

**STATE DEPARTMENT OF EDUCATION
DECEMBER 4-5, 2008**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	COLLEGE OF IDAHO PROGRAM APPROVAL	Motion to Approve
3	TEACHER PERFORMANCE EVALUATION TASK FORCE	Information Item
4	DUAL CREDIT TASK FORCE	Information Item
5	MATH INITIATIVE	Information Item
6	MIDDLE LEVEL TASK FORCE	Information Item
7	RURAL EDUCATION INITIATIVE	Information Item
8	SAFE AND SECURE SCHOOLS INITIATIVE	Information Item

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**STATE DEPARTMENT OF EDUCATION
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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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**STATE DEPARTMENT OF EDUCATION
DECEMBER 4-5, 2008**

SUBJECT

College of Idaho State Review Team Report

REFERENCE

January 20-21, 2003 State Board of Education unanimously approved on-site evaluation of October 26-30, 2002 teacher preparation programs at College of Idaho (Albertson College) with conditional approval of Math, Physical Education, Science (Chemistry and Physics), Visual Arts (Art, Music and Theatre/Drama)

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114 and 33-1258, Idaho Code;
Idaho Administrative code, IDAPA Rule 08.02.02 Section 100 – Official Vehicle for Approving Teacher Education Programs

BACKGROUND/ DISCUSSION

An initial on-site program review of the College of Idaho Teacher Preparation Program was conducted October 26-30, 2002. Math, Physical Education, Science (Chemistry and Physics), Visual Arts (Art, Music, and Theatre/Drama) were approved conditionally. A focus visit for areas receiving conditional approval is required within two years of the initial visit. Dr. Dennis Cartwright, recently appointed Chair of the Education Department and Director of Educational Programs at College of Idaho, found the focus visit had not been conducted within the two-year timeframe and requested the focus visit.

On May 21, 2008, a focus visit was conducted at the College of Idaho by a State Review Team to evaluate the programs that had received conditional approval. The team reviewed syllabi, student work samples and interviewed faculty, student teaching supervisors, cooperating teachers, principals, and program candidates, as well as program graduates. The team report was approved by the Professional Standards Commission at its September 24-25, 2008 meeting.

IMPACT

College of Idaho is preparing for their NCATE review and is required to show that the programs have been approved by the State Board of Education. If the programs are not approved College of Idaho could lose their accreditation.

ATTACHMENTS

Attachment 1 – State Review Team Report

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BOARD ACTION

A motion to accept the State Review Team Report, thereby granting program approval of Math, Physical Education, Science (Chemistry and Physics), Visual Arts (Art, Music, and Theatre/Drama) at the College of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE REVIEW FOCUS VISIT TEAM REPORT
THE COLLEGE OF IDAHO

MATH
PHYSICAL EDUCATION
CHEMISTRY
PHYSICS
ART
MUSIC
THEATRE

May 21, 2008

Professional Standards Commission

Idaho State Board of Education

State Team:
Cindy Johnstone
Tracy Montgomery
Steve Tyree

State Observers:
Martha Davis
Keith Potter

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I. INTRODUCTION

The Professional Standards Commission conducted an on-site evaluation of The College of Idaho's teacher preparation program on October 26 - 30, 2002. The College of Idaho received approval of all of its programs, except the following, which received a conditional approval:

- Math
- Physical Education
- Science – Chemistry and Physics
- Visual Arts – Art, Music and Theatre/Drama

The above content areas received conditional approval because they lacked graduates and evidence needed to complete the review. A focus visit is required within two years of the initial visit. The College of Idaho did not receive the required focus visit for its conditionally approved programs. Dr. Dennis Cartwright, recently appointed Chair of the Education Department and Director of Education Programs, found the irregularity and requested the required focus visit.

On May 21, 2008, a focus visit was conducted at The College of Idaho by a state team composed of Cindy Johnstone, Tracy Montgomery and Steve Tyree with two state observers - Martha Davis and Keith Potter. Cindy Johnstone reviewed the Math program and both sciences - Chemistry and Physics. Tracy Montgomery reviewed Visual/Performing Arts – Art and Theatre/Drama. Steve Tyree reviewed Physical Education and Visual/Performing Arts – Music.

To evaluate the programs, the team reviewed syllabi and student work samples and interviewed faculty, student teaching supervisors, cooperating teachers, principals, program candidates and graduates.

