; 2) Require data collection in three areas: <ul style="list-style-type: none"> <li>• assign each student a unique student identifier for tracking from year to year;</li> <li>• link student identifiers to the state's assessment system to follow progress of learning over time;</li> <li>• assign every teacher a unique identifier so that student test records can be matched with individual teachers.</li> </ul>	1) Adopt a policy addressing teachers with two negative evaluations within five years as automatically eligible for dismissal.	1) Develop a differential pay plan as a way to link teacher compensation more closely to district and school needs and achieve greater equitable distribution of teachers; 2) Develop or encourage the development of performance pay plans that would reward effective teachers.	1) Extend the minimum probationary period for a permanent status to five years.

**Notes:** <sup>1</sup>Teach for America and Teacher Advancement Program are two national programs have rigorous performance models.

**Kudos to Idaho: Goal C:** Idaho is commended for requiring annual evaluations and for placing on probation teachers who receive a single negative evaluation. **Goal D:** Idaho is commended for not placing regulatory obstacles in the way of compensation reform. Further, Idaho rewards teachers certified by the National Board for Professional Teaching Standards with a \$10,000 bonus distributed in installments of \$2,000 per year.

**State(s) practicing Best Practices: Goal A:** Florida requires evaluations to rely on classroom observations as well as objective measures of student achievement, including state assessment data. South Carolina, Tennessee, and Texas are also recognized for their best practices in this area. **Goal B:** Tennessee has first statewide value-added assessment (Tennessee Value-Added Assessment System); although analysis is not included as indicator on teacher evaluations, the data is used to target professional development needs. **Goal C:** Pennsylvania. **Goal D:** Florida offers strong policies that encourage and protect compensation reform including passing legislation requiring local districts to offer differential pay. Additionally, Florida prohibits districts from approving collective bargaining agreements that preclude salary incentives. **Goal E:** Only two states, Indiana and Missouri, have five-year probationary periods for new teachers.

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**Area 4 State Approval of Teacher Preparation Programs  
Recommended Best Practices**

<b>Goal A</b> <b>Entry Into Preparation Programs</b> <b>(Does not meet goal.)</b>	<b>Goal B</b> <b>Program Accountability</b> <b>(Does not meet goal.)</b>	<b>Goal C</b> <b>Program Approval and Accreditation</b> <b>(Partly meets goal.)</b>	<b>Goal D</b> <b>Controlling Coursework Creep</b> <b>(Does not meet goal.)</b>
1) Require approved teacher preparation programs only accept applicants who have first passed a basic skills test or demonstrated equivalent performance on a college entrance exam <sup>1</sup> ; 2) Determine at the state level, the test, minimum passing score, and equivalent college entrance exam scores.	1) Make objective outcomes the focus of the teacher preparation program approval process and establish precise standards for program performance that are more useful for accountability purposes; 2) Require preparation programs to report pass rates on state licensing tests for individuals entering student teaching, not program completers <sup>2</sup> ; 3) Raise the minimum pass rate on state licensing assessments; 4) Post publicly an annual report card detailing data collected and criteria used for program approval including identification of programs that fail to meet these criteria and why they failed.	1) Remove requirement that approved programs must address NCATE's standards and demonstrate during an on-site review how they are being met.	1) Adopt policy to check tendency of teacher preparation programs to impose too many professional coursework requirements.
<b>Notes:</b> <sup>1</sup> The best time for assessing basic skills is at program entry, which protects the public's interest. <sup>2</sup> The following program performance data should be collected: average raw scores of graduates on licensing tests (basic skills, subject matter, professional); satisfaction rates (by principals and supervising teachers) using a standardized form to permit program comparison; evaluation results from first and/or second year of teaching and percentage of teachers eligible for tenure; academic achievement gains of graduates' students average over the first three years of teaching; five-year retention rate of graduates in the teaching profession; and establish the minimum standard of performance for each of these categories of data.			
<b>Kudos to Idaho:</b>			
<b>State(s) recognized for their Best Practices: Goal A:</b> Connecticut, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and West Virginia require a basic skills test as a condition for teacher preparation program. They set the minimum passing score for the test, and they eliminate unnecessary testing by allowing candidates to opt out of the basic skills test by demonstrating a sufficiently high score on the SAT or ACT. <b>Goal B:</b> No states meets best practice status, but Alabama and Louisiana partly meet this goal. <b>Goal D:</b> Tennessee teacher preparation programs are required to offer courses based on a state policy template, which consist of 50% of the program is devoted to general liberal arts coursework, 30% of the program is devoted to a major in a specific area, and 20% of the program is devoted to professional coursework.			

