

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 20-21, 2004**

TAB	DESCRIPTION	ACTION
1	UPDATE ON ISIMS REPORT	Information Item
2	UPDATE ON ADVANCED PLACEMENT	Information Item
3	UPDATE ON LCSC TEACHER EDUCATION PROGRAMS	Information Item
4	THIRD ACADEMIC INDICATOR	Motion to approve

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SUBJECT

Idaho Student Information Management System (ISIMS) Status Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-120A (House Bill 367, 2003 Session) authorizes the ISIMS project along with a contract signed by the State Board of Education, Governor, State Superintendent of Public Instruction, and the J.A. and Kathryn Albertson Foundation. The State Board of Education has adopted policy regarding the use of ISIMS.

Idaho State Board of Education Governing Policies and Procedures, Section IV.B.10. (a), (b), (i), State Department of Education.

BACKGROUND

The State Board has requested an update on the progress of the \$35,000,000 ISIMS project. The project is still in the development stage. The J.A. & Kathryn Albertson Foundation has agreed to provide periodic reviews of the project. The ongoing cost of this project is estimated at \$7,000,000 per year and is to be funded through the general fund. The public schools FY06 budget request includes \$5,000,000 for this purpose.

DISCUSSION

- The ISIMS project has completed contracting with the major software packages that will constitute the ISIMS solution. These products are:
 - AAL, eSIS – Student Information Management System
 - Plato Learning, Orion – Curriculum Management System
 - CRI Advantage, Academic Accelerator and Data Warehouse – Reporting and Analytics
 - Oracle – Databases
 - Netetrigirity – Security Software
- Sun Microsystem – Major hardware components
- Student Interoperability Frame Work – integration standard
- ISIMS is currently running eSIS in 29 school districts across Idaho
- Planning and development work is being completed to add the Orion and Academic Accelerator during the 2004 school year

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Board staff offers no comments at this time.

BOARD ACTION

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

**Improving Academic Achievement, Accountability, Grants for State Assessments and
Enhanced Assessments**
Title VI, Part A, Subpart 1
Funding for the
Idaho Student Information Management System

Overview:

The Idaho Student Information Management System (ISIMS) is a comprehensive, statewide, student-information management, curriculum management and data warehouse/reporting analytics system designed to provide new resources for parents, teachers, students, and all stakeholders of education in Idaho. This is a centralized, uniform system that all K-12 schools and districts are required to use by Idaho law. It will provide:

Teachers: Curriculum and lesson plans, class assessment and progress reports, standards based report cards, tools for communicating with parents on homework, attendance, and progress toward student goals;

Parents and Students: Progress reports, homework assignments, attendance records, progress toward graduation requirements.

Schools and School Districts: Student information management system, special education module, aggregated student data on state and local tests, state comparison data, school, district and program performance data.

Public and Policymakers: Aggregated student achievement information, state and national comparison data, district and state report cards.

The ISIMS project is a partnership among the State Department of Education, State Board of Education, Idaho Governor, and the J.A. and Kathryn Albertson Foundation. The Foundation is providing \$35,000,000 to assist the state in building and operating ISIMS.

ISIMS will meet the requirements of Title VI; Part A, Subpart 1 in the following ways:

- By providing a mechanism for the “alignment of curricula and instructional materials” to Idaho State standards. Sec. 6111 (2) (D)
- By providing the teachers with assessment questions aligned to State standards that will allow them to assess students progress toward standards on a continual basis. Sec. 6111 (2) (E)
- By providing “professional development activities” and tools that are “aligned with State student academic achievement standards and assessments.” Training is being planned and delivered that is aligned to state standards and educators are learning how to access information on students progress toward standards and resources to assist teaching and learning toward State standards. Sec. 6111 (2) (F)
- By providing a WEB based system that is available in multiple languages. It also provides an integrated Special Education module that will track and manage student accommodations. ISIMS will also provide professional development that is aligned with State academic achievement standards. Sec. 6111 (2) (G)

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- By improving the dissemination of information to all Idaho educators. ISIMS is a secure system that allows for information to be provided through the WEB based applications “to parents and the community.” This includes a curriculum management system and data warehouse to perform research on best educational practices and to discriminate best practices and resources to Idaho educators. It also link records of student achievement to length of enrollment, graduation and other success factors. Sec. 6111 (2) (H)
- ISIMS will allow the teacher, schools, districts and the state to “chart student progress over time.” Sec. 6112 (3)

Funding from Title VI

Estimated Title VI Funds to be used by the ISIMS project: \$3,000,000

Funding Priorities: Data Collection, Data Reporting and Special Populations

Special Populations/IEP statewide data collection and IEP management

IEP Special Populations Idaho forms development, implementation \$ 430,000

The Special Education/IEP is a fully integrated module in AAL eSIS’s Student Information System. Work to be accomplished:

- Requirement and Analysis gathering – 70% complete
- Design of forms to match Idaho Special Education/IEP forms and procedures
- Development and Testing of forms and procedures
- Conversion and implementation of data into Special Education
- Implementation into Phase One Districts

Data warehouse and data and reporting and analytics software

Licensing for reporting and analytics software \$ 300,000
Build data warehouse for reporting and analytics (estimated) \$ 854,000

The Reporting and Analytics is a software package called Academic Accelerator from CRI Advantage. A Data Warehouse will be built to provide the data (in cubes) to Academic Accelerator and to allow an open architecture environment that the state can continue to grow over time to include data such as financial. Work to be accomplished:

- Development of Data Warehouse schema for Student demographic data
- State test data ISAT, DWA, DMA and IRI
- Student Attendance, Discipline, Program and Program Participation
- Teacher grade book data
- Data automatically loaded in the ISIMS Data Warehouse. Program data is limited to that defined and existing in eSIS
- Staff demographics and certification
- Automatic extraction, transfer and load (ETL) of data from eSIS and Orion
- Development of security requirements to allow appropriate access for roles such as educators, administrators, parents, and a research role which includes the Foundation’s access without being able to see Personally Identifiable Information
- Load data and implementation in Phase 1 districts

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Software Licensing for AAL eSIS

Student information management system for data collection	\$ 1,748,250
This is the amount for the second and third licensing payments that are due in fiscal year 2005.	
Total Licensing cost for eSIS is	\$ 3,885,000
IEP Special Populations software licensing due in Fiscal Year 2005	\$ 330,000
Total licensing cost for eSIS Special Education Module is	\$ 682,000

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-120A. IDAHO STUDENT INFORMATION MANAGEMENT SYSTEM. (1) The state board of education shall adopt rules pursuant to the provisions of chapter 52, title 67, Idaho Code, and under authority of section 33-105, Idaho Code, to provide for and implement the Idaho student information management system.

(2) The state board of education shall ensure that a state operated Idaho student information management system which provides real time, appropriate access to educational data, is available and used by all Idaho school districts including specially chartered school districts. The board shall also ensure that state agencies, parents and other parties with an interest in education have real time, appropriate access to the system consistent with the user's role as determined by rule of the board.

(3) The terms "Idaho student information management system," "appropriate access" and "real time" shall have such meanings as the terms are defined in section 33-1001, Idaho Code.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: B. State Department of Education May 2003

10. Idaho Student Information Management System

This policy covers the State Board of Education, the State Department of Education, and the State Contractors for student achievement testing.

a. Purpose of this Policy

This policy provides direction for the establishment, operation and maintenance of the Idaho Student Information Management System (ISIMS). ISIMS is a statewide data management system for public elementary and secondary education entities in Idaho that provides centralized data warehousing, report generation and systemized data analysis. ISIMS is authorized under Idaho Code 33-120A (House Bill 367, 2003 Session).

b. Roles and Responsibilities

The State Board of Education will set policy for and exercise general oversight over ISIMS. Contracts executed by the State Superintendent of Public Instruction related to ISIMS will comply with all Board policies, and are subject to the advice and consent of the Board. The Board will also review and make recommendations to the Legislature and State Department of Education on fiscal matters related to ISIMS.

The State Department of Education will implement and administer ISIMS. The State Department of Education will have responsibility for day-to-day operations and support of the system, including, but not limited to, technical support, system maintenance, training, contract negotiations, and executing contracts.

i. Reporting

Beginning in June 2003, the State Department of Education shall submit reports to the Board detailing progress on the implementation of ISIMS. These reports shall be submitted in accordance with a schedule established by the Executive Director and shall include but not be limited to programming, material acquisition, stakeholder participation, human resources, and compliance with all pertinent policies and rules.

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SUBJECT

Accelerated Learning Program (Advanced Placement and Dual Secondary - Postsecondary Enrollment)

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures Section III. Y.
Section 33-5103, Idaho Code. Authorization – Limitation
Section 33-5106, Idaho Code. Limit on Participation
Section 33-5108, Idaho Code. Courses According to Agreement.
Section 33-5109, Idaho Code. Credits.

BACKGROUND

As an integral part of a seamless education system, accelerated learning programs enable students to transition smoothly from high school into college by getting college credit while still in high school. These programs not only create a more seamless system, but also have the potential to reduce the overall cost of secondary and post-secondary programs.

The SBOE policy gives the following examples of accelerated learning programs in Idaho:

Advanced Placement

1. Advanced Placement (AP) - Approved college-level courses taken by high school students. Based on their performance on the AP examination, students can earn college credit. The amount of credit is determined by the academic department to which the credits will apply.
2. College Level Examination Program (CLEP) – A high school student may challenge a college course by taking a national standardized test. The Institutions (each academic department) determine what score will be accepted for credit.

Dual Secondary – Postsecondary Enrollment (called Dual Enrollment in remainder of document)

1. A regular college course delivered by a postsecondary institution on its campus or
2. A course is delivered in the high school:
 - a. delivered through technology, or
 - b. taught by a postsecondary institution, or
 - c. taught by high school faculty employed by the postsecondary institution. (This is raising concerns with the institutions because there are no guidelines or policy set to direct them regarding the minimum qualifications of the high school faculty delivering accelerated learning programs.)

DISCUSSION

On the national level, attention to accelerated learning has been addressed in the administration's initiative, Preparing for America's Future. One of the four goals announced by Secretary Paige is to make smooth transitions into postsecondary education, training, and careers. The National Governors Association Chairman Mark Warner recently launched a yearlong national initiative, "Redesigning the American High School." The intention of the initiative is to spur states to enact system-wide reform that will make high school, particularly the senior year, more engaging, rigorous and relevant.

Idaho, while it recognizes accelerated learning, could use this opportunity to more clearly address policy and open additional avenues for advanced learning.

The International Baccalaureate is a curriculum of international education and rigorous assessment, with a high school diploma equivalent of advanced placement quality. U of I and ISU recognize the program. BSU is looking into it and thus far has been impressed with the quality of the program. Presently, Riverstone Charter School (private) in Boise has implemented the program. A high school in Coeur d'Alene hopes to have the program in place by 2007.