II. PROGRAM REVIEW

PROGRAM	RECOMMENDATION
MATH	Approved
PHYSICAL EDUCATION	Approved
SCIENCE FOUNDATION	Does Not Need To Be Approved
SCIENCE - CHEMISTRY	Approved
SCIENCE – PHYSICS	Approved
VISUAL/PERFORMING ARTS FOUNDATION	Does Not Need To Be Approved
VISUAL/PERFORMING ARTS ART	Approved
VISUAL/PERFORMING ARTS MUSIC	Approved
VISUAL/PERFORMING ARTS THEATRE	Approved

III. TEAM FINDINGS

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

Professional Standards Commission
State Department of Education
State Program Approval Team Report

College/University: The College of Idaho Review Date: May 21, 2008
Standard(s) Reviewed: Mathematics

Principle #1: Knowledge of Subject Matter and Structure of Mathematics

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Mathematics		X	
1.2 Making Mathematics Meaningful		X	

Narrative:

- 1.2 In reviewing artifacts, such as lesson plans and class syllabi developed by the candidates, there is sufficient evidence shown demonstrating the concepts of students communicating their thinking and exploring math connections to the real world. In the lesson plans developed by teachers, it is clear that candidates encourage multiple representations of student thinking. Candidates create environments of critical inquiry through their questioning techniques being used. In a faculty interview it was explained that the idea of intervention and remediation is addressed by introducing "Hands on Algebra" to the candidates.

Principle #4: Understanding of Multiple Mathematical Learning Strategies

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Mathematical Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

Narrative:

- 4.2** Through a faculty interview there was evidence found that manipulatives are being used in the classroom. The faculty has candidates make and use a base 5 and base 10 abaci to illustrate number sense and a deep understanding of our base 10 system. There is time spent on how this can be transferred to student thinking in the classroom. Further evidence indicates that a seminar is being taught using a problem-solving approach for secondary math majors. Candidates are encouraged to collaborate and work together in solving multi-step problems. This is a “community of learners” that is being encouraged by students in K-12 classrooms. Finally, through the faculty interview, there is evidence that candidates support each other in class with their own understanding as they are encouraged to teach the faculty and other candidates through the use of “proof” in Geometry. Through candidate portfolios there is sufficient evidence that mathematical tools are being used in planning lessons. The lesson plans demonstrate that candidates have students make the tools and use them to demonstrate understanding of the skills being taught.

Principle #11: Significant Mathematical Connections

Element	Unacceptable	Acceptable	Target
11.1 Significant Mathematical Connections		X	
11.2 Application of Mathematical Connections		X	

Narrative:

- 11.2** There is evidence in student artifacts that candidates are able to demonstrate an adequate ability to create learning experiences to help students make connections between the strands of mathematics and between mathematics and other disciplines. The evidence was found in lesson plans and student work samples in the candidate’s portfolio and also through student interviews. The students explained their preparation in this area.

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Recommended Action:

☒ X

Approved

☐ _____

Approved Conditionally

☐ _____

Not Approved

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

**Professional Standards Commission
State Department of Education
State Program Approval Team Report**

College/University: The College of Idaho **Review Date:** May 21, 2008
Standard(s) Reviewed: Physical Education

Principle #2: Knowledge of Human Development and Learning

Element	Unacceptable	Acceptable	Target
2.2 Provide Opportunities for Development		X	

Narrative:

- 2.2** Review of course syllabi, candidate portfolios, and interviews indicate that candidates are able to evaluate student individual ability and make appropriate adjustments and adaptations based on student needs and level of development. Candidate portfolios contain numerous examples of human development concepts applied to instructional organization and planning.

Principle #7: Instructional Planning Skills

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

Narrative:

- 7.2** Review of course syllabi, candidate portfolios, and interviews provide evidence of candidate skills in long and short term planning. Evidence and interview discussion demonstrated the candidate's ability to use planning strategies as an effective tool to meet both curricular and student needs.

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Principle #8: Assessment of Student Learning

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

Narrative:

- 8.2** Based on candidate portfolio evidence, interviews and observation records, candidates demonstrate knowledge and application of assessment strategy for student performance. Evidence included examples of a variety of assessment strategies and samples of forms, rubrics and alternative assessment strategies.

Recommended Action:

- ☒ **Approved**
- ☐ **Approved Conditionally**
- ☐ **Not Approved**

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL

Professional Standards Commission
State Department of Education
State Program Approval Team Report

College/University: The College of Idaho Review Date: May 21, 2008
Standard(s) Reviewed: Science Foundation

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Science		X	
1.2 Making Science Meaningful		X	

Narrative:

- 1.2** Through a faculty interview and viewing student artifacts, there is sufficient evidence that demonstrates an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students. This has been shown through completing laboratory projects as seen in the course syllabus. Candidates have also demonstrated this through their portfolios and lesson plans.

