

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>COLLEGE OF SOUTHERN IDAHO PROGRESS REPORT</b>	Information Item
2	<b>PRESIDENTS' COUNCIL REPORT</b>	Information Item
3	<b>EXPLORING OPTIONS FOR EXPANDING HIGHER EDUCATION IN EASTERN IDAHO</b>	Information Item
4	<b>DELEGATION OF DUTIES</b>	Information Item
5	<b>TEACHER PIPELINE REPORT</b>	Information Item
6	<b>STATE COMPREHENSIVE LITERACY PLAN</b>	Action Item
7	<b>BOARD POLICY I.E. – FIRST READING</b>	Action Item
8	<b>BOARD POLICY I.Q. – FIRST READING</b>	Action Item

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

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**SUBJECT**

College of Southern Idaho (CSI) Annual Progress Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

**BACKGROUND/DISCUSSION**

This agenda item fulfills the Board's requirement for College of Southern Idaho (CSI) to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director. President Fox will provide a 15-minute overview of CSI's progress in carrying out the College's strategic plan. An overview of the points to be covered is provided in Attachment 1.

**IMPACT**

College of Southern Idaho's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

**ATTACHMENTS**

Attachment 1 – Annual Progress Report

Page 3

**BOARD ACTION**

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

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## College of Southern Idaho Progress Report

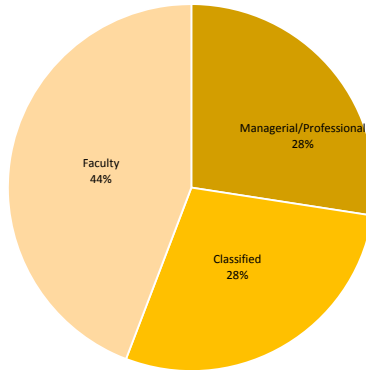
Jeff Fox  
November 12, 2015

### Strategic Plan Implementation

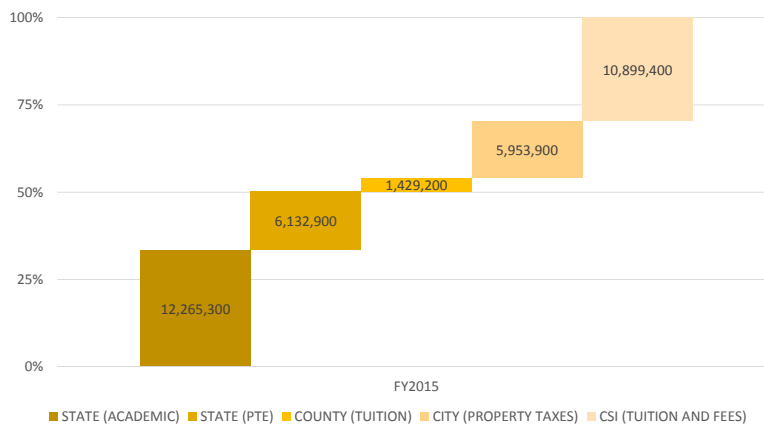
- Updated existing strategic plan last summer
- Successfully completed an abbreviated Seven Year Accreditation cycle in April 2015
  - Accreditation was reaffirmed in June 2015
- As we move forward into a new Seven Year Accreditation cycle, we are also creating a new strategic plan
  - gathered input from more than 800 internal and external constituents
  - in the draft phase of our new plan and intend to have it ready by February 2016
  - This will include an update to the goals and objectives
  - More closely tied to the Voluntary Framework of Accountability (VFA)

## FTE

2015-16 Employee FTE by Classification

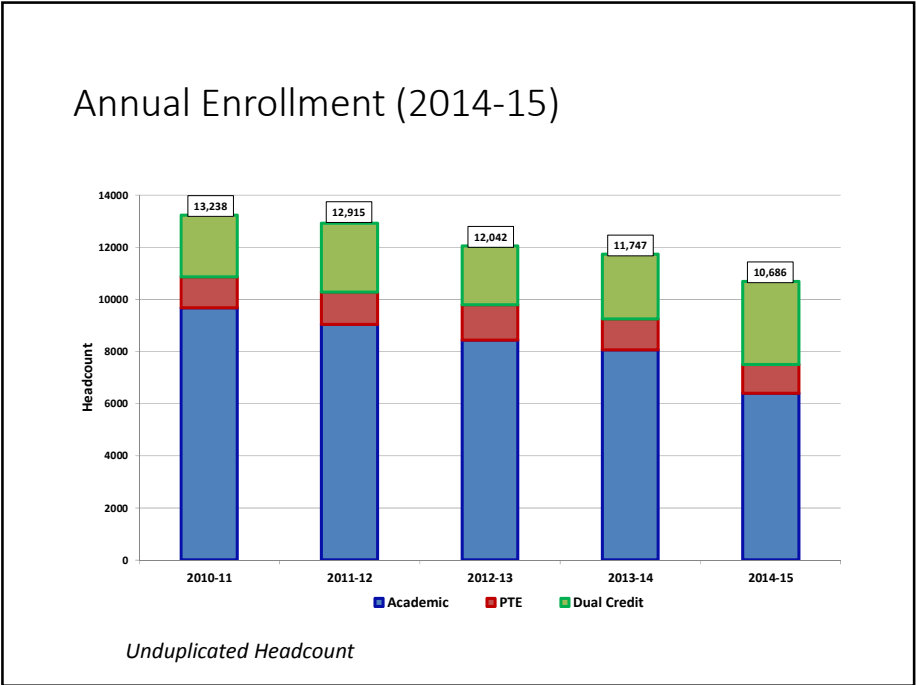
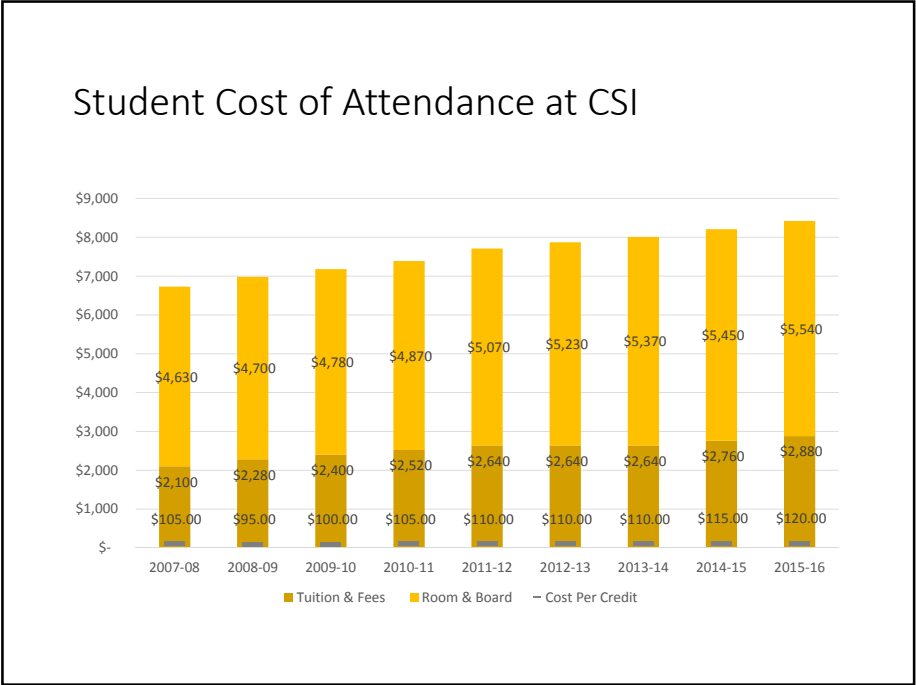


## Primary Revenue Sources

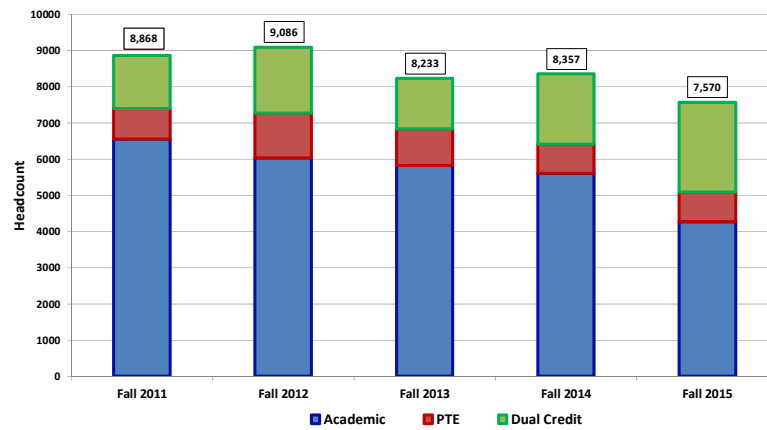


# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## DECEMBER 10, 2015

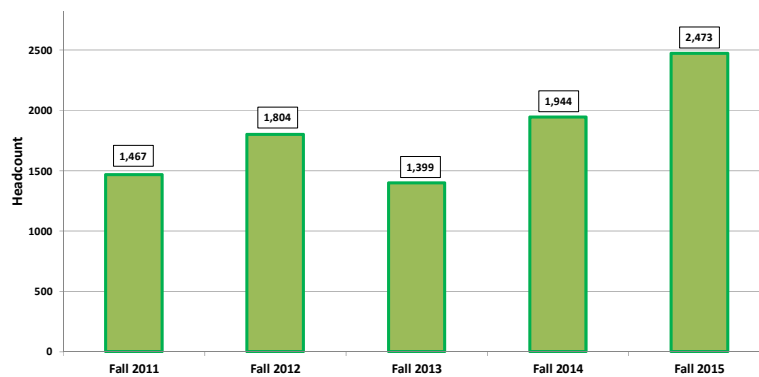


### Fall 2015 Census Headcount



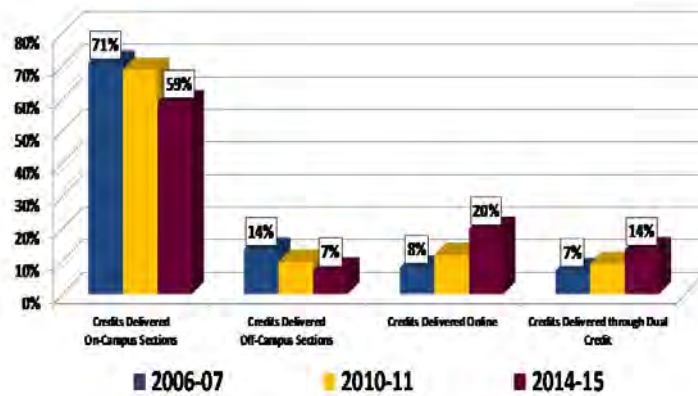
*Unduplicated Headcount*

### Fall Snapshot Dual Credit Enrollment

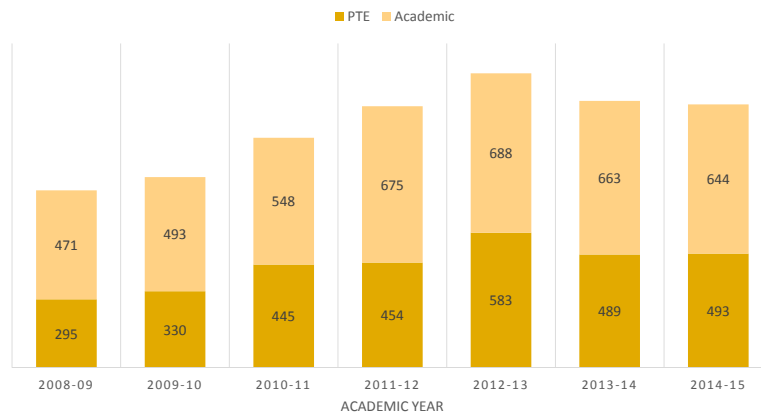




### Changes in Course Delivery



### Degrees and Certificates



## Outcome Measures

Academic Year	Annual Headcount	C Grade or Better	Retention Rate (Fall-to-Fall Full-Time Students)	Graduation Rate (150% time Full-Time Students)	Transfer Rate (150% time Full-Time Students)	Degrees and Certificates Awarded	PTE Completers Employed or Continuing Education
2010-11	13,238	77.1%	56.8%	18.2%	15.1%	998	90.4%
2011-12	12,915	77.3%	54.3%	17.4%	14.5%	1,129	85.1%
2012-13	12,042	75.7%	57.1%	18.8%	13.6%	1,271	86.1%
2013-14	11,747	76.4%	56.3%	18.4%	13.1%	1,152	93.4%
2014-15	10,686	76.5%	56.3%	18.6%	11.9%	1,137	94.1%
Source:	CSI Internal Data		IPEDS from National Center for Education Statistics				Idaho PTE Follow-Up

## VFA

### Voluntary Framework of Accountability

#### Six Year Outcomes for Credential Seeking Students

Most Recent Six-Year Cohort of Students (Fall 2008)	Associate Degree - With Transfer	Associate Degree - Without Transfer	Certificate - With Transfer	Certificate - Without Transfer	No Award - With Transfer	No Award - Still Enrolled	Left, No Award, No Transfer - 30 or more credits	Left, No Award, No Transfer - less than 30 credits
Count	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
906	12.6%	14.0%	1.2%	3.4%	19.6%	7.1%	22.5%	19.5%

Overall, six years after starting college, 57.9% of CSI's credential-seeking students have earned a degree or certificate, transferred or are continuing their education at CSI.