Delivery of on-line dual enrollment courses is important to rural districts. However, policy in this area is quite vague and broadband connections for our rural areas are limited.

Advanced Placement program offers 31 courses across 19 subject areas. The training the teacher receives encourages him/her to teach using higher level thinking skill activities with all students, thus raising the level of academic rigor in the school.

Idaho currently is part of a consortium with other western states to provide AP exams for low-income students. In the last cycle of the grant, through the Advanced Placement Incentive Program Grant, the state was able to offer teacher training, development of pre-AP courses, vertical teaming conferences, and participation in on-line courses.

Because of this grant, the participation in AP courses and tests dramatically increased, with numbers doubling in four years, from 2121 test takers in 2001 to 4296 in 2004. The amount spent from the grant on exams for low-income test takers increased from \$13,000 in 2001-2002 to \$24,000 in 2003-2004.

Students gain access to AP courses through classes within their high schools or on-line through such providers as APEX and Idaho Digital Learning Academy. In addition, these providers offer on-line review courses for the AP exams.

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Currently, there are 58 districts in Idaho offering AP courses. Many of the administrators in the districts unable to offer AP courses state that they are rural districts or have little money for training.

STAFF COMMENTS AND RECOMMENDATIONS

The Board may wish to revisit the policy regarding Accelerated Learning Program (Advanced Placement and Dual Secondary – Postsecondary Enrollment) to define the various programs and give more guidance to the higher education institutions. Also, rural districts have little opportunity for their students to get any AP courses. The Board may want to look at ways to take greater advantage of the Idaho Digital Learning Academy.

BOARD ACTION

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

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Y. Accelerated Learning Program

April 2002

Y. Accelerated Learning Program

1. Coverage.

Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. North Idaho College, the College of Southern Idaho and Eastern Idaho Technical College are also covered since post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose.

The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its post-secondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for post-secondary programs, the Board also is interested in accelerated learning programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and post-secondary programs to the students and institutions.

The primary intent of the Board is to develop a policy for accelerated learning programs for secondary students which would:

- a. Enhance their post-secondary goals;
- b. Reduce duplication and provide for an easy transition between secondary and post-secondary education; and
- c. Reduce the overall cost of educational services and training.

3. Definitions

There are many different accelerated learning programs which students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement (AP), College Level Examination Program (CLEP), Tech Prep, etc. For the purpose of this policy the State Board of Education considers three different types of accelerated learning programs depending upon the delivery site and faculty. They are:

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Y. Accelerated Learning Program

April 2002

- a. A regular college course delivered by the post-secondary institution on its campus. A high school student who selects this option would be admitted as a non-matriculating college student.

Policy

The student is charged the standard part-time credit hour fee or tuition, including activity fees.

- b. A course is delivered in the high school and the costs are borne by the post-secondary institution. The course could be delivered a number of different ways such as:
- through technology into the high school;
 - a course taught in the high school by post-secondary institution faculty; or
 - a post-secondary institution employs high school faculty to teach the course(s).

A student who selects this option would be admitted by the post-secondary institution as a non-matriculating student.

Policy

The costs are borne by the post-secondary institution which charges the part-time credit hour fee or tuition, minus the on-campus activity fees.

- c. A course is delivered at the high school by secondary faculty, and the costs are borne either by the high school or the student. Examples include AP, CLEP or Tech Prep courses. Students may request an institutional evaluation of such course for acceptance as college credit.

Policy

The post-secondary institutions may charge an administrative fee for transcribing the credit or assuring equivalency.

- d. Four (4) semester college credits are equivalent to at least one (1) full year (2 semesters) of high school credit in that subject.

4. Eligibility and Admission Requirements

In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign a counseling form, provided by the school district, that outlines the provisions of the section of this Code.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Y. Accelerated Learning Program

April 2002

Further, any high school student may make application to one of the public postsecondary institutions provided the following requirements are met:

- a. In compliance with Idaho Code 33-202, the student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school.
- b. Submission of the counseling form which includes written permission from the student's parent/guardian, and principal or counselor.
- c. Submission of the appropriate institutional application material for admission.
- d. If required by institutional policy, a student must obtain approval of the instructor to enroll in a course.
- e. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application.
- f. Those high school students meeting the above requirements will be permitted to enroll on a part-time basis for a maximum of 7 credits or two courses per semester or on a full-time basis taking at least 8 credits per semester.
- g. Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 51
POSTSECONDARY ENROLLMENT OPTIONS

33-5103. AUTHORIZATION -- NOTIFICATION. Notwithstanding any other law, administrative rule or local policy to the contrary, an eleventh or twelfth grade pupil enrolled in a public school, except a foreign exchange pupil enrolled in a district under a cultural exchange program, may apply to an eligible institution to enroll in nonsectarian courses offered by that postsecondary institution. If an institution accepts a secondary pupil for enrollment under the provisions of this chapter, the institution shall send written notice to the pupil and the pupil's school district within ten (10) days of acceptance. The notice shall indicate the course and hours of enrollment of that pupil. If the pupil enrolls in a course for postsecondary credit, the institution shall notify the pupil about payment in the customary manner used by the institution.

TITLE 33
EDUCATION
CHAPTER 51
POSTSECONDARY ENROLLMENT OPTIONS

33-5106. LIMIT ON PARTICIPATION. (1) A pupil who first enrolls in grade eleven (11) may not enroll in postsecondary courses under the provisions of this chapter for secondary credit for more than the equivalent of two (2) academic years.

