

**STATE DEPARTMENT OF EDUCATION
DECEMBER 13, 2012**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	SCHOOLNET INSTRUCTIONAL MANAGEMENT SYSTEM	Information Item
3	TEMPORARY/PROPOSED RULE – IDAPA 08.02.01.151, RULES GOVERNING ADMINISTRATION, NEGOTIATIONS	Motion to Approve
4	TEMPORARY/PROPOSED RULE – IDAPA 08.02.02.120, RULES GOVERNING UNIFORMITY, LOCAL DISTRICT EVALUATION POLICY	Motion to Approve

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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent Luna will discuss ramifications of the repeal of Students Come First laws.

BOARD ACTION

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

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SUBJECT

Schoolnet Instructional Management System

BACKGROUND/DISCUSSION

Idaho has begun implementing an Instructional Management System (IMS), called Schoolnet, which enables teachers and school personnel to view on the front end data which is submitted through the Idaho System for Education Excellence (ISEE). Schoolnet provides interfaces to see aggregate district, school, classroom, and individual student data, as well as provides a platform for creating high quality lessons and strategic assessments for students. Schoolnet also provides access to Discovery Education, which includes a vast amount of digital content and resources for educators.

ATTACHMENTS

Attachment 1 – JKAF October 2012 Progress Report

Page 3

BOARD ACTION

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Instructional Management System Support Grant

October 1, 2012
Grantee Progress Report

Prepared for the J.A. & Kathryn Albertson Foundation

Prepared by the Idaho State Department of Education



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Overview

Vision

Teachers design engaging and imaginative lessons related to curriculum, linked to learning standards, regularly analyze assessment results, have easy access to best practices, high quality digital content and professional development opportunities are focused on student outcomes. Schools and districts publish their progress to parents and engage the community in dialogue about continuous improvement.

Overall Project Objectives

As described in the proposal for funding, the State Department of Education's (SDE) objectives for the project are:

- Purchase and deploy an Instructional Management System (Schoolnet).
- Support districts in the adoption of data-driven and digitally based instruction.
- Deploy Instructional Management System to districts most "ready to benefit" through grant process.
- Create a culture of data use through leadership, rewards and policy.
- Integrate assessments and content into Schoolnet.
- Measure and monitor impact of district deployment.

Overall Project Status Brief

The SDE's focus has transitioned from fully staffing and training the SDE implementation team, awarding grants to districts most ready to benefit from Schoolnet adoption and configuring Schoolnet functionality and resources for Idaho's needs to providing technical assistance, guidance and training for grantees and districts to implement Schoolnet in instructional practice throughout the state. It is of note that a number of the SDE's meetings with grantees and trainings are facilitated by the Idaho Education Network and the grantees that are part of the Idaho Leads Project are better prepared to incorporate new practices at the district and classroom level. Bi-weekly meetings between the SDE and Idaho Leads have been invaluable; additionally, an Idaho Education Network representative regularly attends SDE Schoolnet implementation meetings.

As was intended, access to Schoolnet is becoming a significant leverage point for districts to collect and submit accurate data to the SDE through the state's longitudinal data portal- the Idaho System for Educational Excellence (ISEE). As administrators and teachers learn about the student data and resources available through Schoolnet, and understand that ISEE data submission is required to gain access to Schoolnet, they are asserting pressure on their districts to provide accurate, timely data to the state. Up to this point the SDE was the single source of pressure for districts to submit data. Albeit slow, positive change is afoot relative to data quality and use in Idaho schools.

In addition to focusing on Schoolnet adoption in classrooms; a parallel effort at the SDE involves the dedication of resources to identifying and disseminating best practices around data collection processes, quality assurance and chain of ownership.

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Key Accomplishments

- Discovery Education integration in Schoolnet, accessible through single sign-on.
- The ongoing execution of statewide training on Schoolnet and Discovery Education use in the classroom.
- The Professional Development Planner module in Schoolnet configured and activated for district and state use. The Educator Development Suite is currently being configured at the SDE.
- 19,000+ assessment items have been populated into State and district assessment item banks. With an additional 24,000 purchased from Discovery Education prepared to be loaded.
- The EduStat conference was completed successfully- June 26-27, 2012 in Boise, ID.
- A pool of 15 ISEE Navigators (Data Coaches) have been trained and are assigned to grantees to assist with Schoolnet deployment and ISEE data practices.
- The implementation effort is fully staffed including:
 - ***JKAF funded personnel-*** Two Project Managers, Digital Content Coordinator, Formative Assessment Coordinator, Professional Development Coordinator, Two ISEE Grant Coordinators and an ISEE Implementation Architect.
 - ***SDE funded personnel dedicated (partial FTE) to this project-*** Students Come First Director, Students Come First Coordinator, Students Come First Administrative Assistant, Communication Specialist, Instructional Technology Director, Assessment Director, Teacher Quality Coordinator, Content Director.
- A total of \$1,992,335.84 was awarded to districts most ready to benefit from Schoolnet through a competitive process.

Adoption, Usage and Implementation Progress

Status Brief

Over the past months, the 15 grant districts have been working diligently in the adoption of Schoolnet and training their school employees in the functionality of the platform. All of the grant districts have been communicating with the SDE ISEE Grant Coordinators in adoption, implementation and revision processes of their grant goals and milestones to insure proper use of funding and the success of the overall Schoolnet project.

In 14 of 15 grant districts, ISEE Navigators (Data Coaches) have been both instrumental in helping districts implement objectives and goals, while also being “on call” for all grant districts in supporting ISEE uploads, Schoolnet training, integration of ISEE Phase II grant objectives with district improvement plans, pay-for-performance and lesson and unit plan development.

While some of the grant districts have been moving more seamlessly through the process (see key successes below), others have experienced challenges but continue to work through the goals and objectives of their grant to establish implementation timelines over the course of the next 10 months.

Progress To Date

Based upon the Progress Key displayed above, the ISEE team is on track with the majority of its grantee districts. Since the inception of this project, there have been **5,239** teacher logons to Schoolnet and **6,528** logins to Discovery Education; Discovery is accessed through Schoolnet. Teachers log into Schoolnet once and appear to access Discovery multiple times in each Schoolnet sign-in episode, additionally, Meridian teachers have been provided short-term access to Discovery outside of Schoolnet until their teacher data is uploaded. This is for planning and training purposes.

With 5,239 teacher logons to Schoolnet, the SDE is on target with the long-term goal of 8,500 (40% of teachers statewide) logons by May 31, 2013. The interim milestone to reach this goal is

Progress Key:

Total Schoolnet Logons: 5,239
42% of logons are from grantee districts
(2,174) indicated beside each grant district in the list below.

