

**State Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

April 20-21, 2006

University of Idaho, Moscow

- A. Superintendent's Report, Marilyn Howard**
- B. Request for Letter of Authorization, Jana Jones**
- C. Professional Standards Commission Nomination, Jana Jones**
- D. 2005-06 Accreditation Summary Report of Districts and Schools, Shannon Page**
- E. Administrative Staff Allowance Waiver Requests, Tim Hill**
- F. Weiser Tuition Waiver Request, Tim Hill**
- G. Revisions to IDAPA 08.02.02, Rules Governing Uniformity: Idaho Standards for Initial Certification (incorporated document), Jana Jones**
- H. Revisions to IDAPA 08.02.02, Rules Governing Uniformity: Selected Educator Endorsement Requirements, Jana Jones**
- I. Revisions to IDAPA 08.02.02, Rules Governing Uniformity: Selected Educator General Education Requirements, Jana Jones**
- J. Revisions to IDAPA 08.02.03, Rules Governing Thoroughness: K-12 Content Standards, Jana Jones**
- K. Praxis II Assessment for Alternative Routes to Exceptional Child Certificate, Jana Jones**
- L. Praxis II Assessments for Fundamental Subjects and Middle Level Mathematics, Jana Jones**
- M. Provisional Authorization Certificate, Jana Jones**
- N. Proposed Rule for IDAPA 08.02.03, Rules Governing Thoroughness: Approval of Performance Standards for Idaho Alternative Assessments, Jana Jones**

A. SUBJECT:

Superintendent's Report

B. SUBJECT:**Letters of Authorization****BACKGROUND:**

At its February 2-3, 2006, meeting, the Professional Standards Commission approved Letters of Authorization for recommendation to the State Board of Education for its final approval.

Pertinent to the Letters of Authorization, State Board of Education Rule IDAPA 08.02.02.039.02 states that, "The request and supporting information will be reviewed by the Professional Standards Commission, with the final recommendation of the Commission submitted by the State Superintendent of Public Instruction for State Board of Education approval."

RECOMMENDATIONS:

The State Department of Education recommends that the State Board of Education give final approval for the Letters of Authorization that have been submitted as approved by the Professional Standards Commission at its February 2-3, 2006, meeting.

BOARD ACTION:

The State Board carried to approve/disapprove/table the requests for Letters of Authorization as submitted by the Professional Standards Commission. It was moved by _____, seconded by _____, and carried.

ATTACHMENTS:

1. Approval list for Letters of Authorization

Idaho State Board of Education

April 20-21, 2006

Letter of Authorization Requests

REQUESTS			The district's request is for a:			New or
FTE	NAME	DIST	DISTRICT NAME	CERTIFICATE	ENDORSEMENT	Renewal
1	Young, Colleen	131	Nampa	Pupil Personnel Services	Speech/Language Pathologist	N (1)

1 Total LOA Requests

C. SUBJECT:

Professional Standards Commission Nomination

BACKGROUND:

Idaho Code Section 33-1252 requires that “. . . three (3) nominees for each position on the [Professional Standards] commission shall be submitted to the state superintendent of public instruction, for the consideration of the state board of education . . .”

DISCUSSION:

Idaho Code 33-1252 provides a specific breakdown of the membership required on the Professional Standards Commission. This nomination is submitted for appointment consideration to complete the last year of a three-year term (July 1, 2004, - June 30, 2007) as a result of a resignation on the Commission due to a change of assignment at BYU-Idaho.

RECOMMENDATION:

The State Department of Education recommends the following nomination for appointment consideration to complete the last year of a three-year term as a result of a resignation on the Commission due to a change of assignment at BYU-Idaho.

Private Higher Education

Mr. Larry Thurgood, Dean, College of Education, BYU-Idaho.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the recommendation as submitted by the State Department of Education. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Resume for Mr. Larry Thurgood

Larry L. Thurgood

230 North 6th East, St. Anthony, ID 83445

(208) 624-4581

thurgoodl@byui.edu

EDUCATION

University of Idaho

Doctoral Candidacy

Current Status 2006

Adult and Organizational Leadership

Brigham Young University, Provo, UT

M.A. in Educational Psychology

1985

Emphasis: Counseling and Guidance

Weber State University, Ogden, UT

B.A. in Sociology and Spanish

1977

ADMINISTRATIVE EXPERIENCE

Brigham Young University-Idaho, Rexburg, ID

Dean-College of Education and Human Development

Present

Administration of departments of Teacher Education, Home and Family

Psychology, Sociology, Religious Education

Chair – Religious Education Department

2003-2006

Supervision of 30 full-time and 20 adjunct teachers.