## Research and Economic Development

- Workforce Development
  - Served 4,319 students in FY15, an increase of 38% over prior year
  - Programs include electrical, plumbing and maintenance apprenticeship, industrial maintenance and health workforce training
  - Targeted training courses supporting food processing, industrial safety, welding, trucking and law enforcement
  - Current and upcoming training projects with regional employers including Clif Bar, Chobani, Hilex Poly/Novolex, Fabri-Kal, Kapstone Inc. and Bridon
- Southern Idaho Economic Development Organization (SIEDO)
- City of Twin Falls
- Region IV Development Association (RIVDA)
- Area Chambers of Commerce
- Urban Renewal
- Undergraduate research

## Special/health Programs

- CCA GPS
  - Focusing on STEM pathways
  - i-STEM Summer Institute
- SQF approved training center for Food Processing Technology Program
- Student Success Center

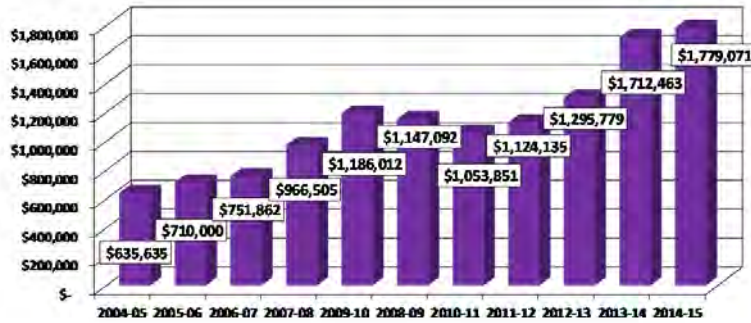
## College Updates

- Office of Institutional Effectiveness
  - Institutional Research
  - Grants
  - Strategic Planning
  - Accreditation
- Student Success Center
  - Facilitates remediation reform efforts and provides tutoring, testing, advising, and mentoring
- Associate Dean of STEM
  - Facilitates and coordinates college department, K-12, and community STEM projects and grants
- Transition Coordinators
- Academic Coaches
- AAWCC Chapter, the first in Idaho

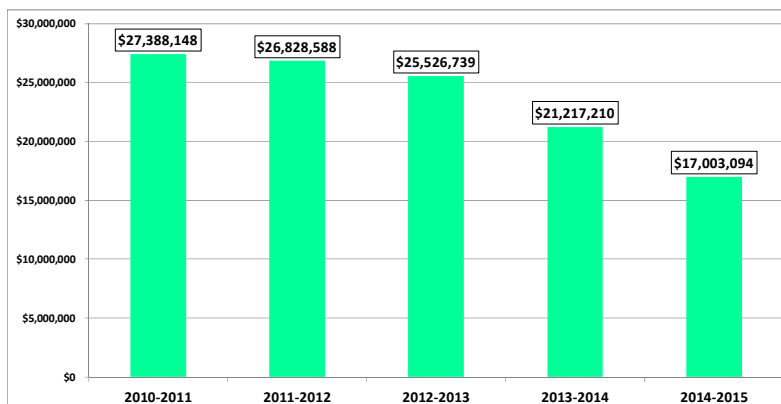
## Collaborations

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Higher Education<ul style="list-style-type: none"><li>• BSU, ISU, U of I (Higher Ed Ctr)</li></ul></li><li>• Eight County Service Region<ul style="list-style-type: none"><li>• Chambers of Commerce</li><li>• SIEDO</li><li>• Business Plus</li><li>• Jerome 20/20</li><li>• SVED</li><li>• SBDC</li><li>• RIVDA</li><li>• TF Ready Team</li><li>• URA</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Workforce Development<ul style="list-style-type: none"><li>• FY15: 4,139 students (38% increase from FY14)</li><li>• Program Advisory Councils</li><li>• Certificates and degrees</li></ul></li><li>• Health Care<ul style="list-style-type: none"><li>• St. Luke's East Region</li></ul></li></ul> |
|---|---|

### CSI Foundation Scholarships



### CSI Financial Aid-Dollars Disbursed



Graphic displays total annual dollars in federal financial aid awards disbursed to CSI students.

## Outreach

- Off-Campus Centers
  - Blaine County
  - Mini-cassia
  - Northside
  - Eastern Idaho
  - Jerome
- Community
  - Community education courses
  - Over-60 courses
  - Trans IV
  - Headstart
  - Office on Aging
  - Boys and Girls Club
  - Refugee Center
  - Small Business Development Center

## New Building

- ATIC
  - Applied Technology and Innovation Center

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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**PRESIDENTS' COUNCIL**

**SUBJECT**

Presidents' Council Report.

**BACKGROUND/DISCUSSION**

President Fernandez, Lewis-Clark State College President and current chair of the Presidents' Council, will give a report on the recent activities of the President's Council and answer questions.

The Presidents' Council did not meet in November, but will provide a report for the December 1, 2015 meeting.

**BOARD ACTION**

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

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

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**SUBJECT**

Exploring Options for Expanding Higher Education in Eastern Idaho

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code §33-2101, -2103, -2104

**BACKGROUND/DISCUSSION**

For the past several months, Idaho Falls Mayor Rebecca Casper has been spearheading a conversation among community leaders about the possibility of running a campaign to create a community college district. While this community group enthusiastically supports the concept, the creation of a taxing district in Idaho must be approved by two-thirds of the voters voting on the question.

Assuming voters approved a new taxing district:

- (1) The actual levy rate would be determined by the new college's board of trustees.
- (2) The future status of Eastern Idaho Technical College, under the governance of the State Board of Education, would need to be determined, including ownership of the college's real and personal property, the title to which is currently held by the Board.
- (3) Idaho State University maintains an embedded community college function offering Associates degrees and professional-technical degrees and certificates. The Board would need to determine whether this function would still be necessary and appropriate at the Pocatello campus.

**STAFF COMMENTS AND RECOMMENDATIONS**

Mayor Casper will provide a progress report on her community's efforts to establish a community college to Idaho Falls.

**BOARD ACTION**

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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**SUBJECT**

Delegation

**REFERENCE**

August 2015

The Board discussed the potential of delegating some items that are currently reserved for Board approval.

October 2015

As part of the Presidents' Council Report agenda item the Presidents were asked to review and provide feedback on potential areas of delegation that were received from the Board committees.

**BACKGROUND/DISCUSSION**

At the August 2015 Board meeting work session, the Board discussed its meeting structure and operations. As a result of that discussion, each of the Board's standing committees were asked to forward recommendations on items that were currently reserved for Board action that could potentially be delegated to the Board's chief executive officers. During the October 2015 Board meeting, the presidents were asked to review the suggestions and provide input.

As each committee explored various issues, the majority of the recommendations were oriented around process or timing of reports, rather than the delegation of authority. The Business Affairs and Human Resource Committee did forward the recommendation that approval of coach contracts be delegated to the institution presidents based on a salary amount threshold. The initial recommendation was 75% of the president's salary, in alignment with existing Board policy for other institution employees.

During the December 1, 2015 Presidents' Council meeting, this recommendation was discussed along with the hiring of staff in general and existing areas that the Board has reserved authority over. Current Board policy requires approval of contract for non-classified staff over 1 year (Board Policy II.F.), other than coaches, as well as approval of any individual being hired at a salary within 75% of the President's salary (Board Policy II.B.3) or above the College and University Professional Association for Human Resources (CUPA-HR) median salary for that position (Board Policy II.F.).

The final recommendation from the Presidents' Council is to expand the ability for the President's to hire non-classified staff with multi-year contracts in alignment with the multi-year contracts that is customary for athletic coaches as well as set a threshold for approval of these and the coaches contract that the Presidents can approve.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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**IMPACT**

Potential changes could result in increased efficiencies as management decision are delegated to the Board's chief executive officers allowing the Board to focus on broader institution and state policy issues.

**STAFF COMMENTS AND RECOMMENDATIONS**

Based on the discussion during the Board meeting and Board direction, staff will bring back a proposed policy amendment for a first reading at the February 2016 Board meeting. The proposed policy amendments would include changes to allow for multi-year contracts for all non-classified employees and set an upper amount in years and dollars that the presidents can approve. Any contracts above this limit would come to the Board for consideration.

The proposed process changes that are not in Board policy will be discussed further with Board staff and any committees they may impact before further action is taken. The other proposed policy amendments will be discussed with the Planning, Policy and Governmental Affairs Committee and other Board committees they may impact following an analysis by Board staff. Based on these discussions they may result in additional policy amendments coming to the Board at future meetings.

**BOARD ACTION**

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

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**SUBJECT**

Idaho Teacher Pipeline Report

**REFERENCE**

August 2015

The Board approved a proposed rule reorganizing IDAPA 08.02.02 and discussed the miss-alignment of current certification practices with Idaho Administrative Code.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1201 -1207, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

**BACKGROUND/DISCUSSION**

In 2014 as part of the of the Career Ladder subcommittee work it was discovered that there were a number of current practices regarding teacher certification that were not in alignment with Idaho statute or Idaho Administrative Code. Idaho Code authorizes the State Board of Education to set the requirement for teacher certification. These requirements are set by the Board through Administrative Code.

These unauthorized practices included:

- language in Administrative Code that specifies an elementary or secondary certificate only makes the holder eligible to teach in specific grade ranges, while the current practice has been to allow teachers to teach in grade ranges specified on a content area endorsement in conflict with the certification language;
- endorsements being granted in either grade ranges or subject areas that are not currently authorized in Administrative Code; and
- the granting of emergency “provisional” certificates by the Department when current language in Idaho Code only grants this authority to the State Board of Education.

In response to these issues, the Department of Education discontinued the granting of “provisional” certificates and the Board approved changes to Administrative Code that broaden the language regarding the alternate route to certification for content specialists to allow them to enter the classroom sooner than the previous language allowed. This has left two remaining issues yet to be resolved regarding the certificates and endorsements. The Board discussed during the August 2015 Board meeting taking a systematic approach to finding solutions to these issues that would do the least harm to the teachers and school districts while at the same time assuring that we have qualified and effective teachers in the classroom. In order to accomplish this, it is necessary for the Board to understand the scope of the issues and the full impact of any potential changes, therefore we need to look at the teacher pipeline. This includes those

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

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individuals in our teacher preparations programs, what our certificated workforce currently looks like, what positions districts are having difficulty in filling under the current system, and how grade range restrictions impact the district's ability to fill positions. An example of the last issue regarding grade range restrictions happened with the 9<sup>th</sup> grade. An individual with an elementary certificate, as the certification requirements are currently written, would only be eligible to teach grades K-8, while an individual with a secondary certificate can teach grades 6-12. The majority of middle school teachers hold an elementary certificate; if the middle school includes 9<sup>th</sup> grade, it limits the number of teachers who could teach the 9<sup>th</sup> grade class.

**IMPACT**

The attached report will help to inform the Board of Idaho's teacher pipeline in preparation for making changes to the teacher certification process.

**ATTACHMENTS**

Attachment 1 – Teacher Pipeline Initial Report

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

The following report is a first look at the available data of Idaho's teacher pipeline. This and additional data will be used to make recommendations to the Board on changes to Administrative Code through the rulemaking process in 2016. There have been some discrepancies identified in the data that is currently reported regarding teacher certificates and endorsement. Board staff will work on identifying which of these issues are a matter of previous terms used that need to be updated to the current endorsement or certificate names. These are endorsements or certificates that no longer exist, but are retained as part of the grandfathering authorized in Section 33-1206, Idaho code; further, they need to either be converted into authorized certificates and discontinued, or added to administrative rule so that they are authorized.

While all of the data is not complete at this time, due to the scope and potential impact of the issues staff felt it was important to start looking at the available data, discussing the issues and identifying additional data/or information the Board would like provided prior to any recommendations being made. Because the certification requirements are contained in Administrative Code, it is also important to time the discussion in such a way that any rule changes could be considered in time for the rulemaking deadlines. Based on feedback from the Board, additional data could be provided at the February 2016 Board meeting with final data/information and recommendation coming to the Board at the April 2016 Board meeting.

Current discussions are taking place with the stakeholder organizations (Idaho School Board's Association, Idaho Association of School Administrators, Idaho Education Association, the teacher preparation program deans and Department of Education certification staff) to gather input.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

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# Idaho Teacher Pipeline Report

December 2015

## Introduction

In 2014 as part of the of the Career Ladder subcommittee it was discovered that there were a number of current practices regarding teacher certification that were not in alignment with Idaho statute or Idaho Administrative Code. Current Idaho Code authorizes the State Board of Education to set the requirement for teacher certification. This is done through Administrative code. The following report is a first look of the available data of Idaho's teacher pipeline. This and additional data will be used to make recommendations to the Board on changes to Administrative Code through the rulemaking process in 2016.

## Preparation Program Enrollment

On an annual basis, Idaho's approved educator preparation programs report their enrollment data to the state and federal government. Tables 1 and 2 outline the number of students enrolled in Idaho's educator preparation programs from 2008 to 2014. The data in Table 2 indicates the levels of enrollment at Idaho's public, private, and alternate route programs.

**Table 1: Total Preparation Program Enrollment (Statewide)<sup>1</sup>**

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
8393	8323	8161	6909	5833	5397

**Table 2: Preparation Program Enrollment, by Program Type<sup>1</sup>**

Type	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Public	4230	4048	3805	2403	1756	1616
Private	3569	3938	4030	4352	3782	3408
Alternate	594	330	326	154	284	373

<sup>1</sup>Enrollment by program type (public, private, alternate) only includes programs that have data for all available years and is not intended to be summed up across programs. The statewide totals for all programs in a given year is represented in Table 1: Total Enrollment

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<sup>1</sup> Title II Reports, Idaho, 2014, 2013, 2012, 2011, 2010 (enrollment and completers data provided by the educator preparation programs; certification data provided by the Idaho State Department of Education)

## Preparation Program Completers

Educator preparation programs also provide data regarding the number of students who complete their programs. Table 3 (below) outlines the number of program completers at Idaho's public, private, and alternate route programs from 2008 to 2014. Table 4 (below) outlines the subjects that teachers were prepared to teach in.

<b>Table 3: Preparation Program Completers, by Program Type<sup>1</sup></b>						
<b>Type</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Public	562	589	549	657	643	517
Private	540	532	517	519	539	477
Alternate	229	302	131	37	158	199
<b>Totals (Statewide)</b>	<b>1331</b>	<b>1423</b>	<b>1197</b>	<b>1213</b>	<b>1340</b>	<b>1193</b>

<b>Table 4: Teachers Prepared, by Subject Area<sup>1</sup></b>			
<b>Program Type and Subject Area</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>Public</b>			
Early Childhood	28	29	17
Elementary Education	300	239	189
Secondary Education	156	100	95
English, Language Arts, or Reading	100	67	101
Math	35	22	42
Science, Engineering, Technology	41	25	28
Special Education	47	37	32
Languages, Bilingual, or ESL	60	37	36
All Others	299	185	163
<b>Private</b>			
Early Childhood	62	53	56
Elementary Education	227	240	211
Secondary Education	270	293	239
English, Language Arts, or Reading	52	66	59
Math	37	35	34
Science, Engineering, Technology	36	24	14
Special Education	47	56	56
Languages, Bilingual, or ESL	42	53	34
All Others	210	180	144
<b>Alternate</b>			
Early Childhood	0	0	0
Elementary Education	15	74	101
Secondary Education	0	0	5
English, Language Arts, or Reading	4	17	23
Math	5	14	22
Science, Engineering, Technology	5	18	31

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

Special Education	2	39	44
Languages, Bilingual, or ESL	2	2	0
Other	7	13	12
<b>Totals - All Programs</b>			
Early Childhood	90	82	73
Elementary Education	542	553	501
Secondary Education	426	393	339
English, Language Arts, or Reading	156	150	183
Math	77	71	98
Science, Engineering, Technology	82	67	73
Special Education	96	132	132
Languages, Bilingual, or ESL	104	92	70
All Others	516	378	319

## Teachers Prepared and Credentialed

This section provides information regarding the numbers of teachers credentialed in Idaho. Table 5 outlines the numbers of individuals credentialed from 2008-2014 and indicates whether these educators were prepared through an in-state or out-of-state program. Table 6 provides data regarding the numbers of teachers prepared at in-state programs and the certificates they received.

**Table 5: Teachers Credentialed, by Program Location<sup>2</sup>**

Program Location	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
In-State Preparation	1163	1160	1138	1433	1315	1242
Out-of-State Preparation	838	661	633	450	460	601

**Table 6: Teachers Prepared, by Certificate Type<sup>1</sup>**

Program and Certificate Type	2011-12	2012-13	2013-14
<b>Public</b>			
Elementary	75	98	156
Secondary	248	91	161
Exceptional Child	19	22	30
Early Childhood / ECSE Blended	15	10	14
Occupational Specialist (Limited or Advanced)	8	4	11
Interim (Alternate Authorizations)	0	0	15
<b>Private</b>			
Elementary	20	57	92
Secondary	113	45	69
Exceptional Child	0	4	0
Early Childhood / ECSE Blended	6	9	16

<sup>2</sup> Idaho State Department of Education, Certification Department "IEA Public Records Request"

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

Occupational Specialist (Limited or Advanced)	3	1	1
Interim (Alternate Authorizations)	0	0	6
<b>Alternate</b>			
Elementary	30	4	24
Secondary	23	9	19
Exceptional Child	18	3	11
Early Childhood / ECSE Blended	0	2	0
Occupational Specialist (Limited or Advanced)	0	0	0
Interim (Alternate Authorizations)	0	1	3
<b>Totals - All Programs</b>			
Elementary	125	159	272
Secondary	384	145	249
Exceptional Child	37	29	41
Early Childhood / ECSE Blended	21	21	30
Occupational Specialist (Limited or Advanced)	11	5	12
Interim (Alternate Authorizations)	0	1	24

## Alternate and Provisional Authorizations

Idaho Administrative Code outlines several alternative routes to teacher certification. All educators pursuing these routes are issued Interim certificates. Tables 7, 8, and 9 provide details about the alternate authorizations issued by the Department of Education in 2013-2014.