Principle #2: Understanding Human Development and Learning

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

Narrative:

- 2.2** The faculty model a variety of methods to meet all needs. Candidates work problems together or alone. Faculty uses higher order thinking skills to develop this process in the candidates so they are able to internalize how conceptual understanding is developed. It is also seen through the lesson plans and candidate exams.

Principle #4: Multiple Instructional Learning Strategies

Element	Unacceptable	Acceptable	Target
4.1 Understanding Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

Narrative:

- 4.2** Through faculty interviews and reviewing student artifacts, there is sufficient evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, demonstrations for larger groups to facilitate students' critical thinking, problem solving, and performance skills. Also in reviewing student lesson plans, it was seen that candidates planned activities for their students incorporating problem solving and cooperative learning projects. Some of the lessons included dance, posters, letters, and songs.

Principle #6: Communication Skills

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

Narrative:

- 6.2** There is evidence through faculty interviews and reviewing student portfolios that candidates must reflect on their experiences through sharing orally in small groups and by lab write ups in class. Candidates take part in classroom discussions on certain topics and are held accountable for this by the instructor doing observations. Portfolio evidence illustrated some of these candidates' assignments in writing.

Principle #9: Professional Commitment and Responsibility as Reflective Practitioners

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching		X	

Narrative:

- 9.2** Candidates are required to do research in the field. They have internships with other institutions where they show an understanding of recent developments in their field. Candidates demonstrate this commitment when they conduct their independent study projects. In order to meet this requirement, they research and develop oral and written presentation during their junior and senior years. This evidence was noted during a faculty interview and through interviewing the candidates themselves.

Principle #11: Creating a Safe Learning Environment

Element	Unacceptable	Acceptable	Target
11.1 Creating a Safe Learning Environment		X	

Narrative:

- 11.1** Faculty interview revealed evidence that candidates met this standard. The faculty introduces and reviews the safety standards at the beginning of the lab classes. Candidates must sign a sheet of paper agreeing to meet these safety standards. There is a focus on the shoes being worn during this time. Candidates also must fill out a map of where the safety tools can be located in the class before lab work begins. Evidence was also seen to warrant an acceptable rating in the student portfolios.

Principle #12: Effective Use of Laboratory/Field Experiences

Element	Unacceptable	Acceptable	Target
12.1 Effective Use of Laboratory/Field Experiences		X	

Narrative:

- 12.1** In reviewing candidate portfolios there is sufficient evidence showing that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises. There are lesson plans, student examples and a variety of pictures displaying this information. It was also seen when conducting the candidate interviews. The candidates were excited to reflect on this standard.

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL

Professional Standards Commission
State Department of Education
State Program Approval Team Report

College/University: The College of Idaho Review Date: May 21, 2008
Standard(s) Reviewed: Chemistry

Principle #1: Subject Matter and Structure of Chemistry

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Chemistry		X	
1.2 Making Chemistry Meaningful		X	

Narrative:

- 1.2** Through observing student artifacts there is evidence to show that candidates are meeting this standard. In the candidate portfolios the following examples were found: written reflections of teaching a lesson, formal observations from C of I faculty, and lesson plans. Although there have not been Chemistry graduates, there were course syllabi submitted, examples of candidates' work, etc. There are undergraduates in the program at this time and graduates of the MAT, although their undergrad work was completed at a different institution.

Recommended Action:

 X **Approved**

 Approved Conditionally

 Not Approved

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL

Professional Standards Commission
State Department of Education
State Program Approval Team Report

College/University: The College of Idaho Review Date: May 21, 2008
Standard(s) Reviewed: Physics

Principle #1: Subject Matter and Structure of Physics

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Physics		X	
1.2 Making Physics Meaningful		X	

Narrative:

- 1.2 Through conducting student and faculty interviews, there is evidence to show candidates are exposed to a multitude of learning environments including lecture, laboratory and field experiences and activities that build a conceptual understanding by the candidates. Modeling is being done by the faculty so candidates know what is expected of them when they are out in the field. Candidates are expected to read, demonstrate an understanding of the content, and work specific problems. Candidates internalize the content for themselves, which allows for higher order thinking skills to be developed. There is additional evidence found in student portfolios of lessons being taught in classrooms, reflections, etc.

