

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, January 13, 2014

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Goedde, Vice Chairman Mortimer, Senators Pearce, Fulcher, Nonini(Nonini), Thayn, Patrick, Buckner-Webb, and Ward-Engelking

**ABSENT/
EXCUSED:**

NOTE: The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.

CONVENED: **Chairman Goedde** called the Senate Education Committee (Committee) to order at 3:05 p.m., and a silent roll was taken. He then invited the major education stakeholders to introduce themselves.

GUESTS: Marilyn Whitney and Tracie L. Bent, State Board of Education; Rob Winslow and Phil Homer, Idaho Association of School Administrators; Harold Ott, Idaho Rural Schools Association; Robin Nettinga and Matt Compton, Idaho Education Association; Jessica Harrison, Idaho School Boards Association; Luci Willits and Taylor Raney, State Department of Education; Christina Linder, formerly State Department of Education; Mark Dunham and Krystin Kirchenman, Risch-Pisca; and Brad Hunt, Office of Administrative Rules.

PASSED THE GAVEL: Chairman Goedde turned the meeting over to Vice Chairman Mortimer.

DOCKET NO. 08-0202-1304 **Luci B. Willits**, Chief of Staff, State Department of Education, stated that this rule concerns the Mathematics In-Service Program. The revision to this rule is a technical clarification of who needs to take the Mathematical Thinking for Instruction (MTI) course, by adding the words "who is employed". Similar language appears in the section on the Idaho Comprehensive Literacy Course.

MOTION: **Senator Thayn** made a motion to adopt **Docket No. 08-0202-1304**. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

DOCKET NO. 08-0202-1305 **Ms. Willits** introduced the revisions to the Code of Ethics for Idaho Professional Educators. These ethical standards are reviewed by the Professional Standards Committee (PSC). The changes clarify several definitions of these standards to include words such as "virtual", "possessing" and "images." Additional provisions have been added concerning the failure to notify of past criminal convictions, either at the time of application, or subsequently violating the statutes and/or rules governing teacher certification. In response to questions posed by Senator Pearce, **Senator Ward-Engelking** confirmed for the Committee that as a teacher, she had been provided with a copy of the Code of Ethics. **Senator Fulcher** stated that he had been aware of instances in which materials used in curriculum would fall out of bounds in accordance with these rules, and asked whether use of such materials would be an infraction. **Senator Fulcher** suggested that he deliver some of the material for Ms. Willits to review. **Ms. Willits** agreed, saying that it could be a fine line if a district had approved a particular curriculum as opposed to a teacher who has introduced the material independently.

Ms. Willits enumerated several sections which have been renamed. **Senator Thayn** asked what happened if an applicant failed to report a criminal record that was sealed. **Christina Linder**, former Director of Certification and Professional Standards, State Board of Education, acting at the time the rule was written, said that the application would be denied, however the individual would be given an opportunity to explain, to disclose, and to prove that the case had been cleared and handled appropriately within the legal system.

Chairman Goedde noted that certifications are good for five years, and asked what would happen if a current teacher creates a criminal conviction during the time of their licensure, and it is out of state or the local district is unaware. **Ms. Willits** replied that the teacher would be required to disclose that information during recertification. **Ms. Willits** noted that the ethics committee has been renamed Executive Committee and is comprised of members of the PSC and is the body which reviews purported violations of the Code of Ethics.

MOTION:

Senator Patrick made a motion to adopt **Docket No. 08-0202-1305**. **Senator Goedde** seconded the motion. The motion carried by **voice vote**.

**DOCKET NO.
08-0202-1306**

Ms. Willits reminded the Committee that this docket contains proposed revisions to the Idaho Standards for Initial Certification of Professional School Personnel manual, which manual is incorporated by reference, and that twenty percent of this standards manual is reviewed each year. The standards being reviewed this year are English Language Arts (ELA), Gifted and Talented, Teacher/Librarian, and Literacy. For school administrators, the reviewed standards are foundation standards, preparation for school administrators and special education directors. The driver's education manual is also being reviewed.