The 2015 Professional Standards Commission Annual Report indicates that there were 154 Provisional Authorizations with a total of 163 endorsements/assignments issued during the 2013-2014 school year. Table 7 provides details about the provisional authorizations issued to teacher; the data does not include provisional certificates issued to administrators.

<b>Table 7: Provisional Authorizations by Endorsement / Subject Area<sup>3</sup></b>	
<b>Subject Area</b>	<b>2013-14</b>
Early Childhood	3
Elementary Education	0
Special Education	27
Languages, Bilingual, or ESL	7
Secondary Education	
English, Language Arts, or Reading	9
Math	18
Science, Engineering, Technology	13
All Other Secondary Endorsements / Subjects	36

<sup>3</sup> Professional Standards Commission, 2013-2014 Annual Report

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

All Other Endorsements / Subjects	25
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During the 2013-2014 school year, 39 Content Specialist alternate authorizations with 42 total endorsements/assignments were issued.

<b>Table 8: Alternate Authorizations – Content Specialist by Endorsement / Subject Area<sup>3</sup></b>	
<b>Subject Area</b>	<b>2013-14</b>
Early Childhood	0
Elementary Education	6
Special Education	8
Languages, Bilingual, or ESL	1
Secondary Education	
English, Language Arts, or Reading	2
Math	5
Science, Engineering, Technology	4
All Other Secondary Endorsements / Subjects	9
All Other Endorsements / Subjects	7

During the 2013-2014 school year, 39 Content Specialist alternate authorizations with 42 total endorsements/assignments were issued. Table 9 provides details about the alternate authorizations issued to teachers; the data does not include those new certificates issued to administrators.

<b>Table 9: Alternate Authorizations – Teacher to New Certificate by Endorsement / Subject Area<sup>3</sup></b>	
<b>Subject Area</b>	<b>2013-14</b>
Early Childhood	12
Elementary Education	17
Special Education	37
Languages, Bilingual, or ESL	17
Secondary Education	
English, Language Arts, or Reading	4
Math	24
Science, Engineering, Technology	22
All Other Secondary Endorsements / Subjects	50
All Other Endorsements / Subjects	35

## Teacher Departures

To understand Idaho's teacher pipeline, it critical to gather and analyze data regarding situations that create vacancies. Tables 10 and 11 summarize data provided by school

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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districts to the Department of Education regarding teacher retirements and other reasons for departure.

<b>Table 10: Teacher Retirements<sup>2</sup></b>					
<b>Type</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Teachers who retired	444	349	270	456	444
Teachers who retired early w/ early retirement incentive program (I.C. 33-1004G only)	92	196	16	10	0

<b>Table 11: Teacher Departures<sup>2</sup></b>					
<b>Type</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Teachers who moved from one ID district to another ID district	509	242	82	168	213
Teachers who left ID to work at another educational institution	215	119	48	51	71
Teachers who left the teaching profession	828	716	1276	1884	1684
<i>Reason: Involuntary termination</i>	55	98	96	127	126
<i>Reason: Personal reasons</i>	428	314	697	957	1005
<i>Reason: Reduction in force</i>	34	83	85	143	42

## District Feedback on Hard to Fill Positions

In October 2014, the Idaho Association of School Administrators (IASA) partnered with Dr. Patti Mortenson, Assistant Professor of School Psychology and Educational Leadership at Idaho State University, to send out electronic surveys to superintendents of 115 Idaho school districts. The surveys asked superintendents to reflect on teacher hiring and hard-to-fill positions. Superintendents from 68 school districts from all six regions responded to the survey, representing 59% of Idaho school districts. Of the 68 responding districts, 66 reporting hiring teachers or specialists during the 2014-2015 school year. The following information represents a summary of the survey responses.<sup>4</sup>

- 79% (52 districts) reported that qualified candidate pools for open teacher positions were “inadequate”
- 83% (54 districts) reported that qualified candidate pools for open specialist (school psychologists, speech and language therapists, etc.) positions were “inadequate”
- Only 10 of 65 districts (15%) were able to hire fully certified staff for all of their vacant positions

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<sup>4</sup> Mortenson, P. Idaho State University in partnership with Idaho Association of School Administrators. “The Impact of Teacher Shortages on Idaho Districts – Talking Points.”

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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- 62% (41 districts) reported that hiring teachers was “extremely challenging” and an additional 35% (23 districts) reported “some challenges” in hiring teachers
- 71% (47 districts) reported open teaching positions in math were the most difficult to fill
- The top three types of teaching positions that were the most difficult to fill were: secondary (55 districts), special education (45 districts), and elementary teaches (30 districts)

**Table 12: Options Districts Used to Fill Vacant Positions<sup>4</sup>**

<b>Option</b>	<b># of Districts Reporting</b>	<b># of Districts that Used Option</b>	<b>% of Districts that Used Option</b>
Requested provisional authorization (1 year) for new hire(s)	63	54	86%
Requested alternate authorization (3 years) for new hire(s)	65	54	83%
Hired ABCTE prepared teacher(s) on alternate route to certification	63	44	70%
Worked with educator preparation programs to hire student teacher(s)	58	31	53%
Bought prep hours to cover needed sections	61	31	51%
Increased class size and didn't hire	54	27	50%
Contracted for specialist services with outside provider	57	28	49%
Started school with a substitute in hopes of filling position(s) later in the year	55	23	42%
Cancelled classes and/or programs due to unfilled positions	55	22	40%

## Teacher Certificates and Endorsements

Idaho Administrative Code outlines specific educator certificates and endorsements. While the certificates and endorsements outlined in Administrative Code have changed over time, data clearly reveals that active certificate holders have been issued (and likely renewed) certificates and endorsements that are outdated or otherwise do not exist. Tables 13 and 14 demonstrate the discrepancy between certificates authorized by Administrative Code and those held by educators. Tables 15, 16, 17, and 18 demonstrate the discrepancy between endorsements outlined in Administrative Code and those issued to educators. The endorsement tables have been separated to indicate the endorsements that the Division of Professional-Technical Education (PTE) has issued to holders of Occupational Specialist certificates (Tables 17 and 18) and those issued by the State Department of Education (SDE) to holders of all other certificates (Tables 15 and 16).

<b>Table 13: ID Certificates Authorized by Administrative Code</b>	<b>Table 14: ID Certificates held by Active Certificate Holders (as issued by the SDE)</b>
<b>Certificate Name</b>	<b>Certificate Name</b>
Standard Elementary	Standard Elementary
	State Elementary
	Advanced Elementary
Standard Secondary	Standard Secondary
	Advanced Secondary
Exceptional Child	Exceptional Child
	Advanced Exceptional Child
Early Childhood / Early Childhood Special Education (ECSE) Blended	Early Childhood / Early Childhood Special Education (ECSE) Blended
	Restricted ECSE
	Standard K/3
	Advanced K/3
American Indian Language	American Indian Language
Postsecondary Specialist	Postsecondary Specialist
Limited Occupational Specialist	Limited Occupational Specialist
Standard Occupational Specialist	Standard Occupational Specialist
Advanced Occupational Specialist	Advanced Occupational Specialist
Pupil Personnel Services	Pupil Personnel Services
Administrator	Administrator
Professional-Technical Administrator	Professional-Technical Administrator
Interim*	Interim*
	Military
	Specialist
	Limited
	Provisional Authorization**



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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\*Interim certificates are issued to individuals who hold a valid certificate from another state and those going through an alternate route to certification, including: Alternate Authorization – Content Specialist, Alternate Authorization – Teacher to New Certification, and those participating in a Non-Traditional Route to Teacher Certification program (ABCTE or Teach for America)

\*\*Idaho state law allows the State Board of Education to directly authorize provisional certificates. Effective with the 2015-2016 academic year, the State Department of Education (SDE) will not issue Provisional Authorizations. Individuals will be guided to utilize other appropriate alternate routes to certification. If an individual wishes to seek provisional authorization, he/she must apply directly to the State Board of Education.

<b>Table 15: ID Endorsements Authorized by Administrative Code</b>
<b>Endorsement Name</b>
Agriculture Science and Technology
American Government / Political Science
Art
Bilingual Education
Biological Science
Business Technology Education
Chemistry
Communication
Drama
Earth Science
Economics

<b>Table 16: ID Endorsements held by Active Certificate Holders (as issued by the SDE)</b>
<b>Endorsement Name</b>
Agriculture Science and Technology
General Agriculture
American Government / Political Science
Political Science / Government Proficiency
American Government
Political Science
American Government / Political Science 6/9
Art
Art 6/9
Arts Proficiency 6/8 (Elem)
Bilingual Education
Biological Science
Biological Science 6/9
Business Technology Education
Business Education – Office Occupation
Business Education
Business Education Accounting
Basic Business
Business Education 6/9
Chemistry
Chemistry 6/9
Communication
Communication / Drama
Communication 6/9
Drama
Drama 6/9
Earth Science
Earth Science 6/9
Economics
Consumer Economics
General Home Economics
Economics Proficiency

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

English
English as a New Language
Family and Consumer Sciences
Geography
Geology
Gifted and Talented
Health
History
Humanities
Journalism
Literacy
Marketing Technology Education
Mathematics
Mathematics – Basic
Mathematics Consulting Teacher
Music
Natural Science
Online Teacher
Physics
Physical Education
Physical Education / Health
Physical Science
Psychology
Social Studies
Sociology

English
English Proficiency
English 6/9
English as a New Language
Family and Consumer Sciences
Family and Consumer Sciences 6/9
Geography
Geography 6/9
Geology
Geology 6/9
Gifted and Talented
Health
Health 6/9
History
History Proficiency
History 6/9
Humanities
Journalism
Journalism 6/9
Literacy
Literacy 6/9
Marketing Technology Education
Marketing Education
Marketing Education 6/9
Mathematics
Math Proficiency
Mathematics 6/9
Mathematics – Basic
Basic Math 6/9
Mathematics Consulting Teacher
Music
Music Specialist
Natural Science
Natural Science 6/9
Online Teacher
Physics
Physics 6/9
Physical Education
Physical Education / Health
Physical Science
Physical Science 6/9
Psychology
Psychology 6/9
Social Studies
Social Studies 6/9
Sociology

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

Sociology / Anthropology
Special Education Consulting Teacher
Teacher Librarian
Technology Education
World Language
School Principal (Administrator Certificate only)
Superintendent (Administrator Certificate only)
Director of Special Education and Related Services (Administrator Certificate only)
Counselor (Pupil Personnel Services Certificate only)
School Psychologist (Pupil Personnel Services Certificate only)
School Nurse (Pupil Personnel Services Certificate only)
Interim - School Nurse (Pupil Personnel Services Certificate only)
Speech-Language Pathologist (Pupil Personnel Services Certificate only)
Speech-Language Pathologist (Pupil Personnel Services Certificate only)
Audiology (Pupil Personnel Services Certificate only)
School Social Worker (Pupil Personnel Services Certificate only)
Generalist (Exceptional Child Certificate only)
Early Childhood Special Education (Exceptional Child Certificate only)
Deaf / Hard of Hearing (Exceptional Child

Sociology 6/9
Sociology / Anthropology
Sociology / Anthropology 6/9
Consulting Teacher (Exceptional Child)
Library Media Specialist
Technology Education
Foreign Language
American Sign Language
Spanish
Spanish 6/9
French
German
Latin
Russian
American Indian Language
Greek
Arabic
Japanese
Italian
Chinese
School Principal
Secondary School Principal
Superintendent
Director of Special Education and Related Services
Counselor
Advanced Counselor
School Psychologist
Psychological Examiner
School Nurse
Speech-Language Pathologist
Audiology
School Social Worker
Generalist
Early Childhood Special Education (Exceptional Child and EC / ECSE Blended)
Deaf / Hard of Hearing

Certificate only)	
Visual Impairment (Exceptional Child Certificate only)	Visual Impairment
	Bible Instruction
	Science Proficiency
	Debate
	Philosophy
	Computer Applications
	Environmental Science
	Driver Education
	Secretarial Science
	Industrial Arts
	Industrial Technology
	Electricity / Electronics
	Speech
	Occupational Therapist
	English Generalist (Exceptional Child)
	History Generalist (Exceptional Child)
	Math Generalist (Exceptional Child)
	Political Science / Government Generalist (Exceptional Child)
	Science Generalist (Exceptional Child)
	Supervisor / Coordinator of Special Education (Exceptional Child)
	Serious / Emotional Disturbed K/12 (Exceptional Child)
	Severe Retardation K/12 (Exceptional Child)
	Multiple Impairment (Exceptional Child)
	All Subjects K/3 (Standard K/3 and Advanced K/3 Certificate)
	Early Childhood PreK/3 (Standard K/3, Standard Elementary, Advanced Elementary)
	All Subjects K/8 (Standard Elementary Certificate)
	Military (Military and Standard Secondary)
	Vocational Office Occupation-Clerical 6/12 (Standard Secondary, Advanced Secondary)
	Multi-Occupations 6/12 (Standard Secondary)
	Vocational Special Needs (Exceptional Child, Standard Secondary, Occupational Specialist)
	Vocational Industrial Technology (Standard Secondary)

# PPGA

**TAB 5 Page 17**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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	Pharmacy Assisting
	Practical Nursing
	Orientation Health Occupations
	Radiology Technology
	Rehabilitation / Therapeutic Services
	Respiratory Therapy
	Surgical Technology
	Sales
	General Engineering
	Principles of Engineering
	Surveying Technology
	Electronic Technology
	Manufacturing Technology
	Electrical Technology
	Heating / Air Conditioning
	Automotive Body Repair
	Automotive Technology
	Carpentry
	Electrician
	Masons and Tile Setters
	Cabinetmaking and Millwork
	Building Trades Construction
	Industrial Maintenance Mechanics
	Digital Home Technology
	Diesel Engine Mechanics
	Drafting
	Architectural Drafting Technology
	Environmental Control Technology
	Communications Technology
	Networking Technologies
	Graphic Arts / Journalism
	Graphic / Printing Communication
	Photography
	Television Production / Broadcasting
	Environmental and Pollution Control
	Machining Technologist
	Welding
	Cosmetology
	Fire Control / Safety Technology
	Law Enforcement
	Small Engine Repair
	Vocational Office Occupational
	Related Subjects
	Professional-Technical Administrator

## Next Steps

To provide a more complete picture of Idaho's teacher pipeline, the Office of the State Board of Education intends to gather and validate additional data, including:

- The numbers and percentages of active teachers whose assignments do not align to their certificate/endorsement
- 2015 data from districts regarding hard-to-fill positions

At the conclusion of the data review process, the State Board of Education will identify a process and timeline for bringing Idaho's certification process into compliance with current Idaho law and identify those areas where Administrative Code needs to be amended to bring it into alignment with best practices.