Recommended Action:

 X **Approved**

 Approved Conditionally

 Not Approved

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

**Professional Standards Commission
State Department of Education
State Program Approval Team Report**

College/University: The College of Idaho **Review Date:** May 21, 2008
Standard(s) Reviewed: Visual/Performing Arts - Foundation

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Narrative:

- 1.2** Review of portfolios and interviews with candidates, lead teachers and faculty provide evidence that candidates demonstrate a strong knowledge base in the visual arts and corresponding areas of arts emphasis. Review of evidence showed that this knowledge base can be applied effectively by candidates in their instructional experience. Evidence also demonstrates teacher candidates can engage students in critical evaluation of their work and the work of professionals and adapt for students' interests and experiences.

Principle #5: Classroom Motivation and Management

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environment		X	

Narrative:

- 5.1** Teacher candidate portfolios, work samples, and interviews; reports from supervising and cooperating teachers; and an interview with the art department chair at The College of Idaho indicate that teacher candidates are educated in integrating whole body learning into art instruction. The major venue for this is the advanced studies course, which is individualized for each teacher candidate. Teacher candidates also take the initiative to observe instructional protocols necessary in their future teaching environments. One teacher candidate described learning the kilning process conducted by her professor, because she knew she would be responsible for similar work when she was teaching.
- 5.2** Teacher candidate interviews, portfolios, and cooperating teacher and supervising teacher reports indicate that teacher candidates implement a variety of strategies for involving students effectively in instructional activities. Teacher candidates also demonstrate improvement over time in their handling of student energies in art and drama.

Principle #7: Instructional Planning Skills

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

Narrative:

- 7.2** Evidence from teacher candidate portfolios and work samples, reports from cooperating and supervising teachers, and interviews with teacher candidates and alumni indicate that teacher candidates can adjust instruction for student needs and community contexts. Sufficient attention is paid to art and drama history, as well as the studio aspects of each. Evidence and interview discussions demonstrated the candidate's ability to use planning strategies as an effective tool to meet both curricular and student needs.

Principle #8: Assessment of Student Learning

Element	Unacceptable	Acceptable	Target
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

Narrative:

- 8.2** Evidence from teacher candidate portfolios and work samples, reports from supervising and cooperating teachers, and an interview with the chair of the art department all indicate that teacher candidates can assess student learning and provide opportunity for display and presentation of student projects. Candidates demonstrated their ability to use various strategies for assessing student learning in art and drama, although there is some tendency to think of assessment as synonymous with testing. In drama, students perform, as a matter of course, for the community, as well as for peers and parents. Formal presentation of art projects, in addition to other venues, provides the same display opportunity for art students.

Principle #10: Partnerships

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Interacting in with Colleagues, Parents, and Community in Partnerships		X	

Narrative:

- 10.2** An interview with the art department chair and evidence from student portfolios indicate that teacher candidates can interact effectively with colleagues, parents, and the community. Art is a process that includes display for significant others as a matter of course. The College of Idaho teacher candidates reinforce this part of the process with their students. Teacher candidate work samples, portfolios and interviews indicate that the teacher candidates are effective promoters of their arts.

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Principle #11: Safety

Element	Unacceptable	Acceptable	Target
11.1 Safe Learning Environment		X	

Narrative:

- 11.1 Interviews with teacher candidates and the art department chair indicate that safety is taught via the praxis of preparatory coursework, especially the advanced course, which is tailored to individual teacher candidate interests.

Photographic evidence and interviews with teacher candidates, alumni, and department chairs indicate that teacher candidates can safely manage their learning environments. In visual art, student-friendly media, such as paper-mache, and safe material disposal are implemented. In theatre, safety is addressed in the areas of stage management, stagecraft, and stage fighting.

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL

Professional Standards Commission
State Department of Education
State Program Approval Team Report

College/University: The College of Idaho Review Date: May 21, 2008
Standard(s) Reviewed: Visual/Performing Arts - Art

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Narrative:

- 1.2 Evidence from teacher candidate portfolios and work samples and cooperating and supervising teacher reports indicates that teacher candidates are able to make visual art meaningful to students.

Recommended Action:

 X **Approved**

 Approved Conditionally

 Not Approved

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL

Professional Standards Commission
State Department of Education
State Program Approval Team Report

College/University: The College of Idaho Review Date: May 21, 2008
Standard(s) Reviewed: Visual/Performing Arts - Music

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Narrative:

- 1.3 Review of portfolios and interviews with candidates, lead teachers and faculty provide evidence that candidates demonstrate a strong knowledge base in the music and corresponding areas of the visual and performing arts. Additional course work added to the required major (a second level of the conducting course and a piano proficiency component) addresses issues identified in past reviews. Review of evidence showed that this knowledge base was applied by candidates in their instructional settings.