**Area 5 Alternate Routes to Certification  
Recommended Best Practices**

<b>Goal A</b>  <b>Genuine Alternatives</b> <b>(Partly meets goal.)</b>	<b>Goal B</b> <b>Limiting Alternate Routes to</b> <b>teachers with Strong Credentials</b> <b>(Partly meets goal.)</b>	<b>Goal C</b>  <b>Program Accountability</b> <b>(Does not meet goal.)</b>	<b>Goal D</b>  <b>Interstate Portability</b> <b>(Does not meet goal.)</b>
<p>1) Provide more specific guidelines about the type of coursework that will contribute the most value with the least burden;</p> <p>2) Review coursework or professional development requirements of individual programs regularly to ensure program design flexibility;</p> <p>3) Provide new teacher support with practice teaching opportunities to similar populations prior to teaching in the classroom, intensive mentoring, reduced teaching load, and relief time to allow new teachers to observe experienced teachers;</p> <p>4) Allow candidates to receive full certification within two years and empower school districts and nonprofits to operate their own programs.</p>	<p>1) Establish standards for candidates' academic background, which should be higher than what is required of traditional teacher candidates, which is typically a 2.5 GPA<sup>1</sup>;</p> <p>2) Require all alternate route candidates to pass a subject-area test, which provides a uniform, objective standard by which to judge subject-matter competency;</p> <p>3) Assess the state's current levels it has set for passing subject-area tests so they can be meaningful indicators<sup>2</sup>.</p>	<p>1) Collect recommended performance data from all alternate route programs<sup>3</sup> and establish the minimum standard of performance for each of these categories of data;</p> <p>2) Establish precise program performance standards based on objective measurable outcomes that alternate route programs must meet in order to receive state approval;</p> <p>3) Post an annual report card on state website detailing the data it collects for all programs.</p>	<p>1) Develop a coherent policy recognizing teacher experience, employability, and effectiveness<sup>4</sup>;</p> <p>2) Develop a way to accommodate less experienced teachers who have completed their preparation program, but who have not yet earned a standard certificate<sup>5</sup>.</p>
<p><b>Notes:</b> <sup>1</sup>The original concept behind the alternate route is that the nontraditional candidate is able to concentrate on acquiring professional knowledge and skills because he or she has demonstrated strong subject-area knowledge and/or an above-average academic background. <sup>2</sup>The passing scores for Idaho's Praxis II subject-area tests are some of the lowest in the nation. <sup>3</sup>The following data should be collected for alternate route programs: average raw scores on licensing tests; satisfaction ratings from schools; evaluation results for program graduates; student learning gains; and teacher retention rates. <sup>4</sup>Other licensed professions rely on evidence of 1) having complete an approved or accredited preparation track; 2) passing required tests; and 3) good standing in the profession. <sup>5</sup>Provided the teacher can demonstrate evidence of program completion, has satisfactory evaluations, and can meet the state's testing requirements, the state should make an interim certificate available. A substantial body of research has failed to discern differences in effectiveness between alternate and traditional route teachers. Judging the quality of a candidate on the basis of what course titles are listed on a transcript is unlikely to yield any meaningful data as to the quality of the preparation or if the teacher found other ways to acquire the knowledge and skills needed.</p>			
<p><b>Kudos to Idaho: Goal B:</b> Idaho is recognized for demonstrating significant flexibility by its approval of the ABCTE route to certification.</p>			
<p><b>State(s) recognized for their Best Practices: Goal A:</b> Arkansas, Connecticut, Georgia, Kentucky, Louisiana, and Maryland all offer structurally sound alternate routes to teacher certification. <b>Goal B:</b> Arizona meets three admission criteria for a quality alternate route: 1) requirement that all candidates pass a subject-area test; 2) flexibility built into its policy respecting nontraditional candidates' diverse backgrounds, and 3) some evidence from candidates of good academic performance. <b>Goal C:</b> No state earns best practice recognition, but Kentucky comes closest. <b>Goal D:</b> Georgia's policies on teachers prepared through an alternate route are the most fair.</p>			

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 6-7, 2007**

**Area 6 Preparation of Special Education Teachers  
Recommended Best Practices**

<b>Goal A Special Education Teacher Preparation (Does not meet goal.)</b>	<b>Goal B Elementary Special Education Teachers (Does not meet goal.)</b>	<b>Goal C Secondary Special Education Teachers (Partly meets goal.)</b>	<b>Goal D Special Education Teacher and HQT (Does not meet goal.)</b>
1) Adopt standards that clearly address the knowledge and skills required of new special education teachers <sup>1</sup> ; 2) Audit regularly the professional requirements for approved programs and work with them to streamline coursework delivery and reduce redundant coursework.	1) Require all special education teacher candidates to receive preparation in elementary subject areas. See Goal 1-B, which describes the steps that Idaho should take to improve its requirements; 2) Require elementary special education candidates to take elementary subject-area licensing tests.	1) Require new secondary special education teachers be highly qualified in tow core academic areas upon completion of a teacher preparation program; a combination of coursework and testing can be used in order to meet this goal.	1) Develop a HOUSSE route uniquely tailored for new secondary special education teachers focusing on increasing teacher subject matter knowledge, not pedagogical skills.
<b>Notes:</b> <sup>1</sup> The four critical areas that special education teachers need to know are: historical and legal foundations of special education, instruction, behavior management, and student assessment. Although the standards do address instruction, they are short on specifics.			
<b>Kudos to Idaho:</b>			
<b>State(s) recognized for their Best Practices:</b> <b>Goal A:</b> While no state fully meets this goal, Virginia comes closest. <b>Goal B:</b> Massachusetts requires elementary special education teacher candidates to complete the same coursework and pass the same test(s) as other elementary candidates. <b>Goal C:</b> No state meets fully meet this goal, but Michigan and New Jersey come closest. <b>Goal D:</b> No state has met this goal.			

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 6-7, 2007**

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

**Idaho State Board of Education Governing Policies & Procedures, Section III.Z.2.**

Section III Postsecondary Affairs

Z. Delivery of Postsecondary Education - Planning and Coordination of Academic Programs and Courses

2. The purpose of this policy is to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination. It is the intent of the State Board of Education (the "Board") to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources. This policy anticipates the use of academic plans to advise and inform the Board in its work to plan and coordinate educational programs in a manner that enhances access to quality programs and courses, while concurrently increasing efficiency, avoiding duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board intends to more clearly identify, reinforce and strengthen the respective statewide missions of the institutions governed by the Board. The provisions set forth herein are intended to serve as fundamental principles underlying the delivery of postsecondary education pursuant to collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering postsecondary education within a service region in accordance with the terms of the memorandums of understanding entered into between the institutions and consistent with this policy.

This policy is not applicable to programs or courses offered at a distance through electronic means, correspondence or continuing education courses, or dual enrollment courses for secondary education.



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