

# Tiered Licensure

Presentation to the Governor's Task Force on Education  
July 12, 2013



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# Idaho's Plan for Tiered Licensure

## The MOST Committee 2000-2004

- Idaho's *Maximizing Opportunities for Students and Teachers* (MOST) committee was formed by the State Board of Education in 1999.
- The goal of this 5 year project (Idaho's MOST) to develop a performance and standards-based system to support Idaho's teachers in the areas of teacher preparation, licensure and professional development.
- MOST Advisory Group presented their plan to the legislature in January 2004; one recommendation being the development of a tiered licensure system for Idaho teachers.



# MOST Recommendations: Tiered Teacher Licensure Model

The proposed Idaho Tiered Teacher Licensure policies, practices and procedures is designed to:

- Improve student learning and provide an infrastructure for state, district, school and individual accountability.
- Reflect best practices in teaching.
- Ensure quality teaching by requiring high performance-based standards.
- Promote focused professional development.
- Align the licensure/certification system with Idaho performance-based teacher standards.
- Include a licensure system and a systematic plan for professional growth and recognition of quality teaching.



# ***“Our Responsibility, Our Promise – CCSSO’s Task Force Report on Educator Preparation and Entry into the Profession” 2013***

## **Recommendation #3- Multi-tiered Licensure**

“States will create multi-tiered licensure systems aligned to a coherent developmental continuum that reflects new performance expectations for educators and their implementation in the learning environment and to assessments that are linked to evidence of student achievement and growth.”



# What Other States Are Doing

- Fewer than 10 states use a single certificate
- Approximately 21 states use a two-tier system, and approximately 17 states use three or more tiers

“Multi-tiered licensure structures can incentivize educators to develop and improve their performance as they work toward advanced status. When working in tandem with policies related to compensation, career ladders, and ongoing professional learning, licensure can be a lever to promote educator development, advancement, and retention. Licensure also serves as an accountability mechanism in that it sets the parameters for determining which teachers or principals advance in the system.”



-American Institute of Research, Center on Great Teachers & Leaders

June 2013

# Promising Practices From Research

- **Build a Continuum of Expectations.**

Licensure should support and promote state goals of educator development and improved student learning. This means the licensure system should embed a continuum of performance-based expectations and licensing assessments that begin with the novice and carry into advanced practice.

- **Create Opportunities.**

Supports that provide educators with opportunities to learn and that scaffold their development should be built into the licensure system. These supports might include comprehensive induction systems and mentoring.



# Promising Practices From Research

- **Leverage Relationships.**

The relationships between preparation providers and the districts in which their candidates are placed (for clinical practice, residencies, or employment) should be leveraged so that there is follow-through into the early induction years and so that a culture of collegial coaching carries over from preparation into early practice.

- **Utilize Evaluation Data.**

Another key strategy is to explore how to leverage evaluation data in valid and reliable ways to inform high-stakes licensure decisions as one of multiple measures. These data also should be linked to ongoing professional growth plans that can serve as another source of performance data as well.



# Idaho's Promising Practices Already in Place

- **Build a Continuum of Expectations:**
  - The implementation of a single, statewide teacher evaluation model (Framework for Teaching) beginning in pre-service. Resulting Individual Professional Learning Plan sets a tone of continued growth.
- **Create Opportunities:**
  - Mentors throughout the state have been trained in the New Teacher Center Induction model (2006-2012). Pockets of excellence exist throughout the state that could serve as statewide model. Teacher Leader endorsements have been established to create more opportunities for veteran teachers.