Throughout these standards, a new emphasis has been placed, not only on knowing, but also on "doing". "The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences." The teacher standards in this section have been completely rewritten into ten domains: (1) Learner Development, (2) Learning Differences, (3) Learning Environments, (4) Content Knowledge, (5) Application of Content, (6) Assessment, (7) Planning for Instruction, (8) Instructional Strategies, (9) Professional Learning and Ethical Practice, and (10) Leadership and Collaboration. Each of these domains contains a definition of the standard and then a "performance" matrix, and these are repeated over and over. "Candidates demonstrate...". The standards have been raised in ELA and thus more emphasis is placed on those higher standards. The standards are more about critical thinking than ever before, drawing from a wide range of texts, both fiction and non-fiction. The new standards require the ability to teach writing skills from planning to publishing, and to encourage development of vocabulary. Additionally, the standards require the ability to design, arrange and develop assessments, both formal and informal.

Chairman Goedde stated that he had heard conflicting comments about the Common Core specifically that too much emphasis is placed on fiction, and on the other side that not enough emphasis is placed on fiction. He asked **Ms. Willits** to comment. **Ms. Willits** said that the standards represent a balance of both fiction and non-fiction, and both were embedded throughout the standards. They insure that history texts are read not only in history class, but in ELA as well. The standards bring historical context into what students are reading, and it often comes through non-fiction.

Vice Chairman Mortimer noted that the standards manual provides the outline for how the content is going to be taught, but not the specifics by grade. **Ms. Willits** agreed, saying that the standards set forth what the Department wants pre-service teachers to do. What the colleges and universities actually teach those pre-service teachers is completely up to the curriculum of that local university.

Similar matrixes of "knowledge" and "performance" occur in the sections dealing with standards for Gifted and Talented Education Professionals. **Senator Thayne** asked what impact these standards might have in terms of time that pre-service teachers spend in university. **Ms. Willits** replied that she did not think the standards would impact the time teachers spent acquiring their course work. A five-year phase-in has begun, and the teachers who are teaching now are grandfathered in. Some institutions already have been including these new standards in their courses.

The Idaho Standards for Literacy Teachers again incorporates the ten domains common to each educator classification, requiring performance as well as knowledge. It includes the teaching of reading, writing, listening, speaking, viewing and language. **Ms. Willits** noted that Reading Teachers are now covered in the section on Literacy Teachers, which again restates standards, performance and knowledge.

Vice Chairman Mortimer noted that this manual continues to reference Common Core State Standards rather than Idaho Core Standards, and **Ms. Willits** replied that those corrections will be forthcoming because the standards do belong to Idaho. The only standards that Idaho shares in common with other states are in the areas of ELA and Mathematics. **Brad Hunt**, Office of Administrative Rules Coordinator, stated that because this manual is an incorporated document, changes fall at the Department level, and he will report back to the Committee on what can be done to effect the change without a new rule-making process.

Senator Fulcher noted that Chairman Goedde and House Chairman DeMourant have scheduled a significant meeting concerning Common Core State Standards next week, yet this Committee was now reviewing these rules. His preference would be to hold Committee action until after the joint meeting on January 22, 2014.

Chairman Goedde asked Ms. Willits to confirm that when the Department introduces rules for adoption, a period for public comments is made available. He also asked if the public comment period allows the public to review the document incorporated by reference, and whether or not any public comments were received. **Ms. Willits** confirmed that the incorporated documents are included both on the website and in State Board materials, and the State Board had the opportunity to review them twice. No more than two public comments were received.

