

Council of Chief State School Officers (CCSSO)
"Our Responsibility, Our Promise"

Idaho is on a path to improve teacher preparation to ensure pre-service educators are "classroom ready." Our state has a plan to implement CCSSO's "Our Responsibility, Our Promise." In a spirit of collaboration, all Deans of the Colleges of Education and representatives from both the Board of Education and the State Department meet regularly. In 2012 a draft copy of the report was viewed and all agreed to continue to revise preparation programs to align to the ten recommendations. In February 2013, that work was further mapped to align with the proposed CAEP standards. On June 21, 2013, the group reconvened to solidify our commitment to moving forward.

Recommendation #1: To support the teaching and leading of more demanding content and critical thinking skills, Idaho's state approval process was amended to accommodate a state-specific review to take place every three to four years to supplement the NCATE/CAEP accreditation reviews conducted on a seven year cycle. IDAPA 08.02.02.100, approved by the Idaho Legislature in 2011, is defined (in part):

The state will begin to conduct focused reviews of state-specific, core preparation requirements that may be adjusted over time, depending upon state-wide initiatives. The emphasis on state reviews anticipated over the next decade will include integration of appropriate instructional technology and use of student data, as well as pre-service preparation that will address effective K-12 practices in the teaching of the Common Core Standards.

The first state-focused reviews will be conducted in Spring 2014. Preparation programs are charged with providing evidence of Common Core teaching strategies being embedded in curriculum, and evidence of instructional shifts being observed when conducting a candidate's summative performance assessment. Summative performance assessments are based upon the revised INTASC Standards, carried out using the FFT instrument. Evaluators have been certified as reliable, modeled after the MET study. Administrator preparation standards were revised in Spring 2013 to reflect current research and best practices in Instructional Leadership. As part of the reform, proficiency in conducting reliable teacher performance evaluations shall be a certification requirement for all administrative candidates effective Spring 2015, proven by passing the Teachscape Proficiency Assessment for evaluators. For all administrative candidates prepared to be certified in Spring 2014, the state shall pay for them to take the evaluator's proficiency test using the Teachscape program.

Recommendations #2 and #3: Idaho is focusing on a continuum of professional growth in a very specific, cohesive way using evaluation based upon the Framework for Teacher beginning in pre-service and continuing throughout a teacher's career. In the 2013-2014 academic year, every Idaho-approved teacher preparation program will pilot (on some scale) the proposed summative performance evaluation. The first measure of the evaluation shall be to meet the Idaho minimum state requirements of a "2" or "Basic" in all components of Idaho's statewide performance assessment, the FFT. This performance assessment shall be supported by multiple artifacts and evidence of the candidate's practice. An additional proposed measure of candidate effectiveness shall be the candidate's ability to develop student learning objectives in order to assess student growth over the period of the candidate's clinical practice. These performance-based measures shall result in the development of an ongoing

Individualized Professional Learning Plan (IPLP) created in partnership with the candidate's cooperating teacher and university supervisor. This plan (IPLP) will be submitted to the state department, along with the candidate's scores in the 22 components of the FfT, to inform required professional development and shall also be collected as part of the state's longitudinal data base on teacher performance and IHE performance.

It is proposed that, upon being recommended for licensure, a NOVICE LICENSE (three-year license, non-renewable after 6 years) will be issued. Novice teachers may apply for a PROFESSIONAL LICENSE after one year of service, but must apply no later than 3 years from the time of initial licensure. In order to transition to professional licensure, teachers shall meet the Idaho minimum state requirements of at least "3" or "Proficient" in all components of the FfT. This part of the professional licensure performance assessment shall be supported by multiple artifacts and evidence of the teacher's practice. An additional measure of effectiveness proposed shall be the candidate's ability to develop student learning objectives in order to assess student growth over the period of the candidate's clinical practice. Standardized state tests shall also be considered as part of teacher performance. These performance-based measures shall result in the development of an ongoing Individualized Professional Learning Plan (IPLP) created in partnership with the teacher's administrator and a peer. This IPLP shall be revised according to the teacher's performance evaluations and personal reflections throughout the period of professional licensure.

Recommendation #4: Idaho's Director of Certification is also the Chair of NASDTEC's Interstate Agreement Committee. As a result, Idaho will be deeply involved and supportive of rewriting the Agreement to create greater reciprocity in the 2015 iteration of the document.

Recommendations #5 and #6: Based upon the multiple measures described above, program ratings and information on program performance will be published. Data from the state longitudinal database can connect programs and candidates to student achievement across the continuum. Teacher performance by preparation program will be a significant factor in program approval.

Recommendation #7: In place: A minimum of 20% of the P-12 Standards are reviewed annually to ensure alignment.

Recommendation #8: The state desires to pilot a series of satisfaction surveys that can be generated automatically to first year teachers, administrators of first year teachers, and a random sample of parents to collect data on the effectiveness of preparation programs.

Recommendation #9: In place: State Board of Education has created a Data Management Council.

Recommendation #10: Idaho has a plan in place to capture and analyze multiple measures of candidate effectiveness and track ongoing improvement within preparation programs and inform program decisions. The next step is to apply the same metrics to non-traditional providers so that all preparation programs can be reliably compared. A template or "Report Card" will be developed and required of each preparation program approved in Idaho to ensure transparency.