Principle #7: Instructional Planning Skills

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

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Narrative:

- 7.1** According to interviews with candidates, music majors receive limited methods instructions that is tailored to the unique setting of choral or instrumental music. Much of their methods training, other than the general educational methods instruction, was identified as coming from their lead teachers during the internship year. Interviews with students did identify a perceived weaknesses in the methods and planning components of the program. Changes in the program instituted this year, however, including the re-institution of a second required conducting course, a pedagogical practicum, specialized music methods and a piano proficiency requirement, appear to address these issues. Based on review of candidates' portfolio work, there is evidence of an acceptable level of planning and methodological skill and knowledge.
- 7.2** Review of portfolios and interviews with candidates, lead teachers and faculty demonstrate an acceptable knowledge and facility to plan both short and long term instructional units based on curricular requirements and candidates' needs.

Recommended Action:

- ☒ **Approved**
- ☐ **Approved Conditionally**
- ☐ **Not Approved**

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL

Professional Standards Commission
State Department of Education
State Program Approval Team Report

College/University: The College of Idaho Review Date: May 21, 2008
Standard(s) Reviewed: Visual/Performing Arts - Theatre/Drama

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Narrative:

- 1.2** Interviews with the theater department chair and an alumnus currently teaching and who had just been awarded Teacher of the Year, through the initiative of his students, all indicate that teacher candidates can make theatre meaningful to students.

Recommended Action:

- ☒ **Approved**
- ☐ **Approved Conditionally**
- ☐ **Not Approved**

IV. INTERVIEW INDEX

The College of Idaho Faculty

Dennis D. Cartwright - Dean
Deb Yates - Education
Patti K. Copple - Education
John Beckwith - Education
Don Burwell - Education
Kay Evans - Education
Mark Lotspeich - Math
Stephen Fisher - Art
James Dull - Physics
Jim Fennel – Physical Education
Angie Ivie – Physical Education
Lisa Derry - Music
Paul Moulton - Music
Scott Truska - Chemistry
Joe Golden - Theatre

Candidates

Nicole Becvar – Physical Education
Kylie Erickson - Music
Lindsay Kline - Music
Mona Oxford-Lyman – Art

Graduates

Cooperating Teacher/School Administrators

Dave Johnson – Music
Terri Elordi – Physical Education
Rod Lowe – Music
Gini Rosendick – Language Arts

**STATE DEPARTMENT OF EDUCATION
DECEMBER 4-5, 2008**

SUBJECT

Teacher Performance Evaluation Task Force

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 669, 2008 Regular Session

BACKGROUND/DISCUSSION

The Teacher Performance Evaluation Task Force was created after the debate over pay-for-performance in the 2008 legislative session. In the Idaho State Teacher Advancement and Recognition System (ISTARS) plan, Superintendent of Public Instruction Tom Luna included language to establish a task force that would develop minimum statewide standards for teacher evaluations in Idaho. Even though ISTARS did not pass the Senate, it was clear that Idaho teachers wanted the state to develop minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance statewide. Therefore, Superintendent Luna, with funding from the Legislature (H669), created the Teacher Performance Evaluation Task Force in May 2008.

The vision of the Teacher Performance Evaluation Task Force is to develop a statewide research-based framework for a teacher evaluation system from which individual school districts will implement a fair, objective, reliable, valid and transparent evaluation process.

The Teacher Performance Evaluation Task Force has developed minimum statewide standards for teacher evaluations in Idaho. The Task Force will present its recommendations to the Idaho Legislature in January 2009 for adoption. Once approved, each local school district will need to develop an evaluation tool that is aligned to these minimum standards. Districts can also demonstrate how the evaluation model currently being used aligns to the statewide standards.

During October, members of the Teacher Performance Evaluation Task Force presented the draft of proposed recommendations at regional public meetings across Idaho including a webinar using IdahoLive through the Idaho Digital Academy (IDLA). The initial recommendations were also published on the State Department of Education's website, and comments could be submitted through www.sde.idaho.gov

The task force met on November 7, 2008 at the State Department of Education to consider any changes to the proposed recommendations based on feedback received at the regional public meetings.

IMPACT

The purpose of setting minimum standards for teacher performance evaluations statewide is to create a fair, equitable and valid evaluation process so that educators can work together to improve the craft of teaching. The State Department of Education will provide regional training on the Charlotte Danielson

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Framework utilizing existing financial resources during the summer of 2009. The FY10 budget does not include any request for new funding relating to these recommendations.