Scheduling of 20 courses and 200 plus sections per semester for
10,000 students annually.

***The Church of Jesus Christ of Latter Day Saints
Church Education System (CES)***

Seminary Principal– St. Anthony LDS Seminary

1981 -1995

St. Anthony, Idaho

Seminary Principal– Winslow LDS Seminary

1977-1981

Winslow, Arizona

TEACHING EXPERIENCE

The Church of Jesus Christ of Latter Day Saints CES

Instructor-Winslow LDS Seminary

1977-1981

Taught religious education courses (Scripture and Church History) for
High School students.

Instructor-St. Anthony LDS Seminary

1981-1998

Taught religious education courses (Scripture and Church History) for
High School students.

Faculty-Ricks College Religious Education Department

1998-2001

Taught religious education courses (scripture and marriage preparation) for College students.

Faculty-BYU-Idaho

2001-Present

Teaching religious education and sociology courses to college students.

ECCLESIASTICAL LEADERSHIP EXPERIENCE

Church of Jesus Christ of Latter Day Saints

Rexburg Region Welfare Specialist

2003-Present

Training and assistance with organization of all welfare, emergency response, and humanitarian responsibilities for approximately 25,000 members of the LDS church.

St. Anthony Idaho Stake President

1990-1999

Provided spiritual guidance and temporal welfare for 10 wards (congregations) and approximately 4500 members of the LDS church.

St. Anthony Third Ward Bishop

1982-1988

Provided spiritual guidance and temporal welfare for 200 families.

LANGUAGES

- English – native language
 - Spanish– Fluent
-

D. SUBJECT:

2005-2006 Accreditation Summary Report of Idaho Districts and Schools

BACKGROUND:

According to Idaho Code, Section 33-119, all public schools in Idaho will be state accredited. State accreditation is voluntary for private and parochial schools. Under the Administrative Rules of the State Board of Education (IDAPA 08.02.02.140), the State Department of Education (SDE) has developed a new state process that accredits districts as well as schools and requires district and school personnel to engage in strategic and continuous improvement planning.

During this initial year of implementation of the new accreditation process, the SDE piloted its web-based Continuous Improvement Planning (CIP) Tool with all public districts and schools, including charter schools and state institutions, and any private school that chose to be state accredited. As district and school administrators logged on and used the CIP Tool throughout this year, they provided SDE staff with valuable and constructive feedback for the refinement of the Tool. The Department is making adjustments to the CIP Tool this spring based on administrator feedback.

To receive an *Approved* accreditation rating for the 2005-2006 school year, each district and school was required to use the CIP Tool to:

- Establish their strategic and continuous improvement planning committees,
- Establish or refine their visions, missions and operational philosophies, and
- Provide district and school annual reports on current improvement planning efforts, accomplishments and barriers.

The State Accreditation Committee, which represents each region of the state, met the first week of March to review completion of CIP requirements and recommend accreditation approval ratings for each district, state institution, public school and participating private school. The Committee recommends one of two ratings for districts and schools this year:

1. ***Approved:*** The district or school satisfactorily completed all initial components of the Continuous Improvement Planning (CIP) Tool.
2. ***Advised:*** The district or school did not complete the required planning components within the CIP Tool.

RECOMMENDATIONS:

The State Department of Education recommends the approval of the 2005-2006 Accreditation Summary Report of Idaho Schools.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the 2005-2006 Accreditation Summary Report of Idaho Districts and Schools as submitted. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. 2005-2006 Accreditation Summary Report of Idaho Districts and Schools

ACCREDITATION SUMMARY REPORT OF IDAHO DISTRICTS AND SCHOOLS 2005-2006



MISSION

Through leadership and collaboration, the Department supports and promotes a 21st century system of public education that delivers relevant life and academic skills to all Idaho children.

VALUES

We are a professional team guided by the principles of public service, accountability, efficiency, and leadership to schools, districts, and the public. Above all, the Department shares a commitment to creating a safe, achievement-focused educational environment that allows every child to learn every day and to leave school as life-long learners and good citizens.

VISION

Idaho schools will be places where every child is learning every day in a safe, disciplined, drug-free environment to become a good citizen and life-long learner. Every student will complete school with the character, skills, and knowledge to become a responsible and productive citizen to build a stronger America.