4 = SUSTAIN
3 = ADOPT
2 = DEPLOY
1 = BUILD

- ✓ **3** = Anser Charter School (20)
- ✓ **2** = Boundary S.D. (39)
- ✓ **3** = Buhl S.D. (90)
- ✓ **3** = Cassia S.D. (133)
- ✓ **3** = Coeur d'Alene S.D. (439)
- ✓ **3** = Kimberly S.D. (92)
- ✓ **1** = Kuna S.D. (45)
- ✓ **2** = Lake Pend O'reille S.D. (173)
- ✓ **3** = Lakeland S.D. (247)
- ✓ **1** = Melba S.D. (54)
- ✓ **2** = Meridian S.D. (625)
- ✓ **3** = Minidoka S.D. (92)
- ✓ **2** = New Plymouth S.D. (33)
- ✓ **1** = Richfield S.D. (20)
- ✓ **3** = Sugar-Salem S.D. (72)

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to realize 6,500 logons by December 31, 2012. To reach this goal the SDE will track grantee progress and design individualized support for each to address specific barriers through Schoolnet / Discovery training, SDE staff support and ISEE Navigator coaching.

A significant factor contributing to the success of this project is the number of staff (both JKAF and SDE funded) dedicated to the effort. Appropriate staffing levels allow for frequent communication, individualized support for each grantee, timely responses to issues and concerns and detailed knowledge of grantee progress and budget status at any given time.

The following table represents grantee awards from JKAF and SDE for Schoolnet adoption:

Grant District	Original Allocation	AD FS Award (SDE funded)	Incentive Award (SDE funded)	Total Allocation
Anser Charter	\$74,565.00	\$9,533.00	\$620.22	\$84,718.22
Boundary County SD*	\$101,000.00	\$9,533.00	\$2,538.33	\$113,071.33
Buhl SD*	\$101,000.00	\$9,533.00	\$2,038.10	\$112,571.33
Cassia SD*	\$195,600.00	\$9,533.00	\$8,811.50	\$213,944.50
Coeur d'Alene SD*	\$250,919.84	\$9,533.00	\$17,192.06	\$277,644.90
Kimberly SD*	\$100,945.00	\$9,533.00	\$2,460.60	\$112,938.60
Kuna SD	\$148,306.00	\$9,533.00	\$8,226.77	\$166,065.77
Lakeland SD*	\$151,000.00	\$9,533.00	\$8,172.69	\$168,705.69
Lake Pend SD*	\$151,000.00	\$9,533.00	\$6,073.75	\$166,606.75
Melba SD	\$75,000.00	\$9,533.00	\$1,253.96	\$85,786.96
Meridian SD	\$250,000.00	\$9,533.00	\$59,716.77	\$319,249.77
Minidoka SD*	\$151,000.00	\$9,533.00	\$6,540.18	\$167,073.18
New Plymouth SD	\$75,000.00	\$9,533.00	\$1,566.60	\$86,099.60
Richfield SD*	\$76,000.00	\$9,533.00	\$312.64	\$85,845.64
Sugar Salem SD*	\$101,000.00	\$9,533.00	\$2,475.81	\$113,008.81
*Includes \$1,000 for Edustat	\$2,002,335.84	\$142,995.00	\$127,999.98	\$2,273,330.82

Success Examples Among ISEE Phase II Grantees

✓ Anser Charter School

Since the beginning of this grant, Anser Charter School has been committed to the successful implementation of Schoolnet. On August 24th, they conducted a Teacher Turnaround Training lead by one of the elementary teachers; this event was well received (evidenced by a standing ovation for the presenter) as teachers increased understanding Schoolnet and its potential. The greatest success from this training was the fact that teachers were training each other, which is the long-term strategy for sustainability.

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✓ Buhl School District

On August 23rd, Buhl School District conducted a Teacher Turnaround Training. This training session took place in three different buildings throughout the district, and was led by teachers that had participated in a multi-day Schoolnet training. This approach to implementation is documented as a best practice to pass along to other grant districts that are looking to achieve similar outcomes.

✓ Kimberly School District

Superintendent Luke Schroeder has been working very closely with district faculty to move the implementation of Schoolnet forward. SDE ISEE Grant Coordinators attended the grant review meeting at the school district on August 13th and observed the succinct, action oriented district leadership delegate grant roles and responsibilities. Kimberly revised grant goals while also tying Pay-for-Performance measures to the creation of lesson and unit plans in Schoolnet. This best practice has been documented and disseminated to all grantees. The following is feedback from Kimberly regarding high points of grant activity so far:

"The greatest success so far has been the number of people that have attended the summer trainings and the information gained."

✓ Meridian School District

As the largest district in the state, Meridian School District has a big task to accomplish in training all of their teachers in the use of Schoolnet. Meridian held their annual Tech Expo on August 14th, and conducted multiple Schoolnet trainings which received significant attention among the teacher participants with upwards of 1,000+ in attendance.

✓ Minidoka School District

The small rural school district of Minidoka has been exceeding expectations for a number of weeks. Minidoka has a very deliberate correlation of aligning their budget with grant objectives and goals. Similar to their neighboring rural school district of Buhl, Minidoka has been a "best practice" example of an effective implementation process. The heart of Minidoka's success relates to their data business processes around clean (error free) ISEE data uploads, which allows for more attention focused on Schoolnet implementation in the classroom. The following is feedback from Minidoka regarding high points of grant activity thus far:

"Our greatest success has come from EduStat and the excitement it generated. The Schoolnet trainings were also very rewarding, although I would have loved to take one representative from each building."

✓ Cassia School District

Cassia has identified data reporting business processes as their main barrier to success in implementing Schoolnet. As such, Cassia is planning to assist secretaries throughout the district

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(the first step in collecting accurate student data) in understanding the ISEE upload process and the district software in place to enter clean (error free) ISEE data. The district utilized grant funds to establish a mini-training center to train secretaries on consistent data entry practices. Additionally, on August 20-21, 2012 Cassia hosted a Tech Expo which consisted of classroom technology, Discovery Education and Schoolnet trainings. Local media and local elected officials attended the expo, which aided in Cassia's goal of increasing community involvement in their integration efforts. The following is feedback from Cassia regarding high point of grant activity thus far:

"Our involvement in SDE trainings for our teachers and tech staff has been invaluable. Specifically, Schoolnet trainings have provided most of the schools with staff members help support the initial implementation of our project."

✓ Coeur d'Alene District

The Coeur d'Alene ISEE grant has been focused on how Schoolnet supports the implementation of the Common Core State Standards (CCSS), assessments and curriculum. This district has developed a comprehensive district-wide Schoolnet training program led by their implementation team. The following is feedback from Coeur d'Alene regarding the high point of their grant activity thus far:

"Greatest success to date: Hiring key staff members and putting together a quality team. We have a strong willingness on behalf of team members to create the process while maneuvering change."