BOARD ACTION

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

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SUBJECT

Dual Credit Task Force

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 672, 2008 Regular Session

BACKGROUND/DISCUSSION

The goal of the task force is to study and develop a unified plan for delivering dual college or professional-technical credit coursework to Idaho's high school juniors and seniors statewide. The vision of the committee is to develop a statewide, unified plan to increase the college-going rate of Idaho students by improving accessibility to dual credit opportunities for all eligible students.

The task force includes representation from all Idaho four-year public postsecondary institutions as well as North Idaho College, College of Southern Idaho and Northwest Nazarene University. The committee also has representation from K-12 education, legislators, parents, business, the Office of the State Board of Education and the Office of the Governor.

A proposal for a statewide dual credit fee reimbursement will be presented to the Legislature and Governor in January 2009. The structure will address the participants and their roles, eligibility, reporting, payments and funding, teacher qualifications and training, course standards and rigor. In the current draft of the proposal, the state would pay the actual cost per credit, up to a maximum of \$50 per credit. Any cost per credit in excess of \$50 per credit would be the responsibility of the student. The state would pay for a maximum of three credits per semester and six credits per school year for eligible 11th and 12th grade students.

IMPACT

The FY10 public schools budget includes a request for \$3.5 million to provide for a statewide dual credit fee reimbursement. Actual distributions would be eligibility and participation based. This means, for example, that if more students participated than were expected, more than \$3.5 million would be distributed, which would create an unfavorable variance in the Public Schools budget, and could help trigger a withdrawal from the Public Education Stabilization Fund. Conversely, if fewer students participated than were expected, it could help trigger a deposit of excess monies into the Public Education Stabilization Fund.

BOARD ACTION

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

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SUBJECT

Math Initiative

BACKGROUND/DISCUSSION

Idaho's Math Initiative aims to improve student understanding and performance in mathematics and elevate public awareness of its importance.

There are three (3) focus areas for the math initiative.

- Student Achievement
- Teacher Education
- Public Awareness

Student Achievement includes:

Standards:

(1) Writing High School Standards for Algebra I, Geometry, Algebra II, Math Analysis of Personal Finance, Technical Math, Pre-calculus, AP Calculus and AP Statistics to support increased graduation requirements. The standards have reached the pending rule stage and are awaiting approval by the 2009 Legislature.

(2) Build Language Standards in Math for English Language Learners.

(3) Begin work on revising K-8 standards to better reflect the National Standards.

Curriculum:

(1) Seeking programs that correlate to both our Idaho Content Standards and the National Council of Teachers of Mathematics (NCTM) process standards including; problem solving, reasoning and proof, communication, connections, and representation. The Curricular materials were reviewed in the Summer of 2008.

(2) Provide assistance to districts in seeking programs that have a balanced approach to instruction.

Assessment:

(1) Continue the Direct Math Assessment with focus on training teachers on successful implementation of this assessment, providing information on how they can address misconceptions immediately with their students.

(2) Implement a primary math assessment for grades K-2 so students can be identified and interventions can be in place.

Intervention: Focus on middle grades for the first year. This is a web based program focusing on problem solving that provides immediate feedback and has live tutors available. Also allows students to build up points that can be traded in for rewards, gift cards, etc.

Teacher Education includes:

Mathematical Thinking for Instruction (MTI) Course: three credit course taught by trained facilitators. This is required for all math teachers and their administrators

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by 2015. The State Department of Education will pay for credits for educators to take the course the first three years.

Regional Specialists: They will provide support to individual districts and follow up to the MTI course.

Public Awareness includes:

Public Service Announcements: These will be both on television and radio this fall.

Brochures and Mailings to teachers and parents including information on the math initiative.

Family Math Nights: We will provide funding to interested schools through a grant process.

Focus Groups: Cindy Johnstone will present information for various groups across the state, building awareness of the math initiative.

IMPACT

The FY09 public schools budget included \$3.9 million to begin implementation of the Math Initiative.

The FY10 Budget request for the Idaho Math Initiative is \$5.3 million. Superintendent Luna requested a \$1.3 million increase in funding over the previous year. The increase will fund:

- Additional professional development for teachers and administrators;
- Two additional regional math specialists;
- Intervention tools for high school students who struggle with math as well as high-achieving students who need advanced opportunities.

BOARD ACTION

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SUBJECT

Middle Level Task Force Update

BACKGROUND/DISCUSSION

The State Department of Education and State Board of Education created the Middle Level Task Force in May 2007 with the purpose of improving rigor, relevance and relationships in the middle grades, identifying pockets of success throughout Idaho to develop best practices for all middle schools, and ensuring every Idaho student is prepared to be successful in high school and beyond. Sue Thilo has led the task force. Regional informational meetings were held during May through July of this year, and an update on the task force's progress was also given at the annual superintendent's meeting.