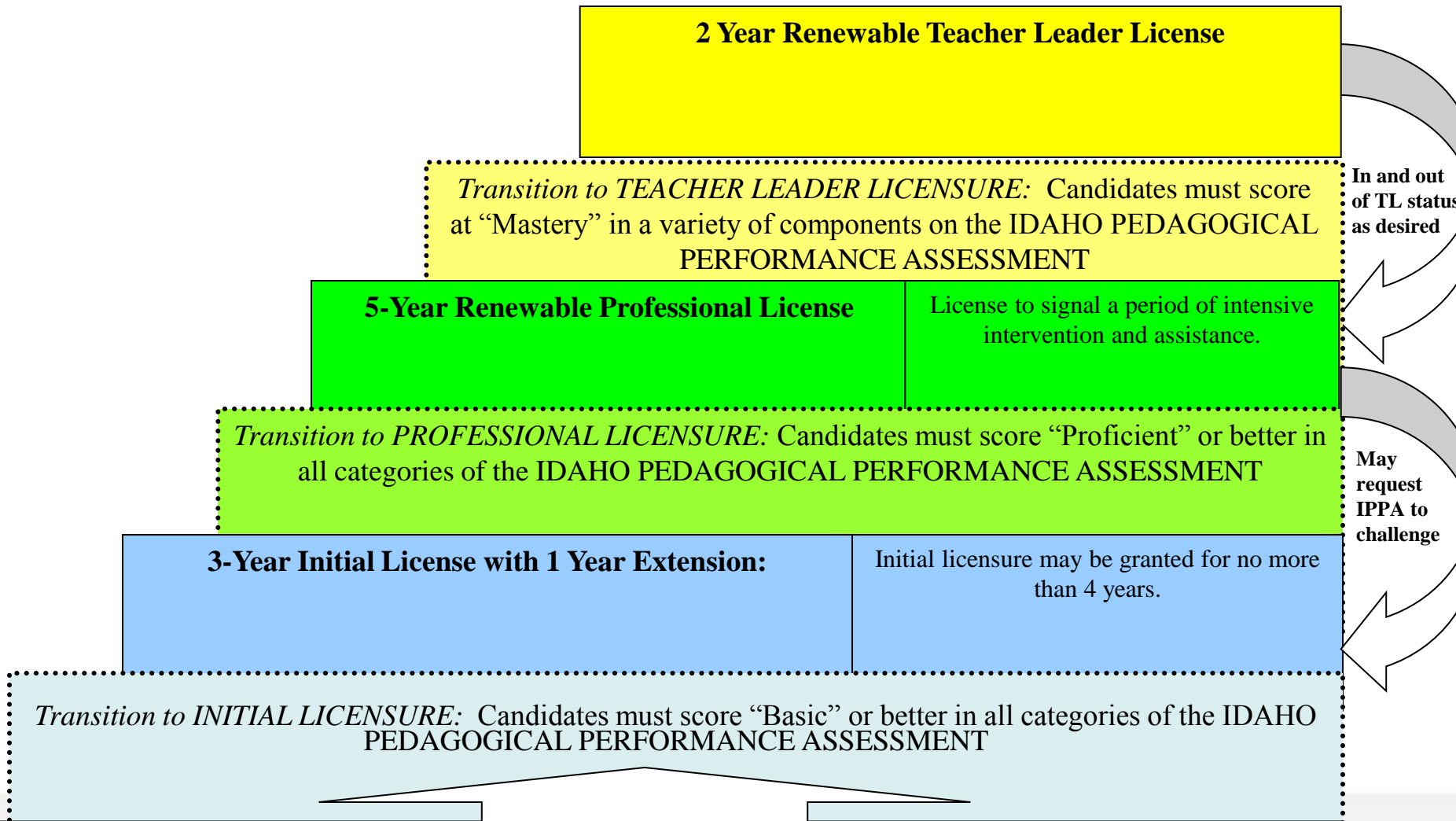


# Idaho's Promising Practices Already in Place

- **Leverage Relationships:**
  - The Idaho Higher Education Coalition (which includes every teacher preparation program in Idaho) is piloting a rigorous clinical practice model to include training and certifying university supervisors and faculty to ensure accuracy and rater reliability in assessing candidate performance and readiness to enter the classroom.
  - Districts across the state will partner to have cooperating teachers similarly trained to provide accurate evaluations of teacher candidates. Teachers will also provide feedback to Prep Programs regarding preparation of candidates. Multiple roles for Teacher Leaders will surface.
- **Utilize Evaluation Data:**
  - Leveraging evaluation data in valid and reliable ways to inform high-stakes licensure decisions will be possible with a longitudinal data system to capture evaluations and professional learning goals.



# The Basics of Tiered Licensure – Three Stage Model



All routes to preparation must require the *IDAHO PEDAGOGICAL PERFORMANCE ASSESSMENT* (IPPA) in order to recommend candidates for certification. The summative evaluation will also inform the an *Individualized Professional Learning Plan*.