Challenges

Since the inception of the Instructional System Support grant from JKAF, the primary barrier to adoption can be summarized by resistance to change. Administrators and teachers are being asked to change the way they have done business for decades. New tools allow for increased efficiency and effectiveness in instruction; however use of these tools requires training, thoughtful planning and execution. Aside from change an interesting phenomena is occurring- 1) the SDE has been successful in generating interest in Schoolnet; 2) clean ISEE uploads are required for teacher access to Schoolnet; 3) given districts are not prepared to submit data to the SDE until mid-September / October, teacher frustration in not being able to access the tools within Schoolnet is mounting. As a result, for the first time, teachers are applying internal pressure on their district to submit accurate, timely data to the SDE. Prior to this, teachers had little or no investment in the quality of data districts submit to the SDE.

Next steps

- Track grantee progress toward project goals, objectives, milestones and tasks.
- Ensure impeccable fiscal stewardship through careful review of grantee reimbursement

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requests.

- Track ISEE upload timeliness and quality and customize support to establish sound data processes.
- Track Schoolnet / Discovery usage rates by grantee and customize support to further imbed adoption.
- Continue to recruit and train ISEE Navigators and assign districts which maximize ISEE Navigator skill sets (technical troubleshooting, using data to differentiate instruction, assessment literacy, digital storytelling, etc...).
- Incorporate lessons learned to inform revisions to upcoming ISEE Phase II grant competition for FY14 (core requirements, mandatory budget items, eligibility requirements, etc...).

Formative Assessment

Status Brief

the 2011-2012 school year focused on selecting and adding quality assessment items to the Schoolnet ASSESS module (assessment item bank and mechanism for administering assessments). At present the SDE has added approximately 19,195 items to the Assess Module in Schoolnet. These are state-released summative assessment items from 23 states and national tests such as the National Assessment of Educational Progress (NAEP) and Programme for International Student Assessment (PISA). Items from Math and English Language Arts aligned to the Common Core State Standards have been the priority and make up just over 50% of the total number of items; additionally, approximately 25% of the items are in Science and Social Studies content areas which have been aligned to the Idaho Content Standards and the CCSS Content Literacy Standards as appropriate.

Idaho educators took part in item alignment and quality review workshops from December 2011 to June 2012 to ensure item bank fidelity and to explore the functionality of Schoolnet.

The following chart represents current status of numbers of items and content areas:

<i>Content Area</i>	<i>Year 1 Items in Schoolnet by June, 2012.</i>	<i>Year 2 Items current total* 9/15/2012</i>	<i>Percentage of Total Number of Items</i>
Math	7,208	9,839	51%
English Language Arts	3,382	4,538	24%
Science	3,210	3,763	20%
Social Studies	1,685	1,055	5%
TOTAL	15,485	19,195	
* The SDE has continued to align state released-items entered from June to September, 2012.			

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Progress to Date

An updated breakdown of assessments given at the district, and classroom level will be provided in the SDE's annual report (Due March 31, 2012) after school has been in session for several months so use can be accurately indicated. Teachers are being trained to create assessments in Schoolnet and deliver them both in and outside of Schoolnet. The data from performance assessments for example, taken and scored outside of Schoolnet, can then be added to Schoolnet and reflected in a student's digital backpack. Current professional development encourages teachers to have a balance of summative, interim, and formative assessment, which reflects best practice. In June 2012, 32,000 additional items were purchased from Discovery Education (after a rigorous review of item quality from a number of vendors) to compliment the state item bank. A focus of fall, 2012 is integrating these items into the Schoolnet ASSESS module.

The following reflects the goals, activities and level of completion for assessment development in Schoolnet for the 2011-2012 school year:

Goal	Activities	Level of Completion
a) The SDE will create a process for collection, entry, alignment, and review of assessment items for Schoolnet.	a) Permission request sent to departments of education throughout the nation requesting the use of state vetted, reliable and valid assessment items. b) Temporary employees hired and trained to input and format items. c) Alignment workshops created to provide professional development, which results in alignment and review of items by Idaho content specialists. d) Review and approve items for item bank.	100% complete.
b) The SDE will load approximately 15,000 items in the Schoolnet Assess Module across the subject areas of Math, English Language Arts (ELA), Science and Social Studies by June 29, 2012, with priority for Math and English Language Arts.	a) Alignment and review of 19,195 items has been completed, and these items have been added to the item bank.	100% complete.
c) The SDE will determine the number of items necessary for complete coverage of the Common Core State	a) Identified number of items necessary for coverage of the standards, by grade and content area using a formula that considers proficiency levels, number of	100% complete.

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Standards, and Idaho content standards by grade and content area.	opportunities to test, and safety of coverage. b) Purchase bank of items from vendor to address content areas.	
d) The SDE will design and deliver professional development around item alignment with the Common Core State Standards. e) The SDE will plan and design staff development in assessment literacy for ISEE Phase II Grantees.	a) Provide assessment / alignment PD to Idaho content experts to develop expertise in assessment/standards alignment. b) Research external providers to assist in delivery of professional development in the area of assessment. c) Produce Assessment Literacy professional development modules.	100% complete (5 of 5 alignment workshops completed) Trainings designed and executed: Classroom Assessment for Student Learning Delivered to teachers provided in-district.
f) The SDE will design and provide professional development for non-grant sites at other venues.	a) Identify and implement "onboarding" requirements and support for non-grant districts to access and utilize the ASSESS module in Schoolnet.	b) 100% of planned sessions delivered, this goal continues for 2012-2013 c) Assessment Literacy session provided at EduStat (June 26, 2012) d) 3 – 3 hr. workshops in Formative Assessment provided at the Best Practices Institutes (July and Aug, 2012).

Assessment Alignment Workshops

Approximately 175 educators from 35 districts statewide participated in five assessment alignment workshops from December 2011 to June 2012. Participants in these workshops learned about the differences in summative, formative and interim assessment and focused on the implementation of the CCSS and Idaho State Standards. Participants were able to perform alignment in Schoolnet, creating excitement about the platform. Additionally, an overview of Schoolnet features was presented to demonstrate how the workshop tasks added to the use of ASSESS to support educators.

Successes

- In the span of 10 months over 19,000 items have been secured, aligned, and added to the Schoolnet Assessment item bank. This total will be 45,000 before the end of the calendar year with the inclusion of items purchased from Discovery Education.
- All Idaho districts have access to the ASSESS Module and the SDE has drafted a plan to support and prepare districts to secure an ISEE Phase II grant in the future.

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- 355 educators have taken part in Assessment Literacy professional development that will improve the use of Schoolnet and the appropriate implementation of assessment practices.
- Teachers and district personnel are recognizing the need for quality assessments and are benefitting from the assessment professional development. A reported 71% of respondents indicated that their assessment literacy knowledge had a moderate or high increase due to the training provided; 69% reported that their preparedness to use and apply this new knowledge is good or excellent.
- Schoolnet has been successful in creating an “All-District” shared item bank (through which districts can share items / tests with each other) to compliment the state item bank.
- An incentive program for teachers to utilize the Schoolnet ASSESS Module is in place and will be marketed to the field in October, 2012.