The Department of Education plans to conduct negotiated rulemaking regarding a middle level credit system to be implemented in the 2010-2011 school year. The formal rulemaking process will begin after the 2009 legislative session. It will require implementation of a credit system no later than the 7th grade. This system will require a minimum of 80% of credits to be attained or an alternate route to be completed in order to move on to the next grade. Students will not be allowed to lose a full year of credit in one academic area.

The Department is also working toward the development of a web-based manual that will help guide middle level administrators, teachers and stakeholders through new requirements, recommendations, best practices and resources as well as identifying contacts currently utilizing those best practices and resources in Idaho school districts.

ATTACHMENTS

Attachment 1 – Middle Level Task Force handout

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IDAHO'S MIDDLE LEVEL TASK FORCE

Rigor. Relevance. Relationships. Responsibility.

ABOUT THE MIDDLE LEVEL TASK FORCE:

The State Department of Education and State Board of Education created the Middle Level Task Force in May 2007 with the goal of improving rigor, relevance and relationships in the middle grades, identifying pockets of success throughout Idaho to develop best practices for all middle schools, and ensuring every Idaho student is prepared to be successful in high school and beyond.

FOCUS OF THE MIDDLE LEVEL TASK FORCE:

The Task Force has focused on five key areas: Student accountability, middle level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades.

TASK FORCE RECOMMENDATIONS FOR NEW REQUIREMENTS:

Student Accountability

Require implementation of a credit system no later than 7th grade. A school district or charter school shall require students to attain a minimum of 80 percent of credits or complete an alternate route in order to move on to the next grade. Students will not be allowed to lose a full year of credit in one academic area. Attendance is a required factor in the credit system.

Academic Intervention

Require a structured mechanism for students to recover credits so they can meet all credit requirements.

Leadership among Staff

The Task Force is working with the Certification office on the potential for re-certification and/or endorsement for middle level educators.

TASK FORCE RECOMMENDATIONS:

The Task Force has recommendations for best practices, professional development and successful programs at the middle level throughout Idaho. The State Department of Education is working on a web-based manual to help guide schools through any new requirements and best practices for each of the five key areas.

TIMELINE:

The Middle Level Task Force will make a presentation on its progress and recommendations to the State Board of Education at the October meeting. They will present their final recommendations to the House and Senate Education committees during the 2009 legislative session. After the legislative session, the requirements for the middle level credit system will be brought as a proposed rule to the State Board of Education for approval. The rules process involves a public comment period, final approval by the Board of Education and then legislative approval during the 2010 legislative session. Upon approval, implementation of a middle level credit system is set for the 2010-2011 school year.

For more information about the Task Force and to view the State Board of Education presentation please visit www.sde.idaho.gov/site/initiatives/.

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FOR MORE INFORMATION, CONTACT:

Rob Sauer, Deputy Superintendent for Innovation and Choice
(208) 332-6934
RCSauer@sde.idaho.gov

TASK FORCE:

The task force includes key stakeholders – superintendents, high school and middle school principals, school board trustees, teachers, counselors, legislators, parents, business representatives and representatives from the Department, State Board of Education and Professional-Technical Education.

MIDDLE SCHOOL TASK FORCE MEMBERS:

1. Tom Luna, Superintendent of Public Instruction
2. Sue Thilo, Member of the State Board of Education
3. Hazel Bauman, Assistant Superintendent of Coeur d'Alene School District
4. Randy Jensen, Principal of William Thomas Middle School, American Falls School District
5. Georgeanne Griffith, Principal of Timberlake Junior High, Lakeland School District
6. Scott Miller, Principal of Hillcrest High School, Bonneville School District
7. Chris Avila, Math Teacher at Jerome Middle School, Jerome School District
8. Thel Pearson, Counselor in Midvale School District
9. Susan Bench, Idaho PTA President-Elect, Blackfoot
10. Jennifer McEntee, Parent representative, Boise
11. Bill Young, Business representative, Boise
12. Maria Nate, Parent representative, Rexburg
13. Annette Winchester, School Board trustee, Bonneville School District
14. Rep. Liz Chavez, Legislative representative, Lewiston
15. Sen. Russ Fulcher, Legislative representative, Meridian
16. Rob Sauer, Department staff, Deputy Superintendent of Innovation and Choice
17. Allison McClintick, State Board staff, K-12 and Educator Policy Manager
18. Nancy Walker, Professional-Technical Education staff
19. Jennifer Cornell, West Middle School, Nampa, Idaho Middle Level Association
20. Bev Bradford, Executive Director, Idaho Middle Level Association
21. Sherri Wood, President, Idaho Education Association