(2) A pupil who first enrolls in grade twelve (12) may not enroll in postsecondary courses under the provisions of this chapter for secondary credit for more than the equivalent of one (1) academic year.

(3) A pupil may also be enrolled in courses for secondary credits approved by the local school district. If a pupil's enrollment pursuant to this chapter decreases the pupil's instructional time in the local school district to less than four (4) hours a day, the pupil shall nevertheless be counted as in local school district instructional time for four (4) hours a day for purposes of chapter 10, title 33, Idaho Code.

(4) A pupil who has completed course requirements for graduation but who has not received a diploma may participate in the program.

(5) A pupil who has graduated from high school cannot participate in the program.

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TITLE 33
EDUCATION
CHAPTER 51

POSTSECONDARY ENROLLMENT OPTIONS

33-5108. COURSES ACCORDING TO AGREEMENTS. An eligible pupil may enroll in a nonsectarian course taught by a secondary teacher or a postsecondary faculty member and offered at a secondary school, or another location, according to an agreement between a school board and the governing body of an eligible public postsecondary system or an eligible private postsecondary institution. All provisions of this section shall apply to a pupil, school board, school district and the governing body of a postsecondary institution, except as otherwise provided.

TITLE 33
EDUCATION
CHAPTER 51

POSTSECONDARY ENROLLMENT OPTIONS

33-5109. CREDITS. (1) A pupil may enroll in a course under the provisions of this chapter for secondary credit, for postsecondary credit or for dual credit. At the time a pupil enrolls in a course, the pupil shall designate the type of credit desired. A pupil taking several courses may designate some for secondary credit, some for postsecondary credit and some for dual credit.

(2) A school district shall grant academic credit to a pupil enrolled in a course for secondary credit if the pupil successfully completes the course. Four (4) semester college credits equal at least one (1) full year (two (2) semester credits) of high school credit in that subject. Fewer college credits may be prorated.

(3) The secondary credits granted to a pupil shall be counted toward the graduation requirements and subject area requirements of the school district. Evidence of successful completion of each course and secondary credits granted shall be included in the pupil's secondary school record. A pupil shall provide the school with a copy of the pupil's grade in each course taken for secondary credit under the provisions of this chapter. Upon the request of a pupil, the pupil's secondary school record shall also include evidence of successful completion and credits granted for a course taken for postsecondary credit. In either case, the record shall indicate that the credits were earned at a postsecondary institution.

(4) If a pupil enrolls in a postsecondary institution after leaving secondary school, the postsecondary institution shall award postsecondary credit for any course successfully completed for secondary credit at that institution. Other postsecondary institutions may award, after a pupil leaves secondary school, postsecondary credit for any courses successfully completed under the provisions of this chapter. An institution shall not charge a pupil for the award of credit.

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(5) Postsecondary faculty instructing a course for postsecondary, secondary or dual credit shall not be required to obtain a certificate pursuant to chapter 12, title 33, Idaho Code, nor shall the postsecondary faculty be deemed an employee of a school district for any purpose under law.

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SUBJECT

Update on Lewis-Clark State College Teacher Education Programs

APPLICABLE STATUTE, RULE, OR POLICY

NA

BACKGROUND

Since 1890, the training and education of teachers has been a core mission of LCSC. Demand for highly qualified teachers is increasing and meeting this demand for the State of Idaho is LCSC's top priority. The State Board of Education has requested that all institutions keep the Board apprised of plans and initiatives. This report is a response to that request.

DISCUSSION

Six hundred students major in programs offered by LCSC's Education Division. Most students major in traditional programs designed to prepare primary and secondary education teachers. However, an increasing number of non-traditional students are taking advantage of LCSC's "Pathway for Accelerated Certification and Endorsement" (PACE) program. Because of its success, LCSC will expand the delivery of PACE. In addition, LCSC will explore ways to strengthen and improve alternative routes to teacher certification.

Over the past 50 years, and throughout the nation, teacher education programs have evolved from two-year to four-year and on to master's degree levels. Indeed, LCSC notes that nearly all of the 15 western colleges and universities formerly called "normal schools" now offer advanced degrees in teaching. LCSC is one of only three that do not.

IMPACT

This report will frame future discussions with the State Board of Education and other Idaho higher education institutions as LCSC evolves to meet the teacher education needs of Idaho.

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

BOARD ACTION

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

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Non-Traditional and Alternative Pathways
To
Teacher Certification

Bachelor of Science in Elementary Education and K-8 Teacher Certification

Target Clients: Teacher aids, para-educators, uncertified teachers, and adults with associate or bachelor degrees.

Program Delivery: Asynchronous distance learning on-line coursework, on-campus course work, live web cam observation and seminars, and on-site internship supervision.

Program Description: Two eight week summer sessions, one academic year supported by asynchronous distance learning on-line course work, and supervised Internship (Student Teaching) near client's residence. Participants have opportunities to accelerate through documented life experiences and demonstrated teaching skills.

Secondary 6-12 Teacher Certification and Endorsement

Target Clients: Recent college graduates, uncertified teachers, military veterans, and adults with bachelor degrees.

Program Delivery: Three-day on campus orientation, asynchronous distance learning on-line course work, live web cam observation and seminars, and on-site internship supervision.

Program Description: All pedagogical coursework is offered on line fall, spring, and summer sessions using asynchronous distance learning on-line course work, live web cam observation and seminars, and supervised Internship (Student Teaching) near client's residence. Participants have opportunities to accelerate through documented life experiences and demonstrated teaching skills.