Challenges / Barriers

- The current assessment professional development providers ATI/Pearson lack flexibility in modifying the training based on survey feedback.
- Lack of ISEE upload data has prevented early September assessments from being given. Districts struggle with sending clean, timely data uploads. A plan to avoid this issue for September, 2013 is currently being crafted.
- Schoolnet has limitations on alignment of assessment items. Each item can only be aligned to one standard in a document; sometimes they appropriately align with several standards.
- The Schoolnet system is restrictive in accepting external items for the assessment item bank. Discovery Education and Schoolnet have had to problem-solve and troubleshoot errors to integrate items which have slowed the process.

Next Steps

Years 2 (2012-2013) and 3 (2013-2014) will focus on refining the assessment practices of ISEE Phase II grantees through professional development around implementing Schoolnet and strengthening assessment literacy knowledge and skills. The assessment item bank will continue to grow through the purchase of items, acquiring state-released items, and securing available Smarter Balanced Assessment Consortium (SBAC) sample items, which are born out of Common Core State Standards. The following goals are in place for 2012-2013:

- a. Increase awareness about formative assessment and other assessment types and promote alignment of the written, taught, and tested curriculum.
- b. Make optimal use of Schoolnet tools to the degree that student achievement is impacted.

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- c. Prepare for the Common Core State Standards and corresponding SBAC summative assessments by increasing assessment literacy and developing balanced assessment systems that reflect the intent of the Common Core.

The goals reflected above will be realized through the following strategies:

1. The SDE will continue designing and implementing professional development on Assessment Literacy.
2. SDE will provide support and guidance specific to assessment best practices to all ISEE Phase II Grantees.
3. The SDE will provide professional development and support on Assessment Literacy and Schoolnet to non-Grant districts (as time and resources allow- ISEE Phase II Grantees are priority).
4. The SDE is on target to incorporate 45,000 items in the Schoolnet Assess Module (SDE created and procured= 20,000 items, purchased from Discovery Education= 25,000).

Digital Content / Lesson Plan Creation

Status Brief

Discovery Education streaming digital content has been procured and successfully integrated in Schoolnet and is accessible to every teacher in the state of Idaho (upon a clean ISEE upload to the SDE). Through a combination of digital resources and professional development this partnership supports educators in Idaho as they create 21st century learning environments that engage and inspire student to reach their highest potential. Schools have access to Discovery Education Streaming Plus with over 200,000 digital learning objects that cover all curriculum areas, meet Common Core State Standards as well as Idaho State Standards.

Fifty Master Teachers in Idaho have been contracted to create exemplar lesson plans with imbedded digital content, aligned to CCSS and based upon Universal Design for Learning criteria. The exemplar library of 250 lessons will be available to all Idaho school districts on October 8, 2012 through Schoolnet.

Note: The Schoolnet Student Portal will provide access to Discovery Education Streaming Plus 24/7 to all K-12 Idaho students and their families through the Schoolnet Portal beginning in the winter of 2012.

Progress to Date

The Discovery Education Streaming Idaho statewide contract was finalized May of 2012. From May of 2012 to September 16, 2012 the usage trends have increased significantly. These statistics indicate **6,528** logins during this four month period representing educator access to, and use of; **26,439** videos and segments, **404** articles and **2,695** images. Given many schools

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were not in session in July and August; summer use indicates Discovery Education is used for teacher planning and preparation.

Year to Date Discovery Education Streaming Usage Statistics

	Logins	Videos	Segments	Videos	Segments	Vids/Segs	Total Vids/Segs	Articles	Images
		Streamed	Streamed	Downloaded	Downloaded	Str/Dwn LH/NM			
Totals	6,528	8,106	13,044	1,189	2,202	1,898	26,439	404	2,695

Teacher Testimony on Discovery Education-

"Discovery Education is a valuable and vital asset to my instruction and professional growth. I can count on Discovery to partner with me in learning about and using the latest technologies in my classroom."

-Kim Miller, Star Elementary School, Meridian School District.

Days of Discovery Regional Technology Conferences

These training events are targeted toward Idaho educators and will occur in all six Idaho regions (maximum of 300 participants in each region) from September through November. This series of one-day conferences feature nationally recognized speakers from Discovery Education. Multiple conference sessions showcase ways to motivate students and transform lessons using the latest technology innovations in teaching for Idaho's 21st Century classroom. Topics include:

- Digital media and literacy
- Effective technology integration strategies
- Creative multimedia presentations
- Discovery Education's extensive streaming library available through Schoolnet
- Using Discovery media to increase student engagement

Incentives for teachers to participate in these Saturday events include a \$50 stipend or a Continuing Education Credit for the first 200 registrants.

Day of Discovery Community Night Events

The Day of Discovery (DOD) community nights will be conducted in 5 regions of the state to complement the Day of Discovery and to showcase the technology integration best practices of educators in the district/region. Discovery presenters and SDE staff join forces with the district educators to take families and community members on a technology best-practices tour. The Discovery Community Nights are held in concert with DOD training events and are intended to engage communities in schools.

21st Century Classroom Incentives

State Department has launched a program designed to incentivize lesson plan development and submission into Schoolnet, the promotion of Schoolnet and integration of technology in classroom instruction. The incentive program specifics include;

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- Exemplary 21st Century UDL Common Core State Standards Lesson/Unit Plan Awards
- Stipends for Day of Discovery attendance
- College credit for Day of Discovery
- Stipend for Discovery Community Night event teams
- Digital Student / Teacher Documentary Video Award exemplifying Idaho 21st Century Classroom Technology
- Digital Student Art Gallery and Fine Art Lesson Award

Open Educational Resources (OER) Schoolnet State Resources

An SDE partnership with Libraries Linking Idaho (LiLI), the Idaho Library research system, was established and a direct link has been provided through Schoolnet. LiLI provides library research resources free of charge to all Idaho teachers and students.

Open Education Resources (OER) Cross Content and Tools

239 individual OER resources have been vetted, approved and categorized by SDE staff for appropriateness, educational relevance and ease of use. The high quality OER digital resources, such as Thinkfinity, Kahn Academy, Library of Congress, CK-12 and texts are aligned to CCSS and are accessible to administrators, teachers. Students will have access in winter, 2012.

Two of the many Universal Design for Learning (UDL) OER resources listed within Schoolnet State Resources, which make learning accessible to all students free of charge, are My Study Bar- which provides text to speech, speech to text and word prediction accessibility and Bookshare- which provides free digital text to students with reading disabilities.

21st Century Classroom Universal Design for Learning (UDL) Unit/Lesson Plan Template and Rubric

The 21st Century Classroom Lesson Plan Template was developed to reflect the Charlotte Danielson Framework (Idaho's teacher evaluation standards) and the Principles of Universal Design for Learning. This lesson plan template incorporates all of the components found in the Charlotte Danielson Framework;

Domain 1: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Goals
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Assessing Student Learning.