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SUBJECT

Rural Education Initiative

APPLICABLE STATUTE, RULE, OR POLICY

FY 2009 public schools budget included \$50,000 for continued research and development of the Rural Education Initiative

BACKGROUND/DISCUSSION

The goal of the Rural Education Initiative is to find solutions to the problems Idaho's rural schools face and make recommendations to State Superintendent Tom Luna, the State Board of Education and the Idaho Legislature on how we should move forward to implement these proposals.

The Rural Education Task Force recommends the following enhancements and additions to the FY 2010 Public Schools Budget Proposal:

1. Establish a separate line item in the public schools budget dedicated to insurance costs and benefits while leaving discretionary funding as close as possible to current level.
 - a. Currently districts are paying for health insurance primarily from discretionary dollars which would be better spent enhancing the education programs and operations of the district. By moving health insurance to its own line item, it would free up valuable resources for educational program funding and better illustrate the impact that increasing health insurance costs are having on districts.
2. The establishment of a teacher performance pay model that will improve the recruitment and retention of Highly Qualified Teachers which includes:
 - a. Incentives for teachers who teach in rural school districts
 - b. Incentives for teachers who teach in hard-to-fill positions
 - c. Incentives for teachers who hold and utilize multiple endorsements
 - d. Incentives for teachers who take on extra duties through leadership positions.
3. Increase the base pay for teachers to improve the recruitment and retention of Highly Qualified Teachers.
4. Increase the base salary for classified staff.
5. Increase the staff allowance of classified staff that each school receives based on their ADA.
6. Separate technology and business manager positions from the general classified staff category and set them at an enhanced funding scale.
 - a. Schools compete for IT Coordinators/Directors and Business Managers with the private sector. The current funding formula does not provide districts

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with enough funding to compete with the salaries that can be offered by the private sector.

7. Change the transportation reimbursement formula as was outlined in H684 from last session, eliminating individual field trip reimbursement and increasing the general transportation reimbursement rate from the current 85% to 87.25% (figure dependent on calculations from pupil transportation office).

a. This would help districts more accurately anticipate the funding they would receive and increase districts' discretion.

b. Would indirectly allow districts who have moved to a 4-Day School Week the ability to hold field trips on Fridays to avoid losing valuable instructional time.

8. Support the continued development of the Idaho Education Network as a joint project between the Department of Administration, the State Department of Education and Idaho Digital Learning Academy (IDLA) which would provide high speed internet connectivity, curriculum and professional development opportunities to all of Idaho's schools and districts.

The Rural Education Initiative met December 3, 2008 to discuss the potential for development of an incentive package for teaching in rural areas.

BOARD ACTION

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SUBJECT

Safe and Secure Schools Initiative update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03 – Section 160, Safe Environment and Discipline

BACKGROUND/DISCUSSION

In August 2007, with the support of the Idaho Legislature, the State Department of Education (SDE) authorized a security assessment of all schools in Idaho. The assessment was completed in November 2007 and produced an accurate and comprehensive picture of the current security profile of our schools. This independent assessment revealed troubling information that requires immediate action to correct.

The current state of safety and security across Idaho K-12 public schools is inadequate, and is a clear concern among school administrators, staff and parents. The goal of the Safe and Secure Schools Initiative is to increase schools' ability to prepare for and prevent crisis situations. This is critical to reduce the loss of life and property in the event of an emergency. Additionally, the Initiative aims to increase administrator's understanding of school safety equipment and increase public education's buying power for safety equipment.

Activity related to this initiative includes: FY09—develop guidance and tools for districts to most effectively address safety/security deficiencies as identified by the Safe and Secure Schools Assessment. This work was done with the support of a task force representing rural and urban communities throughout the state made up of superintendents, school safety leaders, representatives from Homeland Security, Division of Building Safety and law enforcement and includes: an Emergency Operations Planning Guide, a School Safety Continuum, an Educator's Guide to School Safety Equipment and a web platform for districts to procure safety equipment at a reduced cost.

FY09/FY10 activity includes two one-day trainings in every educational region in the state offering personalized support, guidance and instruction for school safety and emergency planning, two statewide School Safety Summits and expanding the web platform to include more products and vendors.

IMPACT

The FY09 appropriation was for \$100,000 and the FY10 request is for \$50,000.

BOARD ACTION

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