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

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**SUBJECT**

State Comprehensive Literacy Plan

**REFERENCE**

December 1998	Board approved the initial Idaho Comprehensive Literacy Plan.
August 2015	Board adopted the Literacy Implementation Committee's recommendations, including a recommendation to substantially revise the Idaho Comprehensive Literacy Plan pursuant to Section 33-1614, Idaho Code.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1207A and 1614, Idaho Code

**BACKGROUND/DISCUSSION**

The Literacy Implementation Committee includes fourteen (14) individuals from across Idaho, including representatives from the State Board of Education (Debbie Critchfield), a legislator (Rep. VanOrden), State Department of Education, K-12 education, higher education, libraries (Commission and Association), and non-profits (Idaho AEYC, Idaho Business for Education, and Idaho Voices for Children).

In spring 2015, the Literacy Implementation Committee made a preliminary, internal recommendation that the state's Comprehensive Literacy Plan be substantially revised. Committee members agreed to include this recommendation in the group's report to the State Board of Education and began work on creating a new plan. Staff members from the State Board of Education and State Department of Education acted as the lead writers, with guidance and feedback from the full committee. The committee recommended that the plan be substantially re-organized to highlight the responsibilities that various stakeholder groups have to implement strategies that support students' literacy development. The committee felt it was critical to demonstrate how individual groups must take independent action while also recognizing and capitalizing on the integrated nature of this work. The plan is designed to outline strategies that everyone in the state is responsible to move forward while also specifically outlining the activities that each stakeholder group should complete.

Due to length of time since the initial plan was written and approved by the Board, and thus, the extent of revisions necessary to update it, the Literacy Implementation Committee is submitting a new Idaho Comprehensive Literacy Plan designed to replace, rather than revise, the 1998 plan.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

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**IMPACT**

Approval of the new Idaho Comprehensive Literacy Plan will update the currently outdated plan.

**ATTACHMENTS**

Attachment 1 – Idaho Comprehensive Literacy Plan, December 2015      Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-1207A, Idaho Code required the instruction provided by the approved teacher preparation programs are consistent with the Board approved Idaho Comprehensive Literacy Plan. While Section 33-1614, Idaho Code requires the state reading assessment use the plan as a reference document and that the curricular materials used by school districts for grades K-3 are in alignment with the plan.

Staff recommends approval.

**BOARD ACTION**

I move to adopt the Idaho Comprehensive Literacy Plan as submitted in Attachment 1.

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

# COMPREHENSIVE LITERACY PLAN

Kindergarten to 12th Grade

December 2015

*"Think of literacy as a spine;  
it holds everything together.  
The branches of learning  
connect to it, meaning that  
all core content teachers have a  
responsibility to teach literacy."*

Vicki Phillips and Carina Wong,  
The Bill and Melinda Gates Foundation

IDAHO STATE BOARD OF EDUCATION P.O. BOX 83720 BOISE, ID 83720-0037 208-334-2270

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

<b>Idaho State Board of Education Members</b>	
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<b>Office of the State Board of Education</b>	<b>State Department of Education</b>
<b>Matt Freeman</b> Executive Director <b>Tracie Bent</b> Chief Planning and Policy Officer <b>Alison Henken</b> K-12 Accountability and Projects Program Manager	<b>Sherri Ybarra</b> State Superintendent of Public Instruction <b>Scott Cook</b> Academic Services, Support & Professional Development Director <b>Cheryl Finley</b> Assessment and Accountability Director <b>Diann Roberts</b> English Language Arts / Literacy Coordinator <b>Stephanie Lee</b> Assessment Specialist (Idaho Reading Indicator)

<b>Literacy Committee</b>	
<b>Stephanie Bailey-White</b> Read to Me Idaho Commission for Libraries <b>Lisa Boyd</b> Principal Vallivue School District <b>Hollis Brookover</b> Vice President, Development and Special Projects Idaho Business for Education <b>Mary Ann Cahill</b> Associate Professor, Dept. of Literacy, Language & Culture Boise State University <b>Michelle Capps</b> Superintendent Murtaugh School District <b>Alejandra Cerna-Rios</b> Outreach and Development Specialist Idaho Voices for Children <b>Debbie Critchfield</b> Member, Oakley Idaho State Board of Education <b>Meg Graham</b> 3 <sup>rd</sup> Grade Teacher Sage International School of Boise	<b>Alison Henken</b> K-12 Accountability and Projects Program Manager Office of the State Board of Education <b>Stephanie Lee</b> Assessment Specialist (Idaho Reading Indicator) Idaho State Department of Education <b>Natalie Nation</b> Public Services Manager, Meridian Library District Representative, Idaho Library Association <b>Beth Oppenheimer</b> Executive Director Idaho Association for the Education of Young Children <b>Diann Roberts</b> English Language Arts / Literacy Coordinator Idaho State Department of Education <b>Representative Julie VanOrden</b> District 31B Idaho State Legislature <b>Whitney Ward</b> Assistant Professor Northwest Nazarene University

## Table of Contents

<a href="#">Section I: Introduction</a>	4
Purposes of the Idaho Comprehensive Literacy Plan	5
Where We Are Now	5
<a href="#">Section II: Developing Literacy</a>	14
Overview of Literacy Development	15
5 Stages of Literacy Development	16
<a href="#">Section III: Essential Elements</a>	20
Overview	21
Collaborative Leadership	23
Strategies	23
Implementation	23
State	23
Districts, Schools, and Classrooms	24
Higher Education	24
Community and Home	24
Developing Professional Educators	25
Strategies	26
Implementation	26
State	26
Districts, Schools, and Classrooms	27
Higher Education	27
Community and Home	28
Definitions	28
Effective Instruction and Interventions	29
Strategies	29
Implementation	30
State	30
Districts, Schools, and Classrooms	30
Higher Education	31
Community and Home	31
Definitions	32
Assessment and Data	33
Strategies	34
Implementation	35
State	35
Districts, Schools, and Classrooms	35
Higher Education	36

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015

Community and Home .....	36
Definitions.....	37
<a href="#">Section IV: Conclusion</a> .....	38
<a href="#">References</a> .....	40
<a href="#">Appendices</a> .....	42

**SECTION I:**

**INTRODUCTION**

## **PURPOSE OF THE IDAHO COMPREHENSIVE LITERACY PLAN**

The Idaho Comprehensive Literacy Plan is designed with a single, simple goal in mind: *literacy growth for all Idaho Students*. The plan promotes a standards-based approach that incorporates the Idaho State Content Standards in English Language Arts (ELA) into all classrooms and educational environments. The Idaho State Content Standards set high expectations for student learning in order to effectively prepare students for postsecondary education and careers. The Idaho Comprehensive Literacy Plan outlines the state's strategy to ensure our students develop the strong literacy skills they need for future learning.

Idaho's approach to standards-based education is to set clear expectations at the state level to strengthen literacy in the classroom. Local school districts will continue to have the flexibility to determine the curriculum, instructional methods, assessment tools, and learning environments that will best support their students in achieving those standards with guidance provided by the state and informed by evidence-based practices and pedagogy.

Idaho has adopted the International Literacy Association (ILA) definition of literacy:

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.<sup>1</sup>

## **WHERE WE ARE NOW**

### **Literacy Initiatives 1999-present**

In 1999, after a two year study, the Idaho Legislature approved a three-part reading initiative based on the recommendations included in the Idaho State Board of Education-approved Idaho Comprehensive Literacy Plan of 1998. The initiative required the following:

- An assessment (*Idaho Reading Indicator*) for all kindergarten through third-grade public school students, at least twice a year, to identify below grade level students;
- An intervention program (*Extended Year Program*) which all school districts will offer 40-hours of additional instruction beyond the regular school day to kindergarten through third-grade students identified as below grade level;
- The establishment of the *Idaho Comprehensive Literacy Course/Assessment*. All teachers responsible for kindergarten through eighth-grade reading programs are required to complete a three-credit course or pass the assessment as part of renewing their

<sup>1</sup> International Literacy Association, n.d.



# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## DECEMBER 10, 2015

professional certificate. All pre-service teachers must pass the assessment that measures their knowledge of language structure and literacy before receiving their certificate.

The Idaho Reading Indicator (IRI) was expanded in 2001, which added the statutory reading goals for the state, including the requirement that schools ensure that a minimum of 85 percent of all third grade students read at grade level at the end of third grade. During 2007, the IRI Steering Committee felt it was time for the Idaho Reading Indicator to be shifted to a new assessment, AIMSweb. Since then, Idaho has remained using Idaho-specific probes created by AIMSweb as the IRI assessment. For more information and guidance on implementation of the Idaho Reading Indicator, please visit the [State Department of Education \(SDE\) website](#) and/or contact the SDE's Assessment staff.

In 2013-2014 the Idaho State Department contracted with Dr. Kristi Santi and Dr. David Francis from the University of Houston to conduct a review and analyze the quality and use of the current IRI. Their findings indicated that the IRI was not being used for its intended purpose, a screening measure, but was being used for teacher evaluation and identifying children at-risk for reading failure. Using the IRI for both of these purposes, simultaneously, poses an issue. Legislative intent behind the IRI was stated to provide teachers with information relevant to a student's reading skills and assist with identifying early interventions. The use of the IRI to evaluate teacher performance conflicts with the test's designed purpose to screen students for reading support. The Idaho K-3 Reading Assessment Analysis, in its entirety, can be found on the [Idaho Reading Indicator website](#).

In spring and summer 2015, three literacy-related groups began focused work to recommend updates to the state's literacy initiative:

- The Literacy Committee, a subcommittee of the Governor's Task Force for Improving Education, reconvened to develop recommendations for specific, actionable changes to statute and rule related to the state's literacy strategies. The committee made recommendations to the State Board of Education in June 2015. These recommendations primarily relate to expansion of state-funded literacy interventions for struggling early elementary students and changes to statute relating to the Idaho Reading Indicator. The Committee also established the Early Literacy Assessment Working Group.
- The Early Literacy Assessment Working Group was created as a result of the Literacy Committee's recommendation that Idaho consider using a different assessment or assessment package for early literacy, thus replacing the current assessment used for the Idaho Reading Indicator. The Early Literacy Assessment Working Group is tasked with identifying and prioritizing the state's needs for an early literacy assessment and reviewing available assessments to identify those that appear to align to those needs. The working group's recommendations will be given to the Literacy Committee and the State Board of Education in 2016.
- The Idaho Higher Education Literacy Partnership (IHELP) is a partnership created and managed by the literacy professionals from all Idaho colleges and universities that facilitate coursework for pre- and post- service educators. The group was formed to

discuss the Comprehensive Literacy Course and Assessment and is now in the process of making recommendations to update applicable sections of Administrative Rule. These recommendations will be given to the Literacy Committee and the State Board of Education in 2016. IHELP also intends to discuss the potential for shared or common literacy assessments for pre- service educators.

### **Student Performance in English Language Arts**

#### **Idaho Reading Indicator (IRI)**

When reviewing the Idaho Reading Indicator (IRI) data, it is critical to note both the value and limitations of this data. Current IRI data should not be compared to any years prior to 2007. Between 2001 and 2006 the IRI tested such skills as letter and sound knowledge, rhyming, nonsense words, blending, comprehension, and fluency. In 2007, the IRI was changed to fluency probes provided by AIMSweb. The current IRI does not, and is not intended to, give a complete picture of a student's literacy knowledge, skills, or needs. As stated in the book *Making Assessments Matter Using Test Results to Differentiate Reading Instruction* by Nonie Lesaux and Sky Marietta, in order to promote reading achievement, educators need to have a comprehensive assessment (a coordinated and comprehensive system of multiple assessments; as defined by the US Department of Education) approach that includes action steps to link assessment results to the day-to-day instruction in the classroom. Literacy assessments, when properly used, can be the difference between a child receiving the help he or she needs or continuing to struggle as a reader. When implemented effectively, literacy assessments can in fact **reduce** anxiety and uncertainty for schools, teachers, and students.<sup>2</sup>

The IRI is administered to students in kindergarten through third grade in the fall and spring. Since the current IRI assessment was implemented in 2007, rates of students scoring at the benchmark level (a score of three on a one-to-three scale) in the spring have remained relatively stable.

**Table 1: Students Scoring Benchmark (3) on the Spring IRI**

Grade	Spring 2007	Spring 2015
<b>Kindergarten</b>	<i>73 percent</i>	<i>79 percent</i>
<b>1<sup>st</sup> Grade</b>	<i>75 percent</i>	<i>68 percent</i>
<b>2<sup>nd</sup> Grade</b>	<i>70 percent</i>	<i>68 percent</i>
<b>3<sup>rd</sup> Grade</b>	<i>72 percent</i>	<i>74 percent</i>

While year-to-year performance remains somewhat flat, students have shown within-year growth between the fall and spring administrations of the test.

- In 2015, Hispanic students had the highest rate of growth among ethnic groups for kindergarten, 2<sup>nd</sup> and 3<sup>rd</sup> grade. (See Tables 2 and 3)
- In 2015, American Indian or Alaskan Native students demonstrated the highest rate of growth among ethnic groups for 1<sup>st</sup> grade. (See Table 2)

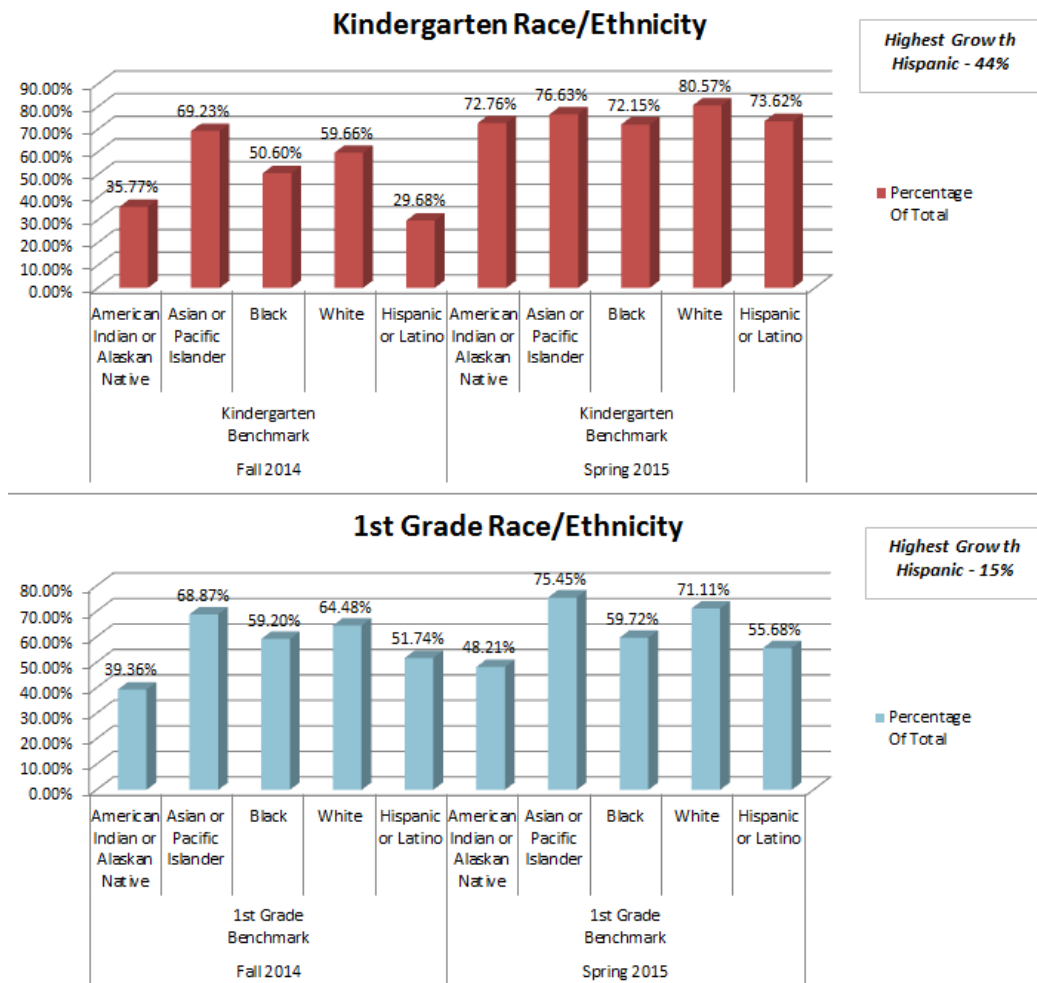
<sup>2</sup> Lesaux & Marietta, 2012

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## DECEMBER 10, 2015

- In 2015, Limited English Proficient (LEP) students showed the highest rate of growth among the subgroups. (See Table 4)