The 21st Century Classroom Universal Design for Learning lesson plan template incorporates an approach to instruction with three primary principles including;

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1. ***Multiple means of representation***, to give diverse learners options for acquiring information and knowledge,
2. ***Multiple means of action and expression***, to provide learners options for demonstrating what they know,
3. ***Multiple means of engagement***, to tap into learners' interests, offer appropriate challenges, and increase motivation.

The template was developed to facilitate the upload of lesson/unit plans to create a statewide database within Schoolnet. Lesson plans created by educators for submission into Schoolnet must include these components and are reviewed according to a rubric developed specifically for that purpose thereby assuring that any lesson available statewide through Schoolnet is of high quality and meets fidelity standards.

The 21st Century Classroom UDL Lesson Plan Template is based upon the latest research and was reviewed and affirmed by Idaho State Department of Education staff, Idaho Institutions of higher education and 61 representatives from 55 Idaho school districts.

21st Century Master Teacher Program and 21st Century Classroom Lesson Plan Exemplar Library

Fifty master teachers representing districts across Idaho were nominated by their administrators and selected to participate in the 21st Century Classroom Master Teacher Program. This cadre participated in an intensive training program which included Common Core State Standards, Principles of Universal Design for Learning, Lesson Plan Development and Integration of Technology into the Classroom including Schoolnet and Discovery Education Streaming. These fifty 21st Century Master Teachers were contracted by the SDE to create a library of 250 exemplar lessons which integrate; the Charlotte Danielson Framework, Principles of Universal Design for Learning (UDL), technology, and the CCSS where applicable. The exemplar library of 250 lessons will be available to all Idaho school districts on October 8, 2012 through Schoolnet.

Successes

- Discovery Education integrated in Schoolnet and accessible via single sign-on.
- Days of Discovery conferences in progress, completed events have garnered high levels of participant satisfaction.
- Exemplar lesson plan bank to be released on October 8, 2012.
- Schoolnet capabilities allow for lesson plan sharing district to district.
- Lesson / unit plan incentive program finalized and ready to be marketed.
- Extensive, free open educational resources have been aligned to standards are compiled in Schoolnet.

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Challenges

- Teachers are unable to access Schoolnet, and the resources within it, until a clean ISEE upload is submitted to the SDE.
- There is a lack of archived training resources for unit planning.
- The Schoolnet tool for districts to upload their own curriculum is not fully functional.
- The broad scope of this project renders it difficult to meet all stakeholder expectations in the short term.

Next Steps

- Release the Idaho Discovery Educator Network Blog (October, 2012), which is a platform enabling Idaho teachers to collaborate with educators throughout the world supported by Discovery Education.
- Release the Schoolnet Student Portal (Winter 2012).
- Release the 250 Exemplar Lesson Plan item bank (October 8, 2012).
- Execute Days of Discovery and regional district lead trainings (duration of 2012 / 2013 school year).

Building Effective Teachers and Leaders

Status Brief

**Many professional development activities specific to assessment, digital content, ISEE uploads and grant management are highlighted in other sections of this report. This section focuses on how the SDE, via Schoolnet, is facilitating state and district professional development strategies.*

Supporting the continuous improvement of teachers and leaders through high quality professional development and support was identified as a priority at the inception of this project. A strategy to overcome identifying and participating in scattered, disconnected trainings includes establishing a clear scope and sequence of offerings which can be identified through a comprehensive one-stop shop. The one-stop shop is now the Professional Development Planner module within Schoolnet.

Progress to Date

At the recommendation of the Technology Task Force in 2011, the SDE started configuring the Professional Development Planner (PDP) module within Schoolnet as a consistent, relevant, and productive platform for a one-stop shop of professional development opportunities on a statewide basis.

The Schoolnet PDP was released to District Leadership in late July 2012, through a 'flipped' model of participation (archived webinars and planning to be implemented prior to the meeting) at the 2012 SDE Superintendent's Conference. Currently the SDE is working with Schoolnet on expanded PDP functionality as a State Level tool, while waiting for District ISEE

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uploads, which will enable teachers to view and register for the professional development opportunities. Access to Schoolnet via permissions in the ISEE data uploads is the first and most crucial step to using and acquiring the resources for educators. However, the SDE is able to utilize PDP for school district leadership, and has offered various opportunities across Students Come First, Assessment, Digital Content and Instructional Technology Divisions.

Since July 31, 2012, the SDE has offered over 100 Students Come First training activities through PDP in Schoolnet. Training highlights include six regional professional development sessions focused on building leadership capacity within districts, and understanding the resources available to support building and teacher leaders in Schoolnet. The teacher evaluation module of Schoolnet, Educator Development Suite (EDS), captures teacher evaluation data and recommends training, through PDP, based on the results of a teacher evaluation. EDS is currently being configured at the SDE and is slated to be released in Spring, 2012.

Professional Development for ISEE Phase II Grant Districts

Grantees were provided training focused on building their capacity to train and support district-wide implementation of Schoolnet and the integration of technology in classrooms. A train-the-trainer model was used by both Discovery Education and Schoolnet to assist in developing teachers and administrators skills to provide learning opportunities to their peers. Specific training included:

Discovery Academy: Four day workshops held in three locations in the state during the months of June and August, 2012. Each grantee district sent a team who have returned to their districts and begun training their peers.

Total number of Participants: **105**

Schoolnet Certification Training: Two day trainings held for both the Data/Report/Classroom Module and the Assess Administration Module in Schoolnet during the month of July, 2012 in three locations. Each district sent a team who have since returned to their districts and begun providing training to their colleagues.

Total number of participants:

Data/Report and Classroom Module: **100**

Assess Administration: **92**

Statewide Professional Development

A daylong, hands-on overview of Schoolnet was developed to provide administrators and teachers an opportunity to learn about the tools and resources available in Schoolnet.

A total of 28 one-day trainings were held in districts across the state throughout the months of May, June and August, 2012. Although these trainings were offered in populated areas such as Coeur d' Alene, Meridian and Idaho Falls, a concerted effort was put forth to reach rural areas of the state such as Kendrick, Arco, Dayton and Cottonwood, which was where the majority of these trainings occurred.

Locations of Schoolnet Training: **28** School Districts

Number of Participants: **1,100**

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EduStat

EduStat was a professional development conference held on June 26th and 27th in Boise. This event brought together educators and offered hands-on practice to put strategies and new ideas for technology integration and data-driven decision making in the classroom intended to improve educational practices and raise student achievement. **371** participants attended the event and it was / is accessible through live and archived streaming through the Idaho Education Network with support from Idaho Public Television.