Ms. Willits moved to the next major section of the manual which enumerates the Idaho Foundation Standards for the Preparation of School Administrators and defines school climate in fourteen "domains": (1) School Culture, (2) Communication, (3) Advocacy, (4) Shared Leadership, (5) Priority Management, (6) Transparency, (7) Leadership Renewal, (8) Accountability, (9) Innovation, (10) Instructional Vision, (11) High Expectations, (12) Continuous Improvement of Instruction, (13) Evaluation, and (14) Recruitment and Retention. Each domain sets forth expectations of knowledge and performance. Idaho Foundation Standards for School Superintendents and Special Education administrators follow in the same vein, detailing knowledge and performance elements in the domains of School Climate, Collaborative Leadership and Instructional Leadership.

Ms. Willits introduced the incorporated manual Operating Procedures for Idaho Public Driver Education Programs. The revisions to this manual add provisions for home school programs and on-line course work. Students who violate any school or district policies shall not be permitted to enroll or complete driver's education. Schools shall provide appropriate accommodation for students with special needs. **Senator Thayne** questioned the use of "any school or district policy". **Ms. Audra Urie**, State Department of Education, Drivers Education Program explained that students must be in good standing in their school. Obtaining a driver's license is a privilege not a right. **Ms. Willits** continued that new provisions require reporting of driver training vehicles involved in a collisions, and any student driver convicted of a traffic violation resulting in a crash may have their permit revoked. One parent night is also added to the program prior to issuance of a student permit. **Senator (Nonini)Nonini** asked for clarification of the section requiring that home school students complete one year of home schooling prior to obtaining their permit. **Ms. Urie** clarified that if the student had attended an accredited public high school the prior year, this requirement would be deemed met.

Vice Chairman Mortimer stated that the Committee would hold this rule for now. **Chairman Goedde** asked if the House had considered this rule and what they had decided. **Ms. Willits** replied that the House subcommittee had reviewed and passed the rule, however, it has not yet been brought before the full committee.

**DOCKET NO.
08-0202-1308**

Ms. Willits explained that having reviewed new standards in the previous rule, **Docket No. 08-0202-1308** details the endorsements that are aligned with those standards. The endorsement standards are effective July 1, 2013, and all require supervised teaching experience in the relevant content area. The Driver's Education section has been deleted because it is a license, not an endorsement and is covered in its own manual which was reviewed in the previous rule. Small changes in endorsement requirements appear in the categories of Gifted and Talented, Literacy, and Teacher Librarian. **Vice Chairman Mortimer** questioned the addition of one credit hour in the Literacy category with the concern that the design of credit hours could, in fact, require an entire course for the sake of one credit. Both **Ms. Willits** and **Taylor Raney**, Director Certification of Professional Standards, State Department of Education, assured Vice President Mortimer that seven three-credit courses would meet the requirement, and that courses are currently designed in three-credit blocks. Mr. Raney will double-check and reconfirm. **Chairman Goedde** added if this rule were adopted, he was confident that the universities would ensure that seven courses would meet the requirement.

The endorsement standards for English, grades 6-12, have changed significantly with the adoption of the Idaho Standards for English Language Arts Teachers. The endorsement for English has increased from twenty to forty-five upper division semester credit hours. In order to have a secondary education certificate, teachers must have at least two fields of secondary teaching, usually one with thirty credit hours, and the second with twenty, or teachers could earn a standard certificate of forty-five hours in one subject. This rule eliminates the composite two-subject hours requirements if one of those subjects is English. This is a direct result of the increased standards. The new endorsement requires forty-five credits to include the four domains of reading, writing, speaking, listening and language. **Vice Chairman Mortimer** asked for clarification that these forty-five credit hours applied to grades 6-12 and not to the lower grades. **Ms. Willits** replied affirmatively, adding that an elementary certificate also required some content. **Ms. Willits** supplied data from other northwestern states which showed that Montana currently leads with forty-five course credit hours required and a corresponding higher competency rating for its teachers than in Idaho under the former standards. Current candidates already pursuing their endorsements are grandfathered under the prior standards.

New candidates for the English endorsement after July 1, 2013 will be governed under the new standards.