Teacher Trainee Letter of Permission Idaho State Alternative Route for Secondary Certification (3)

Target Client: Individuals lacking certification hired to teach by a school district.

Program Delivery: Asynchronous distance learning on-line course work, live web cam observation and seminars, and on-site internship supervision.

Program Description: partnership between the State, school district, and college supports two year program; requires nine credits of education course work prior to employment. Candidate engages in supervised teaching for two academic years and completes additional on-line course work.

ABCTE

Program Description: Program is administered from Washington, D.C. The Division of Education provides on-campus and on-line course work to help prepare candidates for the ABCTE Exam and supports school districts that request professional development assistance for ABCTE candidates.

Other Programs Currently Available Utilizing Distance Learning Technology

English As A Second Language Endorsement

Gifted/Talented Endorsement

Special Education Certification

ITPA Performance Testing and preparation through ED 453 Media and Technology for Teaching

Currently Under Study

Performance-Based State Alternative Elementary and Secondary Certification

Target Clients: Recent college graduates, uncertified teachers, military veterans, and adults with bachelor degrees.

Program Delivery: Candidates may but are not required to utilize LCSC asynchronous distance learning on-line course work to prepare for the performance assessment.

Program Description: Candidates attend an extended orientation to learn about the program procedures, requirements, assessment rubrics, and available resources. Candidates are provided with a help line. Candidates participate in a multi-day classroom performance activity during which their teaching is assessed by a team of school administrators and teacher education faculty utilizing assessment rubrics based on the State of Idaho Teacher Standards. No specific preliminary course work completion is required.

Bachelors Degree in Domestic Schooling

Target Clients: Individuals who desire the knowledge and skills to engage in successful home schooling.

Program Delivery: On-campus and asynchronous distance learning on-line course work.

Program Description: Candidates complete a program of studies combining liberal arts and pedagogical content, and undertake short practica with selected home schoolers. The program emphasizes specific content areas including literacy and mathematical skill development, but does not include internships in the public schools.

Related Programs

PACE asynchronous distance learning on-line course work, live web cam observation and seminars, and on-site internship supervision supports-

Indian Education Professional Development Program

CAMP College Assistance Migrant Program

AISLE American Indian Students in Leadership and Education

Troops To Teachers

Grants Supporting *PACE*

Transition To Teaching - \$5000 for candidates who agree to teach for three years in high need schools

PT3 MERIT – provides Polycom appliances and cameras, technical support and training, and funds for placement of web cams at distant sites for instruction, observation, and seminars.

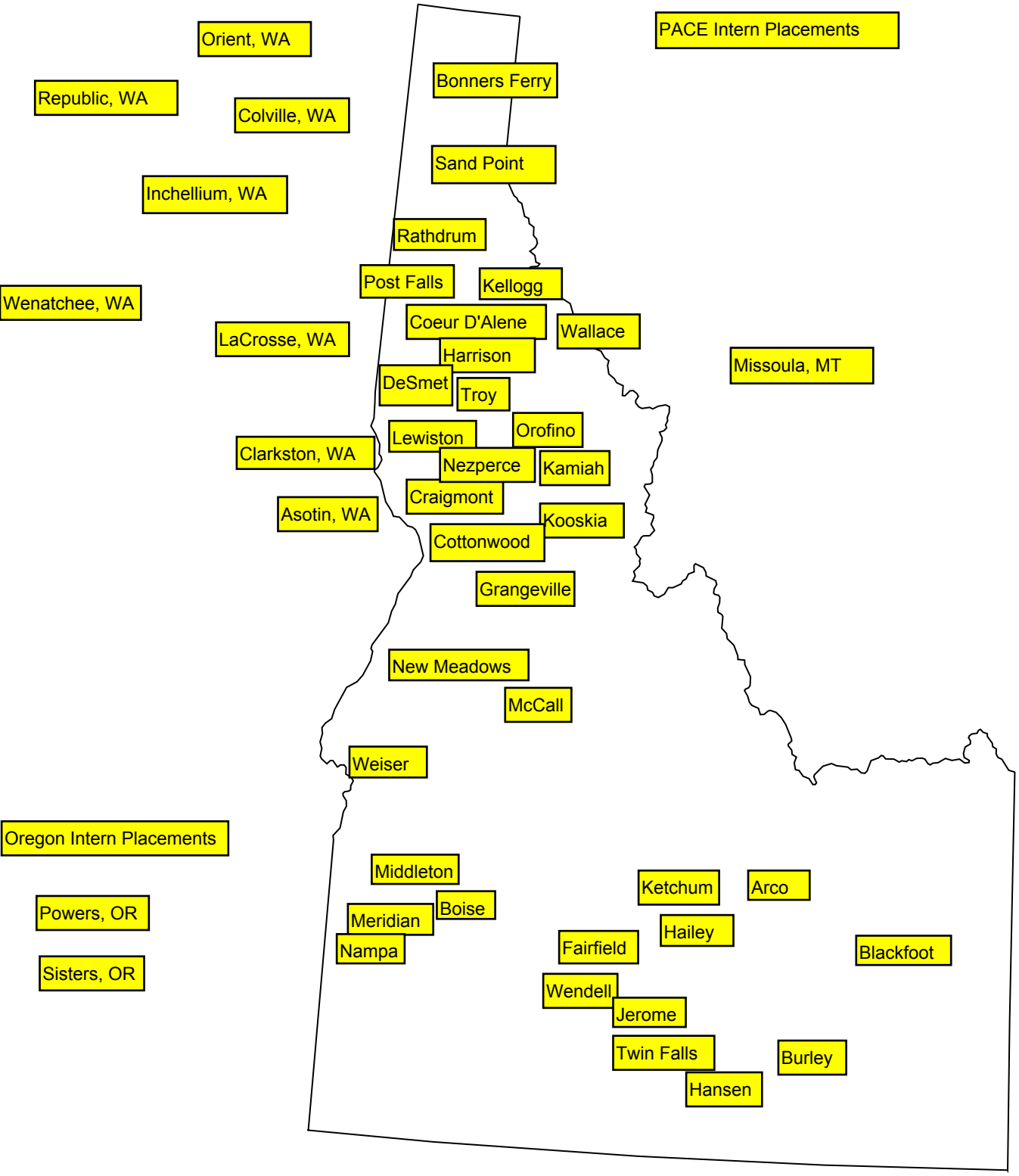
***PACE* ELEMENTARY (K-8) NON-TRADITIONAL
CERTIFICATION PROGRAM
- NCATE APPROVED -**