The primary audience for EduStat was the ISEE Phase II grantee teams, who were required to send at least one attendee from each of the following areas in their district: leadership, curriculum, and instruction. The conference was also open to all districts throughout the state.

EduStat areas of focus included:

- “Flipping” the classroom
- Maximizing mobile computing devices for students
- Using data to differentiate and individualize instruction
- Assessment literacy for the 21st century
- Student-centered learning through classroom technology
- Schoolnet 101- tools in the system and how to use them

EduStat survey results:

75.5% of attendants agreed with the following statement- *“EduStat has improved my understanding of the current trends and best practices in using technology to prepare students for the 21st century.”*

82.7% of attendants agreed with the following statement- *“based on what I learned at this conference, I am committed to trying something new in the area of technology in my work.”*

More details about EduStat can be accessed at: www.studentscomefirst.org/edustat.htm

Successes

- 100+ activities scheduled within PDP
- 100+ district leadership team members trained in Schoolnet functionalities and their relationship to improving classroom instruction.
- As of September 24, 2012, a total of 2,346 teachers and administrators have participated in one of the 112 training events related to Schoolnet that have occurred since the inception of the project.
- Average participant rating of trainings is 3.81 (on a scale of 1-4).

The following page of this document provides a snapshot of Schoolnet / Discovery trainings delivered between July 1, 2012 and September 29, 2012:

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July Trainings

SchoolNet Training – Buhl, 31st
Using SchoolNet – Boise, 31st

August Trainings

SchoolNet Leadership – Boise, 1st
Using SchoolNet – Boise, 2nd
SchoolNet Training – Mountain Home, 2nd
Using SchoolNet – Boise, 3rd
Assessment Training – Minidoka, 7th - 8th
Assessment Training – Melba, 9th – 10th
Using SchoolNet – Challis, 9th
Using SchoolNet – Rigby, 10th
Using SchoolNet – West Jefferson, 13th
Using SchoolNet – Lewiston, 15th
Using SchoolNet – St. Maries, 16th
Using SchoolNet – Post Falls, 17th
Assessment Training – Buhl, 21st – 22nd
Using SchoolNet – Kellogg, 23rd
Teacher Turnaround Training – Buhl, 23rd
Teacher Turnaround Training –
Anser Charter, 24th

September Trainings

SchoolNet PD Training – Moscow, 11th
Assessment Training – New Plymouth, 12th
SchoolNet PD Training – Coeur d'Alene, 12th
SchoolNet PD Training – Pocatello, 18th
SchoolNet PD Training – Idaho Falls, 19th
Balanced Assessment Training – Twin Falls, 20th - 21st
Days of Discovery (DoD) – Post Falls, 22nd
SchoolNet PD Training – Burley, 25th
Assessment Training – Cassia, 26th
SchoolNet PD Training – Meridian, 26th
Assessment Training – Richfield, 27th
Assessment Training – Sugar Salem, 28th
Days of Discovery (DoD) – Twin Falls, 29th



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Challenges

- ISEE Uploads- without an initial data upload, teachers are not able to access the PDP module in Schoolnet. Subsequently, the SDE is not able to display, register, or track PD events for teachers from August until early October. This is a major issue, and SDE and Schoolnet are presently conducting a business analysis process to ensure that teachers and leaders not only have immediate access to complete Schoolnet functionalities, including PDP, but also access to student data to inform and drive instructional practices.
- Schoolnet Functionality- Schoolnet was designed as district tool, not a state level tool. Currently Schoolnet is working to merge the functionality to make the module scale up to accommodate state requirements. There is progress in this area, but challenges remain.
- District buy in- it is incumbent upon district leadership to provision accounts within Schoolnet to ensure teachers are able to access the resources and data within the system. Too often district leaders fail to communicate with front line staff regarding the tools and resources provided by the SDE or take the required steps to enable access to resources such as Schoolnet.

Next Steps

- The creation and dissemination of tutorial documents and quick start guides for emerging Schoolnet functionalities
- Configuration and fine tuning of the PDP module.
- In October, 2012 Schoolnet will release version 14.2 to Idaho which will address some limitations in PDP functionality.
- Engage all SDE staff to establish PDP as “training central” for all SDE activities.
- Gauge grantees issues and barriers and customize support and training address these issues.

Data Use Protocols, Policies, Practices and I.S.E.E. Integration

Status Brief

There are three critical areas of adoption regarding ISEE Phase II:

- a) The uploading of data from districts into the SDE’s longitudinal data system, ISEE
- b) The creation of ISEE user accounts
- c) Teacher / administrator access to their own data through Schoolnet

The Idaho State Department of Education is supporting districts with these adoption chokepoints with four key initiatives:

1. The facilitation of high quality district data collection policies and practices by the publication of an ‘ISEE Playbook’, and district visits to support its utilization.
2. The implementation of an ISEE Navigator Technical Team to coach districts in the management of their local systems.
3. The support of single sign-on functionality between district information systems and ISEE.
4. Intensive support, training and guidance for teachers and administrators which highlight how Schoolnet can be used in the classroom to inform instructional practice.

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ISEE Data Background

Historically, ISEE data uploads have been viewed as the responsibility of the district information technology departments rather than a student learning tracking and reporting tool for instructional program leaders. This has created an emphasis of gathering and correcting information at the time of ISEE submission (after the instruction has occurred) rather than planning for data collection and reporting prior to, and during execution of instructional programs. The SDE is focused on cultivating an internal value for timely and accurate data for districts to strengthen academic programs rather than collecting data to simply adhere to state and federal requirements through ISEE and Schoolnet.

Establishing effective strategies to assist districts with timely and accurate ISEE uploads involved observing and documenting various district data collection and reporting processes. The SDE concludes that successful ISEE upload districts have the following common characteristics:

1. *Leadership*-high functioning leadership teams drive better district outcomes, including success with ISEE uploads. Those district leadership teams that support data driven instruction which conceptually link the data contained in ISEE back to the instructional core are more successful at ISEE.
2. *Process management*-district teams that effectively manage core district processes, particularly those who cross organizational functional silos, are more successful at ISEE uploads. An example is the enrollment of students in a district. When registrars enter the same information into their systems the same way, and every program area does it the same for their systems (i.e. Special Education) ISEE uploads require minimal manual manipulation. When responsibilities for ISEE data element input is clearly communicated and measured as part of position job descriptions and evaluations, ISEE accuracy is increased.
3. *Communication*-districts with a formalized methodology of communication to all those involved in the collection of data have higher success with ISEE. Such as; frequent leadership team meetings to discuss ISEE challenges, consistent, coherent understanding of team members' organizational role, and frequent actionable feedback on their performance on the capture (data input) and utilization of data.
4. *Knowledge and Skills*-when the people involved in the ISEE data input and submission processes have sufficient knowledge and skills for the duties they have been assigned the result is successful uploads.
5. *Prioritization/financial resources*-districts who prioritize their financial and human resources in areas that support data driven instruction and the collection of high quality data are more successful at ISEE. Prioritization of activities such as; purchase of robust information systems (SIS, HR, Payroll, etc.), annual training of personnel in use of those systems, and the hiring of qualified individuals for the ISEE process.
6. *Motivation*-highly motivated teams which support individualized instruction and the use of data to evaluate the effectiveness of programs have more success at ISEE uploads. Success is found among leadership teams internally motivated to collect and report data on students, teachers and instructional programs, and who use the data to analyze and

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maximize the components and cross relationships between the three elements of the instructional core.

