

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 19, 2017**

PROPOSED MASTERY-BASED PATHWAYS TO CERTIFICATION

Table 1. DESCRIPTIONS OF EACH OF THE THREE PHASES

PHASES OF PROGRAM	Pre Work: Qualifying for an Interim Certificate	Phase One: Board-Approved Competency Assessments (Entry level to Qualify for Fast Track Route and Mastery Level)	Phase Two: Pedagogy Boot Camp -Hybrid Delivery with Regional Cohorts (Additional content coursework may be included according to Praxis results)	Phase Three: Board-Approved Performance Assessment, Mentoring, and Support	Program Completion
DESCRIPTION OF PHASE	<p><i>Candidates not meeting the minimum statutory requirements for an interim certificate that will allow them to serve as “teacher of record” will have develop a customized pathway plan that will result in either a bachelor’s degree or the minimum four year requirement (without earning a bachelor’s degree) in order to move into the certification program. May serve for one year on a Provisional.</i></p>	<p><i>Board-approved entry level competency rubric (alternative assessment) to qualify candidates as teacher of record – no cost.</i></p> <p><i>Praxis to serve as both a “needs assessment” (minimum requirement) and evidence of mastery of content (preferred requirement).</i></p> <p><i>Individualized learning plan approved in partnership with district. District agrees to providing strong mentoring support.</i></p> <p><i>Interim certificate granted.</i></p>	<p><i>Regional Cohorts opened as needed: Quarterly face-to-face seminars on Saturdays. Five online pedagogy modules offered on a rotating cycle, with a virtual “class” convening once per week to discuss application of pedagogical content and problems of practice. During these sessions, discussion and learning will be centered around job-embedded course projects, tailored to the candidate’s daily teaching assignment.</i></p> <p><i>A variety of resources will be available to supplement modules.</i></p>	<p><i>At any point in this phase, candidates may choose to take any or all of the five Performance Assessments associated with the pedagogy modules. Once all assessments have been passed, content competency has been established, and the candidate completes the Common Summative Assessment required of all Idaho candidates, standard certification will be granted. Throughout this phase, candidates will receive strong mentoring and ongoing support/resources from Phase Two instructor/facilitators.</i></p>	<p>Qualify for full standard certificate is accomplished through completion of individual learning program which includes:</p> <ul style="list-style-type: none"> -Proof of content competency (Praxis and/or coursework and /or experiential learning) -Proof of pedagogy (pass all 5 assessments) -Proof of performance (Idaho Common Summative Assessment - Danielson Framework for Teaching.

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Table 2. DESCRIPTIONS OF ENTRY/EXIT POINTS DEFINED BY MASTERY

PATHWAYS FOR A VARIETY OF CANDIDATES	Pre Work: Qualifying for an Interim Certificate	Phase One: Board-Approved Competency Assessments (Entry level to Qualify for Fast Track Route and Mastery Level)	Phase Two: Pedagogy Boot Camp - Hybrid Delivery with Regional Cohorts (Additional content coursework may be included according to Praxis results)	Phase Three: Pedagogy Assessments, Mentoring, and Support	COMPLETION OPTION: <i>If the candidate has:</i>
PATHWAY FOR NON-BA PARAS	ENTRY POINT Praxis will be taken in this phase to ensure that all courses included in the individual pathway plan allow candidates to accrue knowledge directly related to gaps in content competence while attaining the minimum four years of post-secondary education.	Once the minimum four years of post-secondary coursework have been completed, or near completion, and candidate shows proof of passing the minimum content competency assessment via the rubric, he/she will be awarded an interim certificate (or Provisional) and be allowed to serve as teacher of record.	<i>Begin modules and enroll in cohort. In the event that a paraprofessional has had abundant teaching experience and PD within the employing school district, they may challenge the need for this Phase, and go directly to the Performance Assessment.</i>	Candidates receive mentoring support throughout the program. If a candidate challenges the need for Phase Two BUT DOES NOT PASS THE PEDAGOGY ASSESSMENT, he/she will be required to participate in cohort and complete associated module. Pass Common Summative Assessment	<i>a) successfully completed all content courses required in his/her individual pathway plan; b) successfully completed all pedagogy modules, seminars, and/or mastery-based pedagogy assessments;</i>
PATHWAY FOR CANDIDATES WITH A BA IN A CLOSELY-RELATED CONTENT AREA		ENTRY POINT Praxis taken. If not passed, courses included in the individual pathway plan allows candidates to accrue knowledge directly related to gaps in content knowledge. <i>In the event that a candidate holds advanced degree in the content area, he/she may go directly to Phase Two.</i>	<i>Begin modules and enroll in cohort. In the event that a candidate has had abundant teaching experience and/or PD in a higher education, private school or other educational settings, they may challenge the need for this Phase and go directly to the Performance Assessment.</i>	Candidates receive mentoring support throughout the program. If a candidate challenges the need for Phase Two BUT DOES NOT PASS THE PEDAGOGY ASSESSMENT, he/she will be required to participate in cohort and complete associated module. Pass Common Summative Assessment	<i>c) passed the Common Summative Assessment (Board-approved performance assessment, AND: d) is able to show student proficiency growth scores over two of the three years of interim certification, THEN the Praxis may be waived if it was not passed on the first attempt.</i>
PATHWAY FOR CANDIDATES WITH A BA IN THE CONTENT AREA			ENTRY POINT Begin modules and enroll in cohort. In the event that a candidate has had abundant teaching experience and/or PD in a higher education, private school or other educational settings, they may challenge the need for this Phase and go directly to the Performance Assessment.	Candidates receive mentoring support throughout the program. If a candidate challenges the need for Phase Two BUT DOES NOT PASS THE PEDAGOGY ASSESSMENT, he/she will be required to participate in cohort and complete associated module. Pass Common Summative Assessment.	
ABCTE CANDIDATES				ENTRY POINT "Passport to Teach" supplemented with third party mentoring and support to ensure passage of Common Summative Assessment.	