Marilyn Howard, Ed.D.
State Superintendent
of Public Instruction

Pat White
Chief, Bureau of
Educational Improvement

Shannon Page
Coordinator of
Accreditation &
Elementary Services

Accreditation Summary Report of Idaho Schools 2005-2006

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SUMMARY OF ACCREDITATION RATINGS BY INSTITUTION

INSTITUTION	APPROVED	ADVISED	TOTAL
Public School Districts	114	0	114
State Charter Schools	8	0	8
Public Schools within Districts	600	10	610
State/Federal Institutions	7	1	8
Private Schools	22	4	26
TOTAL	751	15	766

LISTING OF SCHOOL DISTRICTS AND STATE CHARTER SCHOOLS

Number	School District/State Charter School	Accreditation Rating
001	Boise Independent District	Approved
002	Meridian District	Approved
003	Kuna District	Approved
011	Meadows Valley District	Approved
013	Council District	Approved
021	Marsh Valley Joint District	Approved
025	Pocatello District	Approved
033	Bear Lake County District	Approved
041	St. Maries Joint District	Approved
044	Plummer-Worley Joint District	Approved
052	Snake River District	Approved
055	Blackfoot District	Approved
058	Aberdeen District	Approved
059	Firth District	Approved
060	Shelley Joint District	Approved
061	Blaine County District	Approved
071	Garden Valley District	Approved
072	Basin District	Approved
073	Horseshoe Bend District	Approved
083	West Bonner County District	Approved
084	Lake Pend Oreille District	Approved
091	Idaho Falls District	Approved
092	Swan Valley Elementary District	Approved
093	Bonneville Joint District	Approved
101	Boundary County District	Approved
111	Butte County Joint District	Approved
121	Camas County District	Approved
131	Nampa District	Approved
132	Caldwell District	Approved
133	Wilder District	Approved
134	Middleton District	Approved
135	Notus District	Approved
136	Melba Joint District	Approved
137	Parma District	Approved
139	Vallivue District	Approved
148	Grace Joint District	Approved
149	North Gem District	Approved
150	Soda Springs Joint District	Approved
151	Cassia County Joint District	Approved
161	Clark County District	Approved
171	Orofino Joint District	Approved
181	Challis Joint District	Approved
182	Mackay Joint District	Approved
191	Prairie Elementary District	Approved
192	Glenns Ferry Joint District	Approved
193	Mountain Home District	Approved

Number	School District	Accreditation Rating
201	Preston Joint District	Approved
202	West Side Joint District	Approved
215	Fremont County Joint District	Approved
221	Independent District of Emmett	Approved
231	Gooding Joint District	Approved
232	Wendell District	Approved
233	Hagerman Joint District	Approved
234	Bliss Joint District	Approved
241	Grangeville Joint District	Approved
242	Cottonwood Joint District	Approved
251	Jefferson County Joint District	Approved
252	Ririe Joint District	Approved
253	West Jefferson District	Approved
261	Jerome Joint District	Approved
262	Valley District	Approved
271	Coeur d' Alene District	Approved
272	Lakeland District	Approved
273	Post Falls District	Approved
274	Kootenai District	Approved
281	Moscow District	Approved
282	Genesee Joint District	Approved
283	Kendrick Joint District	Approved
285	Potlatch District	Approved
287	Troy District	Approved
288	Whitepine Joint District	Approved
291	Salmon District	Approved
292	South Lemhi District	Approved
302	Nez Perce Joint District	Approved
304	Kamiah Joint District	Approved
305	Highland Joint District	Approved
312	Shoshone Joint District	Approved
314	Dietrich District	Approved
316	Richfield District	Approved
321	Madison District	Approved
322	Sugar-Salem Joint District	Approved
331	Minidoka County Joint District	Approved
340	Lewiston Independent District	Approved
341	Lapwai District	Approved
342	Culdesac Joint District	Approved
351	Oneida County District	Approved
363	Marsing Joint District	Approved
364	Pleasant Valley Elementary District	Approved
365	Bruneau-Grand View Joint District	Approved
370	Homedale Joint District	Approved
371	Payette Joint District	Approved
372	New Plymouth District	Approved
373	Fruitland District	Approved
381	American Falls Joint District	Approved
382	Rockland District	Approved
383	Arbon Elementary District	Approved

Number	School District	Accreditation Rating
391	Kellogg Joint District	Approved
392	Mullan District	Approved
393	Wallace District	Approved
394	Avery District	Approved
401	Teton County District	Approved
411	Twin Falls District	Approved
412	Buhl Joint District	Approved
413	Filer District	Approved
414	Kimberly District	Approved
415	Hansen District	Approved
416	Three Creek Joint Elementary District	Approved
417	Castleford District	Approved
418	Murtaugh Joint District	Approved
421	McCall-Donnelly District