**Table 2: 2014-2015 IRI Performance by Race/Ethnicity, K-1<sup>st</sup> grade**



# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

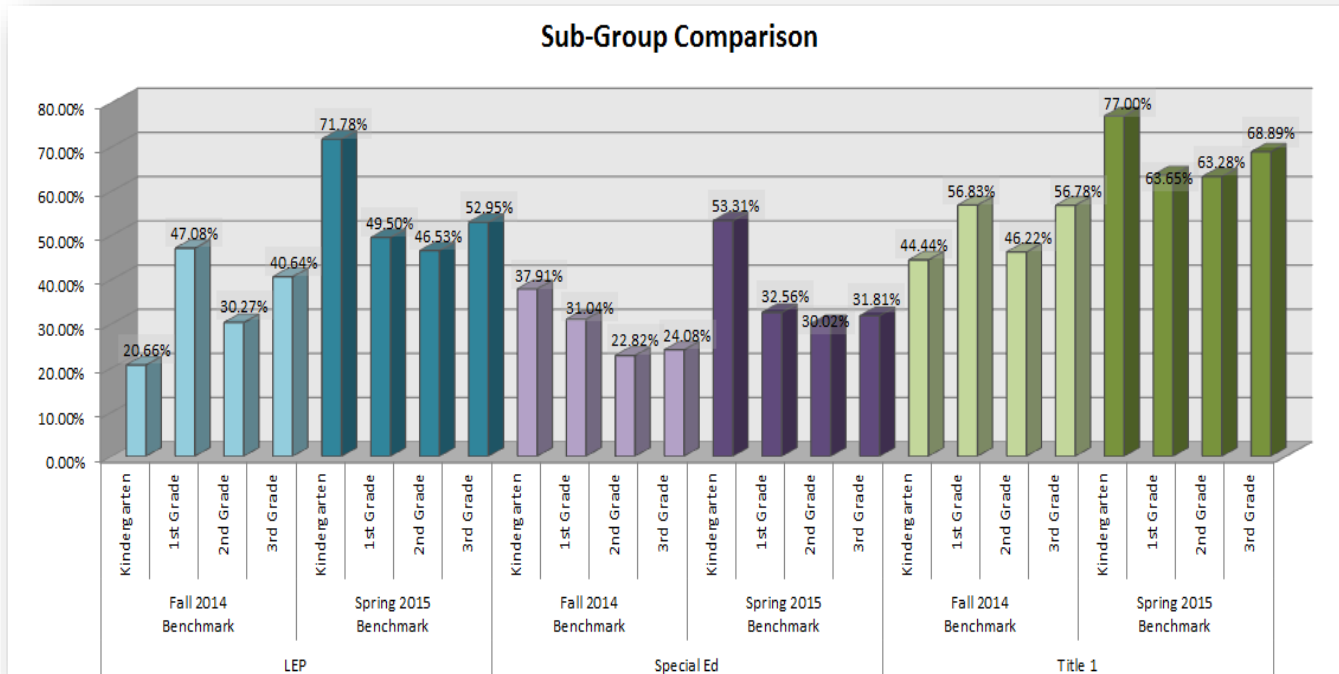
## DECEMBER 10, 2015

Table 3: 2014-2015 IRI Performance by Race/Ethnicity, 2<sup>nd</sup>-3<sup>rd</sup> grade



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

**Table 4: IRI K-3 Sub-Group Performance Comparison**



# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## DECEMBER 10, 2015

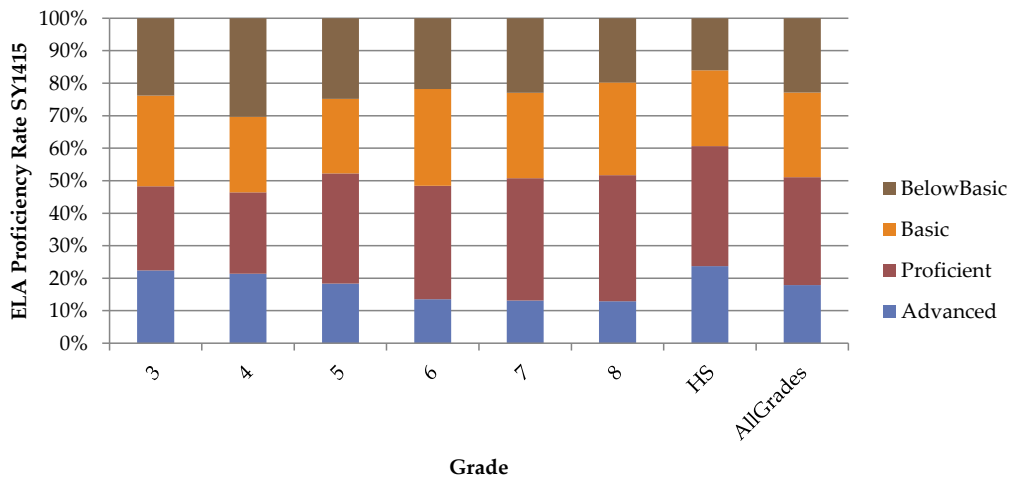
### Idaho Standards Achievement Test (ISAT)

The Idaho Standards Achievement Test (ISAT) is the summative assessment used to measure students' mastery of the Idaho State Content Standards. The assessment is administered to students in grades 3 through 10 in both English Language Arts (ELA)/Literacy and Mathematics. The 2014-2015 school year marked the first year of full implementation of the Idaho Standards Achievement Test (ISAT) by Smarter Balanced. Because the previous assessment is not aligned to the state standards and is not comparable to the 2015 data, only 2015 proficiency rates are being provided in this report.

**Table 5: 2014-2015 ISAT ELA Student Performance**

Grade	Advanced	Proficient	Basic	Below Basic
3	22.4%	25.9%	27.9%	23.8%
4	21.4%	25.0%	23.3%	30.3%
5	18.4%	33.9%	23.0%	24.8%
6	13.6%	34.9%	29.7%	21.8%
7	13.1%	37.7%	26.2%	23.0%
8	12.9%	38.8%	28.5%	19.7%
10	23.7%	36.9%	23.4%	16.0%
All Grades	17.9%	33.2%	26.0%	22.9%

**Table 6: ELA Proficiency Rate SY1415 by Grade Level**



# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## DECEMBER 10, 2015

### National Assessment for Educational Progress (NAEP)

The National Assessment for Educational Progress, also known as the nation's report card, is the only nationally representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation and for the states, but does not provide scores for Idaho school districts, schools, classrooms, or individual students. The National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills to be assessed in each subject.

The NAEP reading assessment measures students' reading comprehension by asking them to read selected grade-appropriate materials and answer questions based on what they have read. At each grade, students responded to multiple-choice and constructed-response questions designed to measure their reading comprehension across two types of texts: literary and informational. Literary texts include fiction, literary nonfiction, and poetry. Informational texts include expository, argumentative and persuasive, procedural, and document texts. The complete subject area frameworks are available on the [National Assessment Governing Board website](http://www.naep.gov).

Table 7: 2013 NAEP Grade 4 Reading Performance

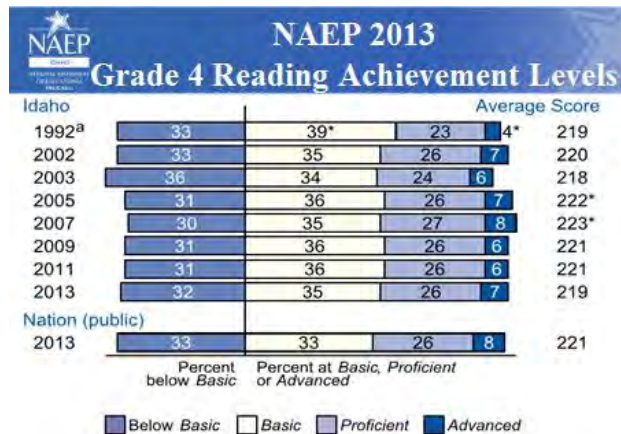
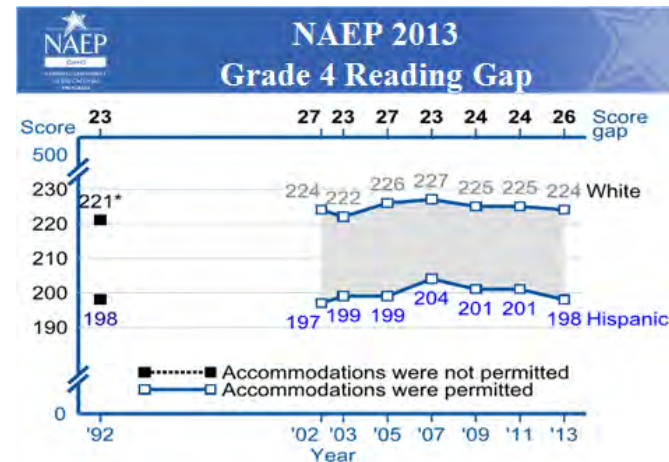
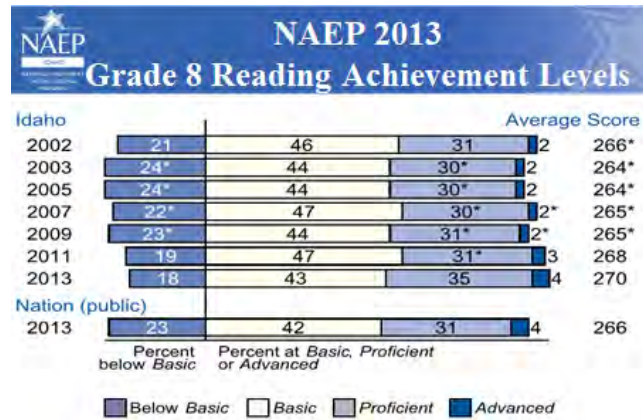


Table 8: 2013 NAEP Grade 4 Reading Achievement Gap



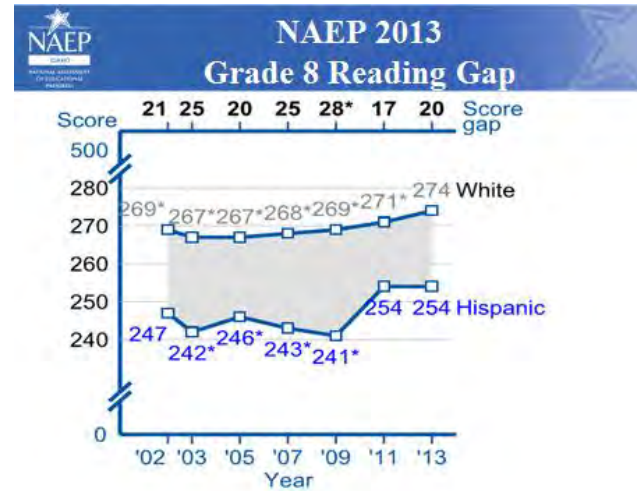
**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

**Table 9: 2013 NAEP Grade 8 Reading Performance**



Note: NAEP Basic = ISAT Proficient

**Table 10: 2013 NAEP Grade 8 Reading Achievement Gap**



**Table 11: 2015 NAEP Idaho Reading Performance**

Subject	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4	31	33	28	8
Grade 8	19	44	34	3

**Table 12: 2015 NAEP National Public Schools Performance**

Subject	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4	32	36	24	8
Grade 8	26	42	30	3



**SECTION II:**

**DEVELOPING LITERACY**

## OVERVIEW OF LITERACY DEVELOPMENT

Literacy begins the moment a child is born. This path starts at home and will continue throughout their life. The sounds of spoken language begin for a child the moment they hear their parents talk, laugh, or sing. Children raised in a socially interactive environment will have a higher rate of: talking, exposure to words, learning to write, and understanding text. Talking is one of the most viable achievements of early childhood learning. Learning new language tools also creates opportunities for children including social understanding, learning about the world, and sharing experiences. Then, children take a huge leap in language development in their first three years of school, as they learn to read. Children who have had the opportunity to experience early language skills will have a higher success of reading later in life.<sup>3</sup>

### Daily Verbal Interactions

- ◆ The average 3 year old has heard 20 million words
- ◆ 3 year olds from very talkative, socially interactive families have heard 35 million words
- ◆ 3 year olds of uncommunicative families have heard less than 10 million words

### Vocabulary Size

- ◆ The average child has about a 700 word vocabulary by the age of three
- ◆ Children of very sociable families have a vocabulary of about 1100 words
- ◆ Children of uncommunicative, non-reactive families have only about a 500 word vocabulary

From birth to age 3, children have roughly 15,000 hours of learning opportunities. Whether these hours are filled with language, or left empty, makes an extraordinary difference to children's development.

~T. Risley, S. Ramey, J. Washington  
Webcast: From Babbling to Books: Building Pre-Reading Skills  
<http://www.readingrockets.org/webcasts/1002>

The term *literacy* relates to reading, writing, and verbal communication and suggests their simultaneous development and mutually reinforcing effects. Literacy development is seen as emerging from children's oral language development and their initial, often unconventional attempts at reading (usually based on pictures) and writing (at first, scribbling). Children's early unconventional attempts at reading and writing are respected as legitimate beginnings of literacy.<sup>4</sup>

The following are critical literacy skills that children and youth develop over time:

- Understanding the sounds and meaning of spoken language (**phonological awareness**)
- Understanding letter-sound relationships (**phonics**) and recognizing words on sight
- Developing the ability to read quickly and naturally (**fluency**)
- Learning new words to build their knowledge of word meanings (**vocabulary**)
- Understanding what they read (**comprehension**)

<sup>3</sup> Rvachew, 2010

<sup>4</sup> Pikulski & Cooper, 1997

Literacy is developed through a combination of natural interactions and direct, explicit instruction. Parents can help students build a strong foundation for language skills by regularly reading together, facilitating fun activities, making time for free play, and encouraging students to draw and write. Appendix A highlights literacy development milestones from birth to age five and provides parents/guardians with recommendations regarding activities and reading material to support their children's growth.