# Framework for Teaching / Idaho Pedagogical Performance Assessment

## A Foundational Measure for Continuing Growth

**All routes to preparation shall require the *IDAHO PEDAGOGICAL PERFORMANCE ASSESSMENT (IPPA)*. A minimum summative evaluation score of “Basic” or “2” in every component of the Framework for Teaching must be met in order to be recommended for certification.**

**Rubric Scoring Scale = (1)Not Proficient, (2)Basic, (3)Proficient, and (4)Mastery**

Summative performance evaluation scores will be reported to the SDE as one of the measures to be used for evaluating pre-service preparation programs. The summative evaluation will also inform the an *Individualized Professional Learning Plan*, an application requirement for teachers seeking initial licensure. Performance evaluations aligned to this model shall be used as one measure of teacher effectiveness statewide, and inform professional learning plans throughout a teacher’s career.

# Tier One – Initial Licensure

## **3-Year Initial License with 1 Year Extension**

Teachers may apply for Professional Licensure after one year of service; must have artifacts from professional development plan. Recommend scores of “Proficient” or above on local evaluation based upon IPPA before testing for Professional Licensure, **but must attempt after 3 years of service**

A teacher may not hold an Initial License for more than a total of four (4) years. The first license is valid for no more than three years with the option of a one year extension. Initial licensure may be granted for no more than 4 years in the course of an Idaho teacher’s career, per preparation.

***Transition to INITIAL LICENSURE:*** Candidates must score “Basic” or better in all categories of the IDAHO PEDAGOGICAL PERFORMANCE ASSESSMENT (IPPA) to be awarded an initial certificate by the state. Results will inform the applicant’s targeted professional development plan that will be carried out and revised throughout the period of initial licensure.

All routes to preparation must require the *IDAHO PEDAGOGICAL PERFORMANCE ASSESSMENT* (IPPA) in order to recommend candidates for certification. The summative evaluation will also inform the an ***Individualized Professional Learning Plan.***

# Tier Two – Professional Licensure

## 5 Year Renewable Professional License

Once a Professional License is granted, renewal will be granted based upon district performance measures including evaluations, student achievement, and evidence of meeting goals outlined in Individualized Professional Learning Plan.

A teacher is not guaranteed a Professional License if they do not maintain proficient scores and meet other multiple measures of effective teaching. May be recommended for Initial License to signal a period of intensive intervention and assistance..

*Transition to PROFESSIONAL LICENSURE:* Throughout Tier One (the Initial Licensure phase, 1-4 years) novice teachers would be supported through a structured mentoring program modeled after research-based practice. Candidates must score “Proficient” or better in all categories of the IDAHO PEDAGOGICAL PERFORMANCE ASSESSMENT to be awarded a professional certificate by the state. Results will inform the teacher’s targeted professional development plan that will be carried out and revised throughout the period of professional licensure.

## 3 Year Initial License with 1 Year Extension

Initial licensure may be granted for no more than 4 years.

*Transition to INITIAL LICENSURE:* Candidates must score “Basic” or better in all categories of the IDAHO PEDAGOGICAL PERFORMANCE ASSESSMENT

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May request *IPPA* (outside evaluator) to challenge change in licensure status.

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# Tier Three – Optional Teacher Leader Licensure

## 2 Year Renewable Teacher Leader License

Guaranteed release time for leadership responsibilities and pay increase . To maintain licensure: Successful service to district or higher education partner; successful 360 assessments, maintain Proficient to Mastery level in teaching responsibilities.

*Transition to TEACHER LEADER:* To qualify, candidates must have scores at “Mastery” in a variety of components on the IDAHO PEDAGOGICAL PERFORMANCE ASSESSMENT (IPPA), administrative recommendation; and successful passage of Teacher Leader Performance Assessment.

## 5-Year Renewable Professional License

License to signal a period of intensive intervention and assistance.

*Transition to PROFESSIONAL LICENSURE:* Candidates must score “Proficient” or better in all categories of the IDAHO PEDAGOGICAL PERFORMANCE ASSESSMENT (IPPA)

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In and out of TL status as desired

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**The stakes are high. Everyday, we wager the future of this country on our teachers. We are daily entrusting the dreams of our young people to those who teach them. Whether those dreams are delayed, denied, or fulfilled is ours to decide.**

*No Dream Denied*

National Commission on Teaching and America's Future