Progress to Date

The State Department of Education has deployed a number of initiatives and financial resources to assist school districts in developing the processes and internal capabilities to streamline access to Schoolnet and the submission of ISEE data. Programs currently in place or planned are;

1. *ISEE Playbook*-a district playbook was created and published to the ISEE website <http://www.sde.idaho.gov/site/isee> for district use in the planning of data collection and data governance.
2. *Navigators*- a subset of the ISEE Navigator team, those with technical backgrounds, has been created to assist districts with network and Student Information Systems (SIS) configurations.
3. *Single Sign-On*-the SDE is facilitating district deployment of single sign-on user accounts for ISEE, allowing district users to enter ISEE with the same user name and password that they use for district applications. The SDE has facilitated the implementation of single sign on in two ways; 1. State funded incremental award of \$9,533 to ISEE Phase II grantee districts specifically for the deployment of single sign-on capabilities. 2. State funded development (via contract) of a single sign-on deployment plan specific to each ISEE Phase II grantee. Of the fifteen ISEE Phase II grant districts, two have deployed single sign-on functionality (Meridian and Sugar Salem). All grantees have reported they will be prepared to install single sign-on by October 1, 2012.
4. *Sharing Best Practices*-Three ISEE Phase II grant districts have focused grant efforts on the streamlining of ISEE data collection and reporting. Minidoka (\$30,000), Kuna (\$10,000), and Cassia (\$8,500) school districts have allocated funds and/or services for ISEE data accuracy and completeness. The SDE team will share practices from these grant teams to other grant locations as they deploy the systems funded by their ISEE Phase II grant. Another example is the Data Quality System (DQS) developed in the Meridian School District. Meridian has developed a system which includes data validation rules and the data steward(s) for each element. As errors are identified the data input team is emailed a notice that they have a problem with their data input. If the person responsible for the data input does not respond, their supervisor is notified of the problem.
5. *ISEE Regional Coordinators*-The ISEE support team is fully staffed (4 full time people) and actively visiting school districts in the support of ISEE uploads.
6. *Back to School Toolkit*-. The SDE has published a Back to School Toolkit for teachers and school staff communicating the benefits of Students Come First and highlighting the tools and information available as part of Students Come First. This includes Schoolnet use to individualize instruction and utilization of data to inform instruction. It can be found at: <http://www.studentscomefirst.org/docs/2012TeacherToolkitFINAL.pdf>

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Successes

- The ISEE Action Plan has been published on ISEE webpage for district implementation.
- Technical ISEE Navigators- this subset has assisted district IT staff in network infrastructure design and in sharing ISEE upload best practices.
- Each grant district has an AD FS deployment plan and have committed to deploying AD FS / single sign-on by October 1, 2012.
- AD FS preparation work completed (SDE subcontract) for the fifteen ISEE Phase II grant districts.
- Incremental state funding to grant districts for implementation of AD FS (\$9,533 to each district for total of \$142,995).
- Business Analysis work has been completed for non-certified data uploads.
- Updated administration tool documentation has been published. This document assists districts instruct users on the process of creating ISEE accounts and mapping user accounts to EDUIDs (the unique identification codes for each user).

Challenges

- The non-certified data loading process was not completed prior to 2011-2012 school year start and districts are not prepared to submit ISEE certified loads to the SDE, and Schoolnet, prior to first day of instruction. Idaho is the first Schoolnet application integration with a statewide longitudinal data system (SLDS), rather than a Student Information System. Differences in data loading schedules and data elements with the SLDS have created challenges.
- Delineation of roles and responsibilities (both at the SDE and District level)- as ISEE matures into an operational system responsibilities for operational tasks and decisions are transitioning to instructional and program leadership and being integrated into their practices. This process has been slow and challenging.
- District process management - many districts lack clearly documented processes to identify and coordinate data reporting requirements for each program area and operate across functional silos, resulting in excessive data manipulation during ISEE reporting.
- The skill sets of district personnel vary greatly. Many districts have assigned the creation of ISEE files to non-technically oriented (administrative assistant) staff with little or no training due to lack of funding or locally available skilled candidates.
- ISEE metrics are not generally seen as process to measure and analyze program success, it is viewed as an IT function only.
- Regulatory issues per FERPA- Schoolnet functionality allowing teachers to see the longitudinal progression of individual students not in their classrooms was a violation of FERPA and resulted in restricting access.

Next Steps

- Continue gathering best practices regarding data collection and reporting processes via visits to districts and gleaning industry best practices and disseminate these across Idaho districts. Dissemination occurs via trainings, SDE Regional Ed Tech Coordinator activity, ISEE Navigator contact and electronic document sharing.

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- Timely loading of ISEE data into Schoolnet as soon as possible after it is submitted by districts.
- Establish a smaller file weekly upload process to capture student / teacher movement in between full ISEE uploads.
- Expand and formalize the ISEE Navigator technical deployment plan.
- Ongoing communication with Idaho LEADs.

Sustainability

Status Brief

Sustainability for sound data management and Schoolnet adoption in the classroom centers on district culture, policy and practice. The current grantee cohort has begun incorporating the priorities of the grant project in their business practices and their teachers are very interested in real-time data and resources to improve instruction. Although a slow process, evidence of districts imbedding the processes and tools made possible, and required, by this project translate into long-term systems change.

Ongoing Efforts

The following is evidence of how grant districts are incorporating the goals of this project into the fabric of district operations and culture and indicate a commitment to sustainability beyond the life of the grant.

Policy

- Lesson plan creation and delivering assessments as a local measure for district pay-for-performance bonuses.
- Districts having success with ISEE uploads have made data quality a priority by incorporating ISEE data quality into principal performance evaluations.

Support

- Grantee districts have utilized state-funded classroom technology to maximize use of digital content within Schoolnet (Discovery Ed, Kahn Academy, etc...) through interactive white boards, projectors and handheld devices.
- Grantees are establishing a train-the-trainer model to establish “in-house experts” on Schoolnet and ISEE thereby decrease reliance on external resources to continually improve.
- The SDE’s “Data / Schoolnet Coaches” are titled ISEE Navigators and their role is to coach and mentor grantee districts in reaching their grant goals. Most ISEE Navigators are Capacity Builders (charged with assisting districts in school improvement), as such the power of Schoolnet is being communicated to the larger group of Capacity Builders and used as a tool to support school improvement to districts not associated with this grant project by individuals not involved in the ISEE Navigator program. In other words, ambassadors of Schoolnet are emerging.