## **5 STAGES OF LITERACY DEVELOPMENT<sup>5</sup>**

### **Pre-Emergent Literacy (Infants and Toddlers)**

#### **Verbal Communication**

- Babbles or vocalizes using sounds and inflection
- Experimenting with sounds; mimics speech patterns
- Plays and communicates with other children
- Understands and responds to some routine questions
- Identifies familiar people and objects by name

#### **Reading and Book Knowledge**

- Pays attention for short, individual and small group read-alouds
- Looks at pictures
- Touches and handles books
- Turns pages
- Brings a book for you to read
- Searches for favorite pictures in books, coloring books
- Recognizes faces and shapes

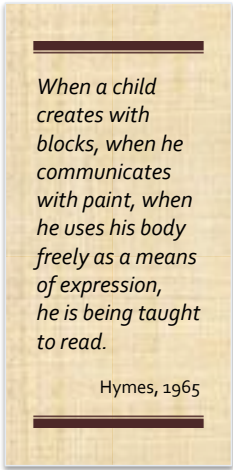
#### **Writing**

- Handles writing materials
- Makes attempts at drawing, painting, or scribbling

### **Emergent Literacy (Preschool)**

#### **Verbal Communication**

- Has conversations with adults and peers
- Can put words together to make simple sentences
- Likes to pretend; recites and/or makes up stories or phrases
- Identifies his/her name and family names
- Understands and retains directions



*When a child creates with blocks, when he communicates with paint, when he uses his body freely as a means of expression, he is being taught to read.*

Hymes, 1965

<sup>5</sup> Alabama Department of Education, 2011; Bank Street College of Education, n.d.; Cooper & Kiger, n.d.; Literacy Levels, n.d.; National Consortium on Deaf-Blindness Literacy Practice Partnership, 2006; Pacific Resources for Education and Learning, n.d.; The Literacy Bug, n.d.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

- Sings songs; ABC's, Twinkle Twinkle Little Star, Itsy Bitsy Spider
- Says short sentences – 4 to 7 words

**Reading and Book Knowledge**

- Shows an interest in books; holds books in the correct position
- Pays attention for read-alouds in small- to medium- sized groups
- Pretends to read
- Makes up stories that correspond to pictures
- Enjoys repetition of specific books / stories and may memorize certain words or phrases
- Is beginning to understand that written text carries meaning
- Can identify and name most letters

**Writing**

- Pretends to write
- Scribbling becomes more recognizable; letter shapes, pictures
- Recognizes his/her written name
- Can write his/her first name with most letters correct (some may not be formed correctly)
- Gives a meaning to his/her attempts at written words and may read them back to adults or peers
- Draws and paints, with increasing attempts at meaning in pictures

**Early Literacy (Early Elementary)**

**Verbal Communication**

- Is developing talking and listening abilities
- Participates in individual and small group discussions; can answer questions
- Speaks in full sentences the majority of the time with sentences growing in complexity
- Self-corrects while speaking
- Starts to rhyme and enjoys silly poems or songs
- Can recite the alphabet
- Can retell a simple story with reasonable accuracy of the events and sequence

**Reading and Book Knowledge**

- Understands text has meaning
- Asks questions about books
- Can name and sound out letters
- Is developing a sight word vocabulary; can recognize and reads some sight words
- Sounds out words
- Can read simple sentences and/or early reader books with support
- Is beginning to understand the difference between a made-up story and a real story

**Writing**

- Can write his/her name
- Can write all letters of the alphabet (though some may still need work in terms of form)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

- Understands that letters make words
- Can write short words and simple sentences
- Experiments with spelling and/or spells words based on their sounds
- Matches shapes and pictures
- Writes / draws in a way that has visual meaning even if words or images are not clear or accurate (example: a list looks like a list)

**Transitional (Early to Mid-Elementary)**

**Verbal Communication**

- Can participate in large group discussions and ask questions appropriate for the topic
- Uses appropriate words to express a wide range of feelings to adults and/or peers
- Wants to learn new words and integrates new vocabulary into his/her speech
- Can listen to a speaker and then question or respond to the presented idea(s)
- Is beginning to appreciate shades of meaning and becomes more thoughtful in word choice
- Is beginning to use persuasion

**Reading and Book Knowledge**

- Continues to expand sight word vocabulary
- Decodes words
- Uses appropriate techniques to identify appropriate word pronunciation (phonics, syntax, etc.)
- Knows a wide variety of sight words
- Reads grade-level materials fluently with little or no support
- Uses context to aid in identifying meaning of unfamiliar words
- Comprehends a wide variety of texts, including picture books, short stories, and informational material

**Writing**

- Pays attention to how words are spelled
- Expands writing capacity from multiple sentences to paragraphs and/or short papers
- Can write about a chosen (or assigned) topic
- Improves spelling accuracy, using a variety of strategies to identify appropriate spelling
- Improves appropriate use of grammar and punctuation

**Fluent Literacy (Mid to Upper Elementary+)**

**Verbal Communication**

- Develops his/her own ideas and opinions
- Speaks appropriately for different purposes
- Can communicate personal experiences in a way that relates them to a topic or discussion
- Recalls information from charts and graphs

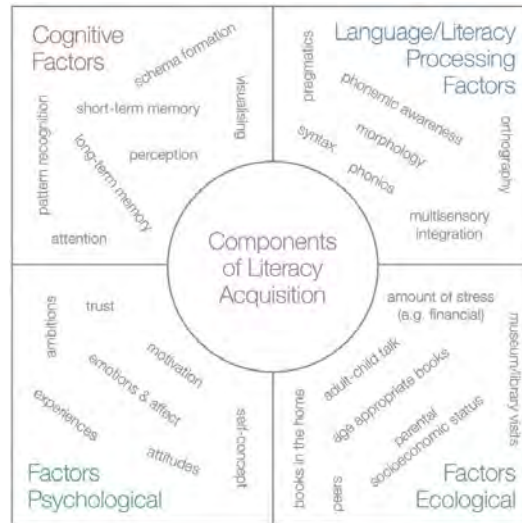
# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## DECEMBER 10, 2015

- Asks questions for clarification or information gathering
- Uses the different parts of speech correctly; prefixes, suffixes, root words
- Uses descriptive language to express feelings, ideas, and experiences
- Is increasingly sensitive to the impact of body language and tone on communication

### Reading and Book Knowledge

- Can read grade-level materials independently with fluency and understanding of the text
- Knows how to read for a specific purpose and seek answers to questions
- Makes predictions and inferences based on reading text
- Understands different genres of text and uses them appropriately
- Effectively uses prediction, self-questioning, monitoring, summarizing, evaluation, and context to construct meaning of texts
- Is aware of his/her own thinking and can communicate the thought processes used to construct meaning
- Synthesizes information from more than one text
- Can conduct an independent research project



The Literacy Bug. <http://www.theliteracybug.com/stages-of-literacy/>

### Writing

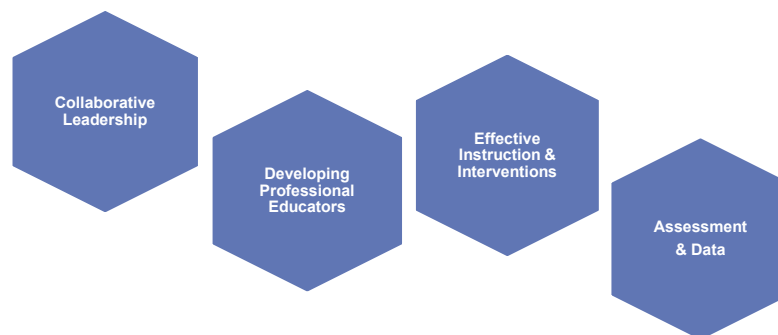
- Writes different types of stories, letters
- Uses writing to persuade
- Understands and employs the writing process and revises his/her own work
- Demonstrates strong understanding and usage of grammar, spelling, and punctuation and edits his/her own writing and the work of others for accuracy
- Makes nuanced word choice decisions to communicate tone and meaning precisely
- Is developing a unique personal writing style

**SECTION III:**  
**ESSENTIAL ELEMENTS**

## OVERVIEW

### Essential Elements of the Idaho Comprehensive Literacy Plan

1. **Collaborative Leadership:** Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, support the intentional use of resources, and encourage partnerships for sharing of knowledge and best practices.
2. **Developing Professional Educators:** Exceptional teaching inspires engaged, deep learning. Thus, training high-quality teachers is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, new teacher onboarding and mentoring, and ongoing professional development. Innovative, research-based approaches must be integrated into the entire process, from preparation to supporting long-term teachers in adjusting and refining their craft to better meet student needs.
3. **Effective Instruction and Interventions:** Effective instruction is rooted in strong implementation of the state content standards. When skilled teachers use innovative and evidence-based teaching practices that promote active student engagement and critical thinking, students at all skill levels benefit. Instruction is further strengthened through well-established systems of support for English language learners and those struggling to develop grade-level literacy proficiency.
4. **Assessment and Data:** Identifying and using valid and reliable measures to screen progress, monitor, and diagnose literacy needs allows educators to provide individualized support.

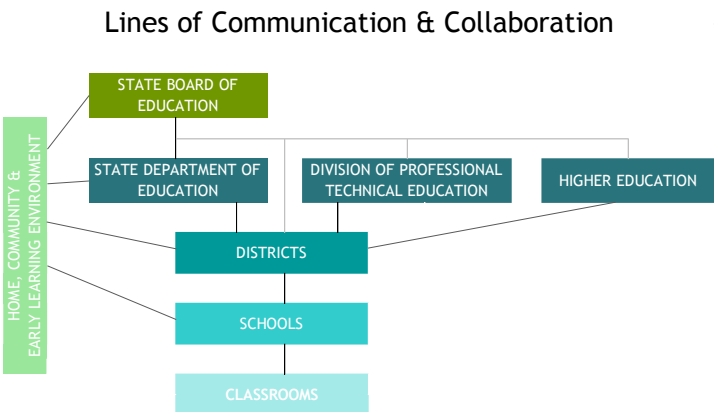




**Organization of the Comprehensive Literacy Plan**

Idaho can and should become a leader in literacy development. To do so, we must maximize on our ability to be more flexible and responsive than larger states. Each group involved in supporting students should understand their responsibilities and ability to contribute to the larger picture, while also recognizing that

none are in it alone. Improving literacy skills for our students is not just the responsibility of schools or classroom teachers; it will take a statewide collaborative effort. Thus, the Comprehensive Literacy Plan is organized in a manner that highlights the role of various stakeholders in carrying out each of the essential elements of the plan. Through common goals, collaboration, and communication, we can implement innovative strategies to ensure that all of Idaho’s students have the literacy skills they need for postsecondary and career success.



State:	<p>                     Policymakers including the Governor, legislature, State Board of Education and its divisions (including the State Department of Education and the Division of Professional-Technical Education), and other state agencies involved in education-related work                 </p>
Districts, Schools, and Classrooms:	<p>                     All district and school employees and contractors who work to support students, including: superintendents, principals, teachers, counselors, paraprofessionals, contractors, and other school support staff                 </p>
Higher Education:	<p>                     Idaho’s public and private institutions of higher learning, including community colleges, universities, and professional-technical and certificate programs                 </p>
Community and Home:	<p>                     Parents/guardians, libraries, early learning providers, healthcare providers, nonprofits, and community agencies                 </p>

## **COLLABORATIVE LEADERSHIP**

Effective leadership is essential for successful implantation and maintenance of a sustainable, comprehensive literacy program. When established and cultivated, this form of collaborative leadership brings about a set of common values and beliefs – a complete systems view – that will guide statewide and local school improvements over time. To accomplish this the following strategies shall be implemented:

### **Strategies**

- 1. Strong, effective collaboration amongst entities, including: state agencies, postsecondary institutions, K-12 districts, schools, and community agencies**
  - Communication and partnerships should be developed at the local, regional, and statewide levels
  - Groups should work together to make strategic decisions and develop statewide and regional strategies that maximize funding and resources
- 2. Regional partnerships to facilitate sharing of best practices and maximize use of resources**
- 3. District and school leaders put an emphasis on developing schools with strong cultures of collaboration**
- 4. District and school leaders provide time and resources for literacy**
- 5. School-family-community partnerships**
- 6. Set and implement appropriate policies and budgets that support literacy activities**
  - State and district policies should be written or revised to support literacy initiatives
  - State budgeting should be done with keen focus on balancing high standards and needs for resources with the importance for regional collaboration and local flexibility

### **Implementation**

#### **State**

- The State Board of Education should provide leadership to support literacy, including establishing or adjusting laws or policies as needed. Policies should be designed to support research-based strategies that provide students a strong early start in literacy, ensure quality instruction, and address the needs of struggling readers through effective interventions.
- The legislature should provide funding to support literacy initiatives that align to the Idaho Comprehensive Literacy Plan.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

- The State Board of Education and State Department of Education should commit to consistently putting appropriate resources, including funding and staff time, towards the strategies outlined in this plan.

**Districts, Schools, and Classrooms**

- School boards and superintendents should establish a district-wide commitment to literacy. District and school leaders should work together to develop and implement literacy initiatives grounded in research-based literacy instructional practices, student engagement, and effective interventions.
- District and school leaders should support infrastructural modifications, as necessary, such as extended time for teacher collaboration and the establishment of teacher teams to guide the integration of literacy instruction into all areas of teaching and learning.
- District and school leaders should plan to provide appropriate resources for literacy development strategies and ensure they are effectively and efficiently utilized for the benefit of students who need them.
- School leaders should ensure that they have an established, coordinated system of support for students, particularly those who struggle with early literacy skills.
- District and school educators should act as a liaison to support student and parent/guardian involvement in literacy development to inspire strong educational outcomes for all students.
- District and school educators should encourage stakeholder involvement in any school-provided activities surrounding literacy development. (i.e. reading night, book fairs, etc.).

**Higher Education**

- Institutions of Higher Education should support the state's strategic direction and provide feedback to the State Board of Education regarding literacy standards.
- Institutions of Higher Education should work with the State Board of Education to continue to improve the high school to postsecondary transition and address remediation needs of students at the postsecondary level.
- Institutions of Higher Education should commit to collaboration with the state, districts, and schools to support literacy initiatives.

**Community and Home**

- Early learning providers, out-of-school time providers, libraries, and families should engage in local partnerships with districts and schools to support literacy and other learning initiatives.

- Parents/guardians should proactively strive to develop a strong relationship with their child's school that recognizes the notion of shared responsibility for achieving optimal learning and developmental outcomes, namely the reciprocal influence between the child/family system and the schooling system across time.<sup>6</sup>
- Parents/guardians should engage with the school by participating in available volunteer activities, such as PTA, reading nights, etc.

## **DEVELOPING PROFESSIONAL EDUCATORS**

One of the keys to improving literacy is adequate teacher preparation and support. Determining what teachers need to know, ensuring they have opportunities to learn, and supporting them in implementing that knowledge in classrooms is basic to achieving the goal of literacy for all. In *Time To Act* (2009), five basic areas of a core knowledge are identified.

Teachers involved in literacy education must possess a working knowledge of:

- How literacy demands change with age and grade;
- How students vary in literacy strengths and needs;
- How texts in a given content raise specific literacy challenges;
- How to recognize and address literacy difficulties; and
- How to adapt and develop teaching skills over time.