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Table 3. PROGRAM ALIGNED TO IDAHO CORE TEACHING STANDARDS

Streamlined Pedagogy Modules	Alignment to Idaho Core Teaching Standards
<p>Clarity of Instructional Purpose and Accuracy of Content - FOCUS: CONTENT METHODS AND STANDARDS ALIGNMENT <i>Alignment to Framework for Teaching (Idaho Common Summative Evaluation):</i> 1a, 1b, 1c, 1d: Knowledge of content, clarity, and appropriateness for students of instructional outcomes, resources for classroom use 1e: Planned activities aligned to instructional purpose 3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language 3b, 3c: Questions, activities and assignments aligned to instructional purpose</p>	<p>#1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>
<p>Safe, Respectful, Supportive, Challenging Learning Environment- FOCUS: CREATING AN ENVIRONMENT THAT FOSTERS COLLEGE AND CAREER READY SKILLS <i>Alignment to Framework for Teaching (Idaho Common Summative Evaluation):</i> 2a: All 2b: Expectations for learning and achievement, student perseverance in challenging work and pride in that work</p>	<p>#3: Learning Environment - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>
<p>Classroom Management - FOCUS: CREATING A LEARNING ENVIRONMENT FOR ALL LEARNERS <i>Alignment to Framework for Teaching (Idaho Common Summative Evaluation):</i> 2c: All 2d: All 2e: All</p>	<p>#3: Learning Environment - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>
<p>Student Intellectual Engagement - FOCUS: DIFFERENTIATION AND APPLICATION OF CONTENT <i>Alignment to Framework for Teaching (Idaho Common Summative Evaluation):</i> 1e: Design of instruction 2b: Importance of the content 3a: Explanations of content: their rigor and invitations for thinking 3b: Quality of questions/ discussions, student discourse 3c: Intellectual challenge</p>	<p>#4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>
<p>Successful Learning by All Students - FOCUS: DESIGNING INSTRUCTION AND ASSESSEMENT LITERACY <i>Alignment to Framework for Teaching (Idaho Common Summative Evaluation):</i> 1b: Knowledge of students 1d: Resources for students 1f: Design of summative and formative assessments aligned to outcomes 3d: Monitoring of student learning, feedback to students, student self-assessment 3e: Persistence, lesson adjustment 4a: All 4b: All 4c: All</p>	<p>#6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>

STANDARDS #9 – Professional Learning and #10 – Leadership and Collaboration are embedded across all modules. Modules will be designed to integrate pedagogical concepts, that can be taken in any order, so candidates may flow into the course series at any point and exit the course series once all modules have been completed (or candidate has proven mastery based upon other measures) without being artificially time-bound by traditional coursework schedules.

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