Culture

Grantees realizing the greatest success benefit from strong leadership that emphasizes the opportunities Schoolnet offers and organizes district resources and attention (highlighting what is working well, recognizing teachers on the cutting edge) to maximize the opportunities.

- Examples include hosting tech expos for the community, large teacher turnout for summer and weekend trainings, providing state-funded grants to teachers for classroom technology, posting student tech project videos, loosening district network filtering guidelines to expand access, districts self-organizing into consortia to provide each other classes via the IEN and establishing a one-to-one ratio of mobile computing devices to high school students prior to the state solution being deployed.

Next Steps

Emphasis on sustainability for grantees will increase as this school year progresses. The goals and objectives of grantees focus on processes and practices which, once implemented and adopted, will become part of the culture of how districts do business. The same approach is occurring at the SDE. The challenge is that in addition to overcoming known barriers, districts require support and encouragement to have the flexibility and commitment to overcome the unforeseen barriers. The SDE Schoolnet implementation is focused on supporting grantees in this process.

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SUBJECT

Temporary and Proposed Rule - IDAPA 08.02.01.151, Rules Governing Administration, Negotiations

REFERENCE

August 11, 2011 M/S (Luna/Soltman): To approve the proposed rule changes to IDAPA 08.02.01.151 Rules Governing Administration, Negotiations, as submitted.

November 3, 2011 M/S (Luna/Terrell): I move to approve Pending Rule Docket 08-0201-1101, as submitted. A roll call vote was taken, motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1272, 33-1273A, and 67-2343 through 67-2347, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01.151, Negotiations

BACKGROUND/DISCUSSION

In 2011, the State Board of Education approved and the Idaho Legislature subsequently passed, a rule (Docket 08-0201-1101) clarifying aspects of collective bargaining and negotiations found in the Students Come First laws. On November 6, 2012, Idaho voters repealed the Students Come First laws.

This rule change would return this section of Idaho Administrative Code to the language that appeared prior to Docket 08-0201-1101's passage and prior to the Students Come First laws.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.01.151, Rules Governing Administration Page 3

BOARD ACTION

I move to approve the temporary and proposed rule change to IDAPA 08.02.01.151, Rules Governing Administration, Negotiations, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 01**

08.02.01 - RULES GOVERNING ADMINISTRATION

151. NEGOTIATIONS.

01. ~~Open Meeting.~~ For the purposes of Section 33-1273A, Idaho Code, all open meeting negotiations shall adhere to Sections 67-2340 through 67-2344 and 67-2346 through 67-2347, Idaho Code, including posting notices and agendas. In addition, notices and agendas shall be posted on the main page of the school district's website. (3-29-12)

02. ~~Collective Bargaining Limited to Compensation and Benefits.~~ Items that may be included in master contracts or negotiated agreements shall be limited to the specific items defined under the terms "Compensation" and "Benefits" under Section 33-1272, Idaho Code. For the purposes of the definition of "Compensation" as stated in Section 33-1272, Idaho Code, the term "salary" means: (3-29-12)

a.~~Any monies provided through public funding that are paid to an employee pursuant to an employment contract, the form of which is approved by the Superintendent of Public Instruction pursuant to Section 33-513, Idaho Code; and~~ (3-29-12)

b.~~The process by which the school district board of trustees will determine local student achievement share awards pursuant to Section 33-1004I, Idaho Code.~~ (3-29-12)

c.~~The inclusion of any other items in a master contract or negotiated agreement is hereby prohibited. Any items included in violation of this provision are hereby declared null, void and of no force or effect.~~ (3-29-12)

1521. -- 199. (RESERVED)

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SUBJECT

Temporary and Proposed Rule- IDAPA 08.02.02.120, Rules Governing Uniformity, Local District Evaluation Policy

REFERENCE

August 11, 2011 M/S (Luna/Goesling): To approve the Proposed Rule changes to IDAPA 08.02.02.120 Rules Governing Uniformity, Local District Evaluation Policy, as submitted. Motion carried unanimously.

November 3, 2011 M/S (Luna/Edmunds): I move to approve Pending Rule Docket 08-0202-1106, as amended. A roll call vote was taken, motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-513 and 33-514, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.120, Local District Evaluation Policy

BACKGROUND/DISCUSSION

The Students Come First laws required that parent input be included in teacher and school-based administrator evaluations and that at least fifty percent (50%) of administrator and teacher evaluations be based on growth in student achievement, as determined by the board of trustees. In 2011, the State Board of Education approved and the Idaho Legislature subsequently passed, a rule (Docket 08-0202-1106) clarifying the parent input and growth in student achievement requirements for administrator and teacher evaluations. The rule also made the domains and components of the teacher evaluation framework consistent with Charlotte Danielson's Framework for Teaching Second Edition (as referenced in the rule). On November 6, 2012, Idaho voters repealed the Students Come First laws.

This rule change would return this section of Idaho Administrative Code to the language that appeared prior to Docket 08-0201-1106's passage and prior to the Students Come First laws, with the exception of the corrections to the domains and components of the Charlotte Danielson Framework for Teaching Second Edition, which were not directly related to the Students Come First laws.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.02.120, Rules Governing Uniformity Page 3

BOARD ACTION

I move to approve the temporary and proposed rule change to IDAPA 08.02.02.120, Rules Governing Uniformity, Local District Evaluation Policy, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-10)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a.** Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional Goals Outcomes; (3-29-12)
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Designing Student Assessments. (3-29-12)
- b.** Domain 2 - The Classroom Environment: (3-29-12)
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c.** Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating with Students; (3-29-12)
 - ii. Using Questioning and Discussion Techniques; (3-29-10)

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- iii. Engaging Students in Learning; (3-29-10)
- iv. Using Assessment in Instruction; and (3-29-12)
- v. Demonstrating Flexibility and Responsiveness. (3-29-12)
- d. Domain 4 - Professional Responsibilities:** (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. Participating in a Professional Community; (3-29-12)
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. ~~Parent Input.~~ ~~Input from the parents and guardians of students shall be considered as a factor in the evaluation of any school based certificated employees. For such certificated employees on a Category A, B or grandfathered renewable contract, this input shall be part of the first portion of the evaluation (as stipulated in 33-514(4), Idaho Code,) that must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code).~~ (3-29-12)(____)

03. ~~Student Achievement.~~ ~~For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code).~~ (3-29-12)(____)

042. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16, and each school nurse and librarian. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-29-12)(____)

053. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)(____)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

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f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. (3-29-10)

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. (3-29-10)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

064. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. ~~All contract personnel shall be evaluated at least once annually.~~

075. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)(____)

121. -- 129. (RESERVED)

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