To accomplish this the following strategies shall be implemented:

### **Strategies**

1. **Develop and implement a systematic approach to building teachers' literacy development knowledge and expertise that begins in teacher preparation and continues through onboarding and professional development**
2. **Ensure that candidate teachers have clinical, field study, and student teaching opportunities early and often during teacher preparation**
3. **Provide transition support and mentoring opportunities for new teachers**
4. **Use research-supported practices to provide effective professional development in order to increase teachers' likelihood of fully integrating new practices into their pedagogical and instructional repertoires, including:**
  - Job-embedded professional development, such as instructional coaching
  - Sustained, intensive professional development focused on literacy
  - Teacher collaboration, inquiry, and joint problem-solving

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<sup>6</sup> Pianta & Walsh, 1996

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

- Subject-area and grade-band specific professional development that coaches teachers on how to integrate literacy knowledge into their specific role(s)
- 5. **Build partnerships for professional development, including regional and early-grade (pre-kindergarten through grade three)**
- 6. **Ensure that professional development includes all topics critical to literacy skills development for students, including literacy instruction, assessment and data, and use of assistive technologies**
- 7. **Provide appropriate literacy training for paraprofessionals, including library staff, to ensure they have the knowledge necessary to effectively assist students**
- 8. **Provide ongoing professional development for all educators, including support for those who struggle and advanced learning and leadership opportunities for those who excel**

## **Implementation**

### **State**

- The State Board of Education should ensure that the approval and monitoring of educator preparation programs is completed in a manner that sets high standards for quality and encourages continuous improvement.
- The State Board of Education, in partnership with representatives from the educator preparation programs, should review the Idaho Comprehensive Literacy Course on a regular basis to ensure that all teachers seeking new or renewed certification can effectively demonstrate competency in integrated literacy instruction.
- The State Board of Education should develop a plan for strategic professional development efforts for all core subjects, including literacy.
  - Professional development should include how to integrate research-based best practices into instruction.
  - Professional development should include sessions that focus on increasing teachers' assessment knowledge and guiding them in using assessment and other student data to differentiate instruction.
  - Specific professional development sessions should be provided regarding implementing supports for special populations of students, including English language learners, special education students, and struggling readers.
- The State should support initiatives to implement professional development regionally.
- The State should provide funding for job-embedded professional development, including professional learning communities, instructional coaching, and release time for teachers.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

- The State should provide professional development predicated on honoring teachers as professionals and leaders with deep, sustained, embedded educational practices.

**Districts, Schools, and Classrooms**

- Districts and school leaders should proactively adjust structures and schedules to ensure teachers have opportunities to engage in sustained, job-embedded professional development.
- District and school leaders should provide release time and structured collaboration time for teachers.
- School leaders should ensure that they are seeking out strong research-based professional development to support educators' development of effective instructional and interventional practices.
- District and school educators should work with educator preparation programs to develop systems and structures that ensure that all candidates' field experiences are valuable and effective learning opportunities.
- District and school educators should partner with other school districts and schools to facilitate combined professional development, including cross-school learning communities.
- District and school educators should communicate with professional development providers (the state, higher education institutions, private vendors) to provide constructive feedback regarding professional development to ensure ongoing improvement of offerings.

**Higher Education**

- Educator preparation program at the Institutions of Higher Education should ensure that educators receive effective preparation in literacy instruction, including application of the Idaho Literacy Standards for Educator Preparation outlined in Appendix B, as applicable to their role (as clarified in Idaho Administrative Rule).
- Educator preparation programs at the Institutions of Higher Education should ensure that teacher candidates are introduced to classroom settings as early as possible and that field experiences are effective and done regularly during teacher preparation.
- Educator preparation programs at the Institutions of Higher Education should work with the state to make pedagogical and practical connections between teacher preparation, onboarding, and ongoing professional development.
- Institutions of Higher Education should continue collaborative partnerships that support ongoing improvement of educator preparation and literacy activities, such as the Idaho Association of Colleges of Teacher Education (IACTE), Institutions of Higher Education (IHE, faculty from the colleges of education), and Idaho Higher Education Literacy Partnership (IHELP).

- Institutions of Higher Education should partner with the state and school districts to provide high quality professional development.
- Institutions of Higher Education should provide feedback to the State Board of Education regarding ways to improve laws and policies related to educator preparation and certification.

### **Community and Home**

- Early learning providers (preschools, Head Start, etc.) should engage with local (city or regional) school districts and schools for combined early grades professional development and collaboration.
- Out of school providers and libraries should engage with districts and schools to share resources for literacy-focused professional development whenever possible.

### **Definitions**

**Job-embedded professional development:** Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is typically school-day or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of continuous improvement.<sup>7</sup>

**Onboarding:** Is the act of bringing new employees up to speed on the organization's goals, strategies, rules, internal processes, expectations, and culture.<sup>8</sup>

**Professional learning communities:** Teacher learning that is grounded in collaborative cycles of inquiry and action research, operating under the assumption that key to improved learning for students is continuous job-embedded learning for educators. Professional learning communities include the cyclical process of gathering evidence of learning, developing strategies based on those conclusions, implementing the strategies, analyzing the impact, and applying new knowledge.<sup>9</sup>

**Sustained professional development:** Sustained professional development takes place over an extended period of time, rather than as a short, one-time event or workshop. It typically involves multiple touch points and a significant number of hours. Research suggests that teachers need 50 hours or more of professional development in a subject to "improve their skills and their students' learning."<sup>10</sup>

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<sup>7</sup> Croft et al, 2010

<sup>8</sup> Douglas, 2011

<sup>9</sup> Dufour et al, 2013

<sup>10</sup> Darling-Hammond et al, 2009

## **EFFECTIVE INSTRUCTION AND INTERVENTIONS**

Effective instruction and interventions are critical in supporting students' development of strong literacy skills. Educators need to be knowledgeable of research and effective strategies to continually provide the best support to all students, especially those from diverse backgrounds. To accomplish this the following strategies shall be implemented:

### **Strategies**

1. Teachers shall have a strong understanding of language development and ensure students' literacy skills (including writing, reflection, and reading as outlined in the Five Essential Reading Components) are progressing
2. Teachers shall apply current research and best practices into their instruction in order to effectively engage all students in learning
3. Teachers shall use a wide variety of information about their students to individualize instruction to address students' needs, including formative assessments, school records, information from previous teachers (including early learning providers), and learning plans
4. Literacy instruction shall be integrated into all content areas
5. Educators shall use systematic, explicit instruction to support students in building foundational reading skills.
6. District and school leaders shall understand current research and best practices in instruction and literacy development and should demonstrate a willingness to adjust structures and systems in schools in order apply best practices and innovative ideas (such as flexible grouping, in-class tutoring, etc.)
7. Implement systems and strategies that minimize transitions (such as teacher looping) and/or maximize knowledge transfer between teachers in order to ensure struggling students can continue their learning in as seamless a manner as possible
8. District and school leaders shall be diligent and thorough in their review and adoption of curriculum that aligns to the [Idaho State Content Standards](#) and provide all stakeholders with information about the standards and curriculum and the difference between the two
9. Student engagement is an integral part of literacy- teachers should foster active learning environments by giving students a voice, involving them in decisions about their learning process, and using instructional practices such as inquiry



10. Implement a focused, comprehensive process (such as [Response to Intervention \(RTI\)](#)) to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors
11. Utilize the state standards ([WIDA Standards](#)) to provide effective literacy development assistance to English language learners

## **Implementation**

### **State**

- The State should provide funding to districts to support literacy initiatives, including targeted interventions and school libraries.
- The State should support districts and schools to create schedules that maximize instructional and educator collaboration time.
- The State should continue the development of a cohesive state literacy policy that includes providing clear academic content standards that ensure equity of opportunity and academic achievement for all learners.

### **Districts, Schools, and Classrooms**

- District and school leaders should make strategic decisions to increase integration of literacy instruction in all content areas (i.e. English, math, science, social studies, history, etc.).
- District and school educators should recognize the importance of integrating writing and reflection into language development and provide frequent opportunities for students to hone these skills.
- District and school educators should recognize the importance of literacy collaboration (networking) with educators within their schools, from across their districts, and outside of their local areas, to support ongoing learning, support, and application of best-practice research.
- District and school educators should leverage library resources and personnel to supplement

#### *10 Elements of Effective Instruction:*

1. Provide a safe and supportive environment
2. Establish and communicate clear, specific learning objectives
3. Make explicit connections between present lessons and students' lives
4. Prepare students by teaching relevant background knowledge, skills, and academic language
5. Integrate assessment throughout the instructional process
6. Teach students strategies for learning, remembering, and doing
7. Demystify literacy practices by modeling, providing examples, and giving clear directions
8. Use different instructional methods, modes, and media
9. Ask students to generate a range of ideas, interpretations, solutions, questions, and connections
10. Provide meaningful opportunities to practice, perfect, and perform all lessons in class and at home

Ferlazzo, 2013

literacy instruction and support expansion and renewal of school libraries.

- District and school educators should provide targeted support to English language learners and their parents/guardians and create open lines of communication with their network of support (non-profits, after school providers, specialists, etc.).
- District and school educators should ensure that literacy instruction addresses all aspects of literacy, including all Five Essential Reading Components, writing, and verbal communication.
- Teachers should work in cross-subject teams to effectively integrate strong literacy instruction into all content areas.
- Teachers should provide students with regular opportunities for free and facilitated reading, with texts that are matched to their interests and appropriate reading level.
- Teachers should promote student activities surrounding literacy development such as: partner and/or group discussions; literacy circles/book talks; debates; Socratic seminars; and/or partner or small group collaboration with idea and writing formation.
- Classroom teachers should use direct, explicit instruction to ensure that students gain appropriate, grade-level literacy knowledge and skills.

### **Higher Education**

- Institutions of Higher Education should ensure teacher candidates have an understanding of the Idaho Content Standards for all students.
- Institutions of Higher Education should ensure teacher candidates have knowledge of research methods and are able to apply current research into practice.
- Institutions of Higher Education should ensure teacher candidates have a strong understanding of literacy intervention and best practices to aid struggling readers.
- Institutions of Higher Education should support educators in gaining or improving their knowledge of the content standards, research methods, and instructional and literacy intervention practices through professional development and/or ongoing coursework.
- Institutions of Higher Education should provide subject-matter expertise to the state, districts, and schools to support literacy initiatives.

### **Community and Home**

- Early learning providers should support students' preparation for K-12 literacy by incorporating the [Idaho Early Learning Guidelines](#), including the five (5) domains:
  - a. Approaches to Learning and Cognitive Development
  - b. Physical Growth, Health and Wellbeing
  - c. Social and Emotional Development

- d. General Knowledge (pre-academic's)
  - e. Communication, Language and Literacy (reading and writing)
- Early learning providers should build relationships with school districts and schools to facilitate sharing of information regarding students and how they learn in order to aid in improved preschool to kindergarten transitions
  - Libraries, non-profits, and other community agencies should engage in activities that support literacy in the community (i.e. summer reading programs, literacy events, book reads, book drives, free book programs, pediatricians providing appropriate reading materials in waiting areas, etc.)
  - Parents/guardians should actively engage in their child's educational process early to promote strong literacy development.
  - Parents and the community should encourage active reading outside of the school setting whenever possible. Read to children, read along with children, listen to children reading, and/or audio books (i.e. signs, ads, newspapers, cereal boxes, books, magazines, soup cans, participating in library summer reading programs, etc.).
  - Parents and the community should encourage early learners to explore literacy outside of the educational setting.

## **Definitions**

**Critical Thinking:** Critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion. Critical thinking is an umbrella term that may be applied to many different forms of learning acquisition or to a wide variety of thought processes, and the term is commonly used by educators to describe forms of learning, thought, and analysis that go beyond the memorization and recall of information and facts.<sup>11</sup>

**English language learners (ELLs):** Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.<sup>16</sup>

**Flexible grouping:** Instructional groups that are formed and reformed based on systematic and frequent progress monitoring.<sup>12</sup>

**Inquiry:** An inquiry-based instructional approach utilizes questions to guide student learning. Students are helped to know how to do things (read and write) while they achieve deep conceptual understanding. Inquiry includes a problem-orientation/essential question, choice within certain parameters, clear goals, ownership, challenging and complex problems, personal

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<sup>11</sup> Glossary of Education Reform, n.d. "Critical Thinking"

<sup>12</sup> Alabama Department of Education, 2011

and social relevance, assistance as needed, opportunity to improve, problem-centered group activities, independent application of learned skills, and real-world application.<sup>13</sup>

**Research-based Interventions:** Research-based interventions are strategies, teaching methodologies, and supports that have been shown through one or more valid research studies to help a student improve academic, behavioral/emotional, or functional skills. The interventions used prior to determining eligibility for special education and related services must be designed to address the skill deficiency of the particular individual student.<sup>14</sup>

**Systematic, explicit instruction:** A structured, systematic, and effective methodology for teaching academic skills.<sup>15</sup> Explicit instruction happens when a teacher intentionally covers academic material, scaffolding on previous knowledge and ensuring students grasp new material.

**Teacher looping:** The practice of keeping students with the same teacher for multiple years.<sup>16</sup>

**The Five Essential Reading Components<sup>17</sup>:**

- **Phonemic awareness** - ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
- **Phonics** - instruction in the relationships between the letters of written language (graphemes) and the sounds of spoken language (phonemes).
- **Fluency** - the ability to read a text accurately, quickly, and with expression.
- **Vocabulary** - the words needed to communicate effectively both orally and in writing.
- **Text comprehension** - the ability to understand what is read.

## **ASSESSMENT AND DATA**

The State Board of Education believes that a comprehensive system of statewide assessments is critical for school accountability and instructional improvement. Statewide comprehensive assessment data (such as ISAT data and statewide reading assessment) is best used when combined with classroom activities, benchmark assessments, and the observations of teachers. The goal is to help educators integrate all of these aspects to increase student achievement within classrooms. Additionally, the data should inform not only educators, but all stakeholders, of the effectiveness of schools and instructional programs.

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<sup>13</sup> Wilhelm, Wilhelm & Boas, 2009

<sup>14</sup> Public Schools of North Carolina, n.d.

<sup>15</sup> Archer & Hughes, 2011

<sup>16</sup> Hume, 2010

<sup>17</sup> National Reading Panel, 2000

**Objectives of an effective comprehensive assessment system:**

- To provide all stakeholders with aggregate information regarding how students' current knowledge compares to the state standards;
- To provide teachers with student-level data that informs instructional planning and supports them in meeting the instructional needs of their students;
- To identify students who may need extra instruction or intensive interventions to progress towards grade-level;
- To monitor students' progress during the year to determine whether students receiving intervention are making adequate progress.