<i>PACE</i> Elementary Candidate P-8
Prerequisites: <ol style="list-style-type: none">1. Possess at least an associate degree or equivalent.2. Complete Criminal History Check3. Admission Interview4. Pass Praxis exam for para-professionals.5. Complete pre-professional course work. (14)
Course challenge opportunities available for acceleration.
First Summer <ul style="list-style-type: none">• Eight week summer session. (15)
First Academic Year <ul style="list-style-type: none">• Complete on-line academic course work. (15)
Second Summer <ul style="list-style-type: none">• Eight week summer session. (17)
Second Academic Year <ul style="list-style-type: none">• Complete semester internship (15)
Presentation of a successful portfolio. Pass an exit interview.
Total: 61

<p align="center">SECONDARY PACE PROGRAM – NCATE APPROVED –</p>	<p align="center">SECONDARY PACE Candidates EMPLOYED By A School District - STATE ALTERNATIVE-</p>
<p>Prerequisites:</p> <ol style="list-style-type: none"> 1. BA/BS Degree from accredited institution. 2. Complete Criminal History Check 3. Admission Interview 4. Pass Praxis II exam(s) in proposed teaching content area(s) 5. Meet State of Idaho content area course requirements <p>Course challenge opportunities available for acceleration.</p>	<p>Prerequisites:</p> <ol style="list-style-type: none"> 1. BA/BS Degree from accredited institution. 2. Complete Criminal History Check 3. Admission Interview 4. Pass Praxis II exam(s) in proposed teaching content area(s) 5. Meet State of Idaho content area course requirements 6. Cooperative Agreement with and employment by school district <p>Course challenge opportunities available for acceleration.</p>
<p>Distance Learning Courses Phase I – Foundations (18 Credits)</p> <ol style="list-style-type: none"> 1. Foundations/Practicum (3) ED 310 2. Educational Psychology ED/PSYC 321 (3) 3. Culture and Education ANTH 311* (3) 4. Assessment of Learning (3) ED 318 5. Inclusion Strategies (3) SE 322 <p>Phase II – Pedagogical Methods (15 credits)</p> <ol style="list-style-type: none"> 1. Professional Teaching Strategies (3) ED 454 2. Media and Technology for Teaching (3) (Pass ITPA) ED 453 3. Reading in the Content Area (3) RE 422 4. Content Teaching Methods (2) ED 456 5. Internship I (3) ED 458/459 6. Seminar I (1) ED 427) <p>Phase III – Application (15 Credits)</p> <ol style="list-style-type: none"> 1. Internship II (12) ED 460/461 2. Seminar II (1) ED 430 3. Adaptive Teaching (2) SE 407 <p>Presentation of a successful portfolio. Pass exit Interview. *May substitute Issues in Diversity (3) ED 435</p> <p>Total: 45 credits</p>	<p>Distance Learning or “Boot Camp” Courses Prerequisite Courses (9 Credits)</p> <ul style="list-style-type: none"> • Foundations/Practicum (3) ED 310 • Educational Psychology (3) ED TBA • Professional Teaching Strategies (3) ED 454 <p>First Academic Year (9 Credits)</p> <ul style="list-style-type: none"> • Internship/Mentoring Seminar ED 460/461 (3 x 2 = 6) • Media and Technology for Teaching (3) (Pass ITPA) ED 453 <p>Second Summer (9 Credits)</p> <ul style="list-style-type: none"> • Inclusion Strategies (3) SE 322 • Culture and Education ANTH 311* (3) • Reading in the Content Area (3) RE 422 <p>Second Academic Year (8 Credits)</p> <ul style="list-style-type: none"> • Internship/Mentoring Seminar ED 460/461 (3 x 2 = 6) • Content Teaching Methods (2) <p>Presentation of a successful portfolio. Pass exit Interview. *May substitute Issues in Diversity (3) ED 435</p> <p>Total: 35 credits</p>

**PROPOSED ALTERNATIVE PERFORMANCE-BASED TEACHER
CERTIFICATION
ALTERNATIVE ELEMENTARY AND SECONDARY CERTIFICATION**

Performance-Based Emphasis Elementary Candidate P-8	Performance-Based Emphasis Secondary Candidate 6-12
<p>Prerequisites:</p> <ol style="list-style-type: none"> 1. BA/BS Degree from accredited institution. 2. Minimum 3 years post college life experience 3. Complete Criminal History Check. 4. Pass Praxis Exam in Elementary School Content Knowledge #0014. 5. Pass Praxis Exam in Principles of Learning and Teaching #0522 for grades k-6 or #0523 for grades 5-9. 6. (Optional) Pass Praxis II Exam in the specific subject area. 7. No courses in content area are specified. 	<p>Prerequisites:</p> <ol style="list-style-type: none"> 1. BA/BS Degree from accredited institution. 2. Minimum 3 years post college life experience 3. Complete Criminal History Check. 4. Pass Praxis II exam(s) in proposed teaching area(s). 5. No courses in content area are specified.
<p>Attend workshop to learn about performance evaluation expectations and evaluation procedures. Provide candidate with assessment rubrics, text references for study, and access to Help Line. Fee: TBA</p>	
<p>Pass a multi-day diagnostic performance evaluation in a classroom setting. The assessment team will include at least one school administrator and at least one teacher educator from a state institution of higher education. The assessment team will use assessment rubrics that reflect knowledge, skills, and dispositions enumerated in the Idaho State Department of Education Standards for Teacher Preparation. Fee: \$500</p>	<p>Pass a multi-day diagnostic performance evaluation in a classroom setting. The assessment team will include at least one school administrator and at least one teacher educator from a state institution of higher education. The assessment team will use assessment rubrics that reflect knowledge, skills, and dispositions enumerated in the Idaho State Department of Education Standards for Teacher Preparation. Fee: \$500</p>
<p>If <u>unsuccessful</u>, register for appropriate course work or repeat all or portions of evaluation.</p> <p>If successful:</p> <ol style="list-style-type: none"> A. complete appropriate state application, pay fee, and receive a non-renewable three year Interim Certificate from the State Department of Education for immediate employment as "highly qualified" teacher. B. Whether employed or not, during the interim certification period: <ul style="list-style-type: none"> • complete a 12 semester credit supervised teaching mentorship including seminar. • Pass the Idaho Technology Proficiency Examination. • Pass the Idaho Literacy Examinations or courses. 	<p>If <u>unsuccessful</u>, register for appropriate course work or repeat all or portions of evaluation.</p> <p>If successful:</p> <ol style="list-style-type: none"> 1. receive a three year non-renewable Interim Certificate from the State Department of Education for immediate employment as "highly qualified" teacher. 2. Whether employed or not, during the interim certification period: <ul style="list-style-type: none"> • complete a 12 semester credit supervised teaching mentorship including seminar. (10 credits) • Pass the Idaho Technology Proficiency Examination.
<p>Upon meeting the above requirements, the candidate may apply for and can be issued a standard Idaho teaching certificate in the area(s) in which he/she is qualified.</p>	



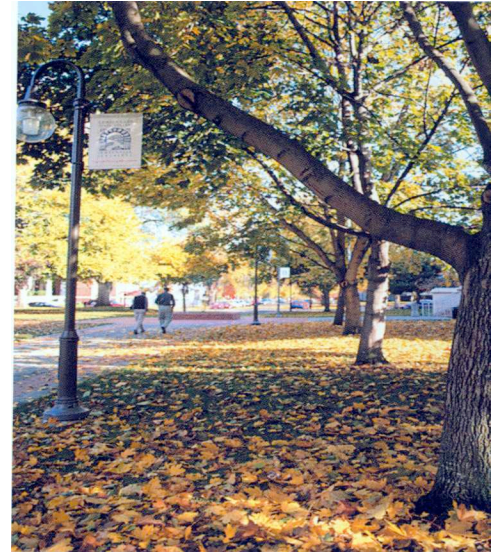
Idaho

PACE

Pathways for Accelerated Certification and Endorsement

Elementary Education K-8
Secondary Education 6-12
Special Education K-12
Gifted/Talented K-12
ESL (English As A Second Language) K-12

Pathways for adults to earn teaching certification and endorsement in non-traditional ways.



PACE utilizes distant learning technology so candidates can study part or all of their course work in their homes. *PACE* provides opportunities to accelerate based on documented life experiences and demonstrated performance. *PACE* is NCATE accredited, based on performance standards, and includes supervised internships at the candidate's home site.

Elementary Teaching Certification Grades K-8

- For individuals with a minimum of an associate degree or its equivalent
- Two on-campus summers, two semesters utilizing distant technology, one semester internship at the candidate's home site
- Especially suited for para-educators, mid-life career changers, and retirees who want to teach
- Contact: Dr. David Massaro 208.792.2730 [damassaro@lcsc.edu](mailto:dmassaro@lcsc.edu)

Secondary Teaching Certification Grades 6-12

- For individuals with a minimum BA/BS degree
- All education course work is delivered on-line
- Three-day on-campus summer orientation
- Especially suited for recent college graduates, mid-life career changers, and retirees who want to teach
- Contact: Dr. Wayne Carroll 208.792.2487 wcarroll@lcsc.edu

* Requires an Elementary or Secondary Teaching Certificate. Candidates may earn endorsements while simultaneously earning Elementary or Secondary Certification.

Special Education K-12*

- Idaho Exceptional Child Certificate with General Endorsement
- Courses are delivered utilizing distant learning technology and a four-week summer session
- Contact: Dr. Beverly Benge 208.792.2265 bbenge@lcsc.edu

Gifted/Talented Education K-12*

- Idaho Gifted/Talented Endorsement
- All course work is available utilizing distant learning technology
- Contact: Kimberly Verhines 208.792.5282 kdverhines@lcsc.edu

English As A Second Language K-12*

- For individuals with one year foreign language study
- All course work is available utilizing distant learning technology
- Contact: Dr. Margaret Chavez 208.792.2286 machavez@lcsc.edu

A limited number of Transition To Teaching and MERIT Stipends and Indian Education Professional Development Scholarships are available to qualified individuals. For more information, visit www.lcsc.edu/education.



Division of Education
Lewis-Clark State College
500 Eighth Avenue
Lewiston, Idaho 83501

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 20-21, 2004

SUBJECT

Addition of a third option (Language Usage ISAT) for the Third Academic Indicator selections in the Adequate Yearly Progress (AYP) formula.

APPLICABLE STATUTE, RULE, OR POLICY

Title 33, Chapter 33-110, Idaho Code
Public Law 107-110 Section 1111.b.2.C.vi
Public Law 107-110 Section 1111. b.2.D

BACKGROUND

In January 2004, the State Board of Education approved options for the Third Academic Indicator required in the AYP formula for public elementary school students under the No Child Left Behind Act. Each school district must choose one of the three options. At that time, the Board identified the following options: increasing the percent of advanced students in both reading and math or decreasing the percent of below basic students in reading and math. The Idaho Plato Learning Network (IPLN) was introduced to districts in July 2004 as a tool for remediation and advancement rather than as an option for the Third Academic Indicator.

DISCUSSION

The two options currently available for districts cannot be uniformly applied across all groups and subgroups.

Some examples of potential issues are:

- Districts that choose to increase the percent of advanced students and then employ safe harbor in a subgroup such as students with disabilities will likely not achieve the goal.
- Conversely, districts that choose to decrease the percent of below basic students will likely find it a difficult goal to achieve in subgroups such as ethnicities with very low below basic percentages.
- In addition, districts that are working to advance groups of students could be perceived as ignoring the group not chosen. If the choice is to advance more students from the below basic category, students capable of being at the advanced level may not be given equal resources or attention.

IMPACT

This proposed change provides districts with small student populations or large variance in subgroup populations a more attainable way to increase all student achievement.

STAFF COMMENTS AND RECOMMENDATIONS

Based on student need and our desire to continue to operate within the framework of the No Child Left Behind Act, staff recommends selecting the Language Usage ISAT as an additional option for the Third Academic Indicator. There are other advantages indirectly related to AYP.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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- The Language Usage ISAT is one of the graduation requirements. The continued use of the Language Usage ISAT in AYP calculations would reinforce its importance beginning in grade 3.
- Keeping the Language Usage ISAT as a requirement could continue to build on the increasing levels of proficiency. From 2003 to 2004, there were consistent gains of the percent of students at proficient or advanced.
- The targets are already set for Language Usage ISAT by State Board action in August 2003.
- The Language Usage standards and ISAT are established and well-known by the Idaho educators.
- Costs will not increase. Discussion with the U.S. Department of Education has indicated that Idaho can use the adaptive Language Usage ISAT.

In addition, below are the guidelines for the current two options (increase percent of advanced in reading and math or decrease the percent of below basic in reading and math):

1. Selection of an option is in force for a minimum of one year. Districts may change their selection annually by written notification to the Office of the State Board of Education by September 15th of each year. The selection will remain in effect unless notification is received by this date.
2. Increase in percent of advanced is an average of the percent of increase in reading and the increase in math delineated by the following formulas:
 - a. Formula for increase of advanced percent: $((\text{Percent of advanced students in reading year 2} - \text{percent of advanced students in reading year 1}) + (\text{Percent of advanced students in math year 2} - \text{percent of advanced students in math year 1})) / 2$
 - b. Formula for decrease of below basic percent: $((\text{Percent of below basic students in reading year 1} - \text{percent of below basic students in reading year 2}) + (\text{Percent of below basic students in math year 1} - \text{percent of below basic students in math year 2})) / 2$
3. Districts must maintain the previous year's level or make progress in either the percent of advanced or percent of below basic students to have achieved the goal.
4. Districts must select a choice that will be applied to all schools within that district, including charter schools. LEA charter schools will make a decision as a district.

Failure to approve this additional element could result in the over identification of schools in "Needs Improvement" status or failing to meeting AYP.

BOARD ACTION

A motion to approve the Language Usage ISAT as a district choice for the Third Academic Indicator in the AYP formula.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-110. AGENCY TO NEGOTIATE, AND ACCEPT, FEDERAL ASSISTANCE. The state board is designated as the state educational agency which is authorized to negotiate, and contract with, the federal government, and to accept financial or other assistance from the federal government or any agency thereof, under such terms and conditions as may be prescribed by congressional enactment designed to further the cause of education.

**Elementary & Secondary Education
Part A – Improving Basic Programs Operated by Local Educational Agencies**

A. Subpart 1 – Basic Program Requirements

SEC. 1111. STATE PLANS.

(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY-
(2) ACCOUNTABILITY-

- (C) DEFINITION- Adequate yearly progress' shall be defined by the State in a manner that--
(vi) in accordance with subparagraph (D), includes graduation rates for public secondary school students (defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years) and at least one other academic indicator, as determined by the State for all public elementary school students; and
- (D) REQUIREMENTS FOR OTHER INDICATORS- In carrying out subparagraph (C)(vi) and (vii), the State--
(i) shall ensure that the indicators described in those provisions are valid and reliable, and are consistent with relevant, nationally recognized professional and technical standards, if any; and
(ii) except as provided in subparagraph (1)(i), may not use those indicators to reduce the number of, or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if those additional indicators were not used, but may use them to identify additional schools for school improvement or in need of corrective action or restructuring.