Senator Thayn asked if the Praxis™ teacher certification exam bears a relationship to how those teachers ultimately affect student achievement. **Ms. Linder** replied that she believes that correlation exists because all of the national recommendations that are coming out for teacher certification state that content matters. **Ms. Linder** offered to obtain further information. **Senator Thayn** asked how mastery plays a role in these additional units. **Ms. Linder** stated that the Pathways for Accelerated Certification and Endorsement (PACE) program at Lewis-Clark State College (LCSC) addresses educators who are adding an additional endorsement, or adult career-changers. That program looks at work history and competency in areas such as writing. **Ms. Linder** stated that she strongly believes that in order to raise student achievement and meet the Idaho Core Standards, then teachers must be much better prepared than just twenty credits might provide.

Senator Ward-Engelking raised concern for rural schools wherein teachers are often required to teach more than one content area, and felt the combined endorsement of sixty-five credits would be very difficult. **Ms. Willits** indicated that the House committee echoed a similar concern. She again reminded the Committee that these endorsement standards are being phased in over five years which is adequate time to plan. **Ms. Linder** added that alternative pathways to mastery, such as the PACE program, were put into place to meet those needs. The Idaho Education Network (IEN) contributes to increased access. She firmly believes "we need to stop sacrificing our students' learning because it is hard". **Senator Ward-Engelking** noted that being an English teacher requires tremendous outside work in grading, reading essays, etc., and that often English teachers burn out and go to other content areas. **Ms. Willits** empathized, but stated that the Department wishes to create an environment wherein teachers have more course work content. She agreed that from time to time rules are implemented and then changes are brought back. **Senator Ward-Engelking** suggested that most English teachers now have thirty credit hours; however, **Ms. Linder** suggested that available data did not support that notion. Further, English teachers are expected to teach both reading and writing, communication and language. **Chairman Goedde** asked what percentage of teachers in rural districts had composite endorsements as opposed to single endorsements. **Ms. Linder** did not have that information, but did say that the colleges of education have pushed the composite endorsement. As a result, very few candidates pursue a single subject. **Chairman Goedde** observed that in rural districts it would be likely to have both English and Science because there may not be enough students to keep a teacher employed all day in a single subject area. **Senator Thayn** asked if the jump from twenty to forty five credits was based on Montana. **Ms. Linder** replied that the decision was because a single subject endorsement in English comprises four subjects in one, and a full preparation is needed to teach English in Idaho schools. **Senator Thayn** concluded that it becomes really difficult to have a composite endorsement with English as a component. **Ms. Willits** agreed. **Senator Ward-Engelking** stated that reading and writing have always been taught in concert. **Ms. Willits** replied that due to the Idaho Core Standards, it is more deliberate now. **Vice Chairman Mortimer** noted that the elementary grades is where the reading and writing skills are foundational to success, and asked if this meant elementary teachers would be more likely to have a single endorsement. **Ms. Willis** replied that this particular endorsement is for grades 6-12. **Ms. Linder** added that the Department has a middle school endorsement that is far less rigorous and that all elementary teachers are encouraged to have an additional area of emphasis in which they can obtain a single subject endorsement to teach up to ninth grade.

Turning to the endorsement section on Administrator Certificates, **Ms. Willits** pointed out the new requirement that administrators demonstrate proficiency in evaluating teacher performance by taking a course through the Department. **Chairman Goedde** asked Ms. Willits to explain the reason for stricken language in areas of competency. **Ms. Willits** replied that the stricken and added language throughout this section aligns with the new administrator domains of School Climate, Collaborative Leadership and Instructional Leadership found in the standards themselves.

Vice Chairman Mortimer stated that the Committee would hold this rule for further discussion.

**PASSED THE
GAVEL:**

Vice Chairman Mortimer returned the meeting to Chairman Goedde.

ADJOURNED:

Having no further business before the Committee, **Chairman Goedde** adjourned the meeting at 5:14 p.m.

Senator Goedde
Chair

Elaine Leedy
Secretary