*Assessment-literate educators know how to engage students in productive self-assessments that will support their learning success.*

*Chappuis et al, 2012*

A comprehensive assessment system includes formative, interim, and summative assessments used for specific purposes in an integrated manner. It is important to note that in order to have a balanced comprehensive assessment system; formative and summative assessments must be used side by side of one another. Local school districts and schools should combine statewide assessments, such as the Idaho Reading Indicator (IRI) and the Idaho Standards Achievement Test (ISAT), with locally chosen or created tests to create a comprehensive assessment system that is appropriate for their schools and students. To accomplish this the following strategies shall be implemented:

**Strategies**

1. **Use a full comprehensive assessment system to provide meaningful literacy data, including:**
  - **Screening** – measures the student's current skill level at a specific point in time and is used to identify students who may be at-risk for reading failure.
  - **Diagnostics (Formative Assessment)** – provides an in-depth measure of a students' strengths and weaknesses associated with a specific academic skill. Students are typically identified for diagnostic assessment based on their screening results.
  - **Progress Monitoring (Interim Assessment)** – demonstrates a student's knowledge at a point in time and measures the student's progress towards mastery of the state content standards.
  - **Comprehensive Assessment (Summative Assessment)** – evaluates a student's comprehensive knowledge and mastery of the state content standards (typically at the end of the year).
2. **Administer literacy screening assessments early and regularly to identify students who should receive additional diagnostics to determine if they have learning challenges or if interventions are necessary**

3. **Use assessment and data improve instruction and, thus, optimize student learning and engagement**
4. **Support teachers in building strong assessment knowledge by integrating research methods, statistics, and assessment literacy coursework into teacher preparation**
5. **Provide active educators with assessment literacy professional development that addresses how to effectively integrate assessments and resulting data into instructional practice**

## **Implementation**

### **State**

- The State should identify a full comprehensive assessment system that aligns with the Idaho State Content Standards.
  - Formative
  - Interim
  - Diagnostic
  - Summative
- The State should provide the necessary professional development and technical assistance to educators in the use of a full comprehensive assessment system.
- The State should provide professional development on how to analyze and apply the data appropriately for each assessment.
- The State should provide resources needed by districts and schools to allow the administration of assessments to be facilitated in a manner that minimizes instructional disruptions (example: additional computers for assessment to allow labs to be used for instructional purposes)
- The State should provide resources to districts and schools to support instruction when assessment data indicates that the district/school is in need of support.
- The State should make standardized assessment data accessible to the public.

*Research suggests that teachers spend from one-quarter to one-third of their professional time on assessment-related activities.*

*Almost ALL do so without the benefit of having learned the principals of sound assessment.*

*Stiggins, 2007*

### **Districts, Schools, and Classrooms**

- District and school educators should implement a comprehensive assessment system as defined above.
- District and school educators should disaggregate and analyze the data to inform instruction.

- District and school educators should provide parents/guardians and student's assessment results in a timely manner.
- All educators (classroom teachers, special education teachers, Title 1 teachers, and administrators) work collaboratively to use data to identify students' needs and develop plans to address them.

### **Keys To Quality Classroom Assessment**

Classroom assessment instruments and practices are built on a foundation of the following five keys to quality:

1. They are designed to serve the *specific information needs of intended user(s)*.
2. They are based on clearly articulated and appropriate *achievement targets*.
3. They *accurately measure* student achievement.
4. They yield results that are *effectively communicated* to their intended users.
5. They *involve students* in self-assessment, goal setting, tracking, reflecting on, and sharing their learning.

Chappuis et al, 2012

### **Higher Education**

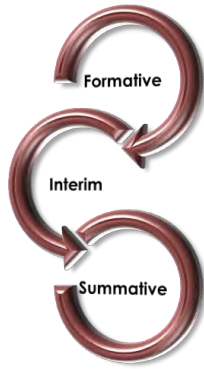
- Institutions of Higher Education should prepare teacher candidates to assess students appropriately and understand how to use data to inform instruction.
- Institutions of Higher Education should support educators in developing assessment and data-use knowledge through professional development and ongoing coursework.

### **Community and Home**

- Early learning providers should consider administering literacy screening assessments to identify students who may need additional support.
- Parents/guardians should use the assessment data they receive to identify ways they can support their child's learning at home and in the classroom.



### Definitions



**Formative Assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

**Interim Assessment** is a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams.

**Summative Assessments** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.<sup>18</sup>

<sup>18</sup> Glossary of Education Reform, n.d. "Summative Assessment"



**SECTION IV:**

**CONCLUSION**

## **A CALL TO ACTION**

Strong literacy skills are essential for individuals to engage in lifelong learning and career success. Furthermore, a well-educated, literate citizenry is critical for Idaho's economic growth and prosperity. Our technology-based, globalized world demands higher literacy and education levels than we have seen in the past. It is only through collective efforts that we will successfully educate our youth in a manner that prepares them for success. While Idaho has made some steps in the right direction, we must maintain and even accelerate our focus on developing students with strong literacy skills.<sup>19</sup>

Ensuring that all Idaho students have the opportunity to develop high levels of literacy is a shared responsibility of state policymakers, districts, schools, families, and the community. The Idaho Comprehensive Literacy Plan outlines specific strategies which should be implemented in an integrated, systematic manner. The plan sets high expectations of all stakeholders and includes strategies that will require an investment of time and resources. It calls us to corporate and individual action in support of students' literacy growth. This call to action should not be taken lightly—our state's future social and economic prosperity is at stake.

<sup>19</sup> Maine Department of Education, 2012

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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# APPENDICES

## APPENDIX A



### MILESTONES OF EARLY LITERACY DEVELOPMENT



#### NEWBORN TO 6 MONTHS

**TALK, READ, SING, PLAY** Right from birth, babies are listening, looking, and learning. So find, and enjoy, those everyday moments when you can talk, read, sing, and play together with your baby.

#### MOTOR DEVELOPMENT *What your child is doing*

holds head steady  
sits in lap without support  
grasps book, puts in mouth  
drops, throws book

#### COMMUNICATION AND COGNITION *What your child is saying and learning*

smiles, babbles, coos  
likes and wants your voice  
likes pictures of baby faces  
begins to say "ma", "ba", "da"  
responds to own name  
pats picture to show interest

#### ANTICIPATORY GUIDANCE *What parents can do*

Ask questions and wait for your child to answer  
Read and speak in your first language

#### WHAT TO READ

board and cloth books;  
books with baby faces;  
nursery rhymes

#### 12 TO 24 MONTHS

holds and walks with book  
no longer puts book in mouth right away  
turns board book pages

says single words, then 2- to 4-word phrases  
gives book to adult to read  
points at pictures  
turns book right-side up  
names pictures, follows simple stories

smile and answer when your child speaks or points  
let your child help turn the pages; keep naming things  
use books in family routines: naptime, playtime, bedtime; on the potty; in the car, bus  
use books to calm or distract your child while waiting

board books; rhyming books; picture books; books that name things

#### 2 TO 3 YEARS

learns to turn paper pages, 2 to 3 pages at a time  
starts to scribble

adds 2-4 new words per day  
names familiar objects  
likes the same book again and again  
completes sentences and rhymes in familiar stories

ask "Where's the dog?" or "What is that?"  
be willing to read the same book again and again  
as you read, talk about the pictures  
keep using books in daily routines

rhyming books; picture books that tell stories; search and find books

#### 3 TO 4 YEARS

turns pages one at a time, and from left to right  
sits still for longer stories  
scribbles and draws

recites whole phrases from books  
moves toward letter recognition  
begins to detect rhyme  
pretends to read to dolls and stuffed animals

ask "What happens next?" in familiar stories  
point out letters, numbers  
point out words and pictures that begin with the same sound  
together, make up stories about the pictures

picture books that tell longer stories; counting and alphabet books

#### 4 TO 5 YEARS

starts to copy letters and numbers  
sits still for even longer stories

can listen longer  
recognizes numbers, letters  
can retell familiar stories  
can make rhymes  
learning letter names and sounds

relate the story to your child's own experiences  
let your child see you read  
ask your child to tell the story  
encourage writing, drawing  
point out the letters in your child's name

fairy tales and legends; books with longer stories, fewer pictures

LET YOUR CHILD CHOOSE WHICH BOOK TO READ. FIND STORIES ABOUT THINGS YOUR CHILD LIKES.

[www.reachoutandread.org](http://www.reachoutandread.org)

reachoutandread



### **Literacy Standards for Educator Preparation**

The following standards represent the inter-relationship between written and oral language, which are key skills for student learning and success. These standards outline the four competencies of effective reading, writing, and communication instruction necessary to meet the Idaho Comprehensive Literacy requirements and Idaho ELA/Literacy Standards.

#### **Standard I - Foundational Literacy Concepts**

The candidate demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.

#### **Standard II - Fluency, Vocabulary Development and Comprehension**

The candidate demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The candidate demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

#### **Standard III - Literacy Assessment Concepts**

The candidate understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The candidate uses assessment data to inform and design differentiated literacy instruction. In addition, the candidate demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

#### **Standard IV - Writing Process**

The candidate incorporates writing in his/her instructional content area(s). The candidate understands, models, and instructs the writing process, including but not limited to: pre-writing, drafting, revising, editing, and publishing. The candidate structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The candidate incorporates ethical research practices using multiple resources. The candidate fosters written, visual, and oral communication in a variety of formats.

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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**SUBJECT**

Board Policy I.E. Executive Officers – First Reading

**REFERENCE**

October 2007	Board approved second reading of Board Policy I.E. Executive Officers.
December 2008	Board approved the first reading with changes of Board Policy I.E. Executive Officers, multi-year contracts.
February 2009	Board discussion of Board Policy I.E. Executive Officers
June 2009	Board approved second reading I.E. Executive Officers with amendments, multi-year contracts.
August 2009	Board Approved first reading with changes of Board Policy I.E.4. Reimbursement of expenses
October 2009	Board approved second reading of Board Policy I.E.4 Reimbursement of expenses
October 2010	Board approved first reading of Board Policy I.E.2. Presidents/Agency Heads allowing CEO's to receive stipends or other forms of compensation for unrelated duties or activities
December 2010	Board approved second ready of Board Policy I.E.2

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers.

**BACKGROUND/DISCUSSION**

From time to time events arise related to the institutions that garner media attention. The current practice has been for the institution presidents to contact the Executive Director and/or the Board president and notify them of any such events. Recently there have been a couple of events involving student athletes that have garnered media attention. In response, the Athletics Committee have discussed ways in which to improve notification or reporting of similar events to the Board office and the Board. As a result of these discussions, the committee is recommending the codification of this practice in the form of the attached policy amendment.

**IMPACT**

Approval of the policy changes will place in Board policy the requirement that institution presidents report within 24 hours any developments that are likely to be an interest to the media.

**ATTACHMENTS**

Attachment 1 – First Reading I.E. Executive Officers

Page 3

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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**STAFF COMMENTS AND RECOMMENDATIONS**

While this is the current practice, it is often difficult to predict what developments may be of concern to the media and in some instances the media may be aware of an event involving a student or employee prior to the administration at the institution finding out about it. The incorporation of this language will formalize the current process, however, there will be instances where some events may not initially seem noteworthy that the media picks up on and other events that may be released in the media quicker than a president is informed of the situation.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, incorporating the reporting requirement, as submitted in Attachment 1.

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

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: E. Executive Officers**

**December 2010**

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**1. Executive Director**

The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

**2. Presidents/Agency Heads**

**a. Responsibilities**

The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

**b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:**

**i. Relations with the Board**

- 1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.
- 2) Effective communication among the Board, the Board office, and the institution or agency.
- 3) Preparation of such budgets as may be necessary for proper reporting and planning.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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- 4) Transmittal to the Board of recommendations initiated within the institution or agency.
  - 5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of statewide concern.
  - 6) Notification to Board President or Executive Director of any out-of-state absence exceeding one week.
- ii. Leadership of the Institution or Agency
- 1) Recruitment and retention of employees
  - 2) Development of programs, in accordance with an evolving plan for the institution or agency.
  - 3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.
  - 4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.
- iii. Relations with the Public
- 1) Development of rapport between the institution or agency and the public that each serves.
  - 2) Official representation of the institution or agency and its Board-approved role and mission to the public.
- c. Appointment Terms and Conditions
- Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.
- d. Evaluations
- The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

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actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

- i. Each chief executive officer's annual compensation shall be set and approved by the Board. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source except that institutional Presidents may receive perquisites or benefits as permitted by topic 3, subtopic d, below. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.
- ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.
- iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.
- iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.
- v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination

In the event a chief executive officer's appointment is terminated by Board action (for or without cause), then such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Housing, Automobile, and Expense Reimbursement

- a. The institutional Presidents are responsible for hosting official functions to promote their respective institutions. At institutions with official residences, the Presidents of such institutions are required to live in the official residences provided.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

---

To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and grounds keeping.

In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in an official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the President's official residence.

- b. Each institutional President shall be provided an automobile. Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.

If an institutional President does not elect to use a vehicle provided by the institution, the institution will provide the President a vehicle allowance in lieu of the cost of leasing, automobile maintenance, and insurance. Documented business travel will be reimbursed to compensate for gasoline costs.

- c. The institutional Presidents shall receive reimbursement for official entertainment expenses. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the President. (See fiscal policy for entertainment and related expenses.)
- d. Foundation Provided Funds for Compensation, Perquisites or Benefits

Perquisites or benefits for the institutional Presidents, may be provided by the institution's affiliated foundation meeting all requirements of Section V, Subsection E of the Board's Governing Policies and Procedures if approved by the Board on a case-by-case basis.

**4. Institutional Presidents: Official Duties Related Spousal Expenses**

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

---

purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

5. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

- i. staff privileges for activities, events and campus facilities;
- ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

---

**SUBJECT**

Amendment to Board Policy I.Q. Accountability Oversight Committee – First Reading

**REFERENCE**

October 2012	The Board approved the first reading of proposed changes to Board Policy III.AA.
December 2012	The Board approved the second reading of proposed changes to Board Policy III.AA. and moved the policy to section I.Q.
April 2015	The Board approved the first reading of proposed changes to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.
June 2015	The Board approved the second reading of proposed changes to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

**BACKGROUND/DISCUSSION**

The Board's Accountability Oversight Committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the Board's Accountability Oversight Committee. The committee is currently composed of two Board members, the Superintendent of Public Instruction, and four (4) at-large members appointed by the Board.

The proposed changes to the policy would add one additional member to the Accountability Oversight Committee who would be representative with experience in special education.

**IMPACT**

The proposed changes would add additional expertise to the committee to provide for thorough recommendations to the Board.

**ATTACHMENTS**

Attachment 1 – Board Policy I.Q., Accountability Oversight Committee      Page 3

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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**STAFF COMMENTS AND RECOMMENDATIONS**

The Accountability Oversight Committee was established to make independent recommendations to the Board regarding the states accountability system, thereby, allowing the Board to make informed decisions on the State's accountability system.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy I.Q. Accountability Oversight Committee as submitted in Attachment 1.

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 10, 2015**

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**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: Q. Accountability Oversight Committee**

**February 2016**

**1. Overview**

The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board's Accountability Program Manager.

**2. Duties and Responsibilities**

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

**3. Meetings and Operating Procedures**

The committee shall meet twice annually, additional meetings may be called by the Chair as needed.

**4. Membership**

The committee membership shall consist of:

- Two members of the Idaho State Board of Education, appointed by the Board president;
- The Superintendent of Public Instruction or designee; and
- ~~Four~~Five members at-large appointed by the Board, one of which will ~~chair the committee and shall serve a term of one year as chair~~ have experience serving in a school district in a special education capacity. The chair of the committee shall be elected from one of the at-large members and shall serve no more than one consecutive annual term as chair.

**5. Terms of Membership**

Board members appointed to the committee serve at the pleasure of the president of the Board. Committee members appointed by the Board shall serve two-year terms. An incumbent member may be recommended for re-appointment. All terms shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of the year(s) beginning or ending said term.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 10, 2015**

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Appointments shall be staggered to ensure that no more than two (2) appointments will become vacant in any given year.

An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

**6. Reporting**

This committee shall report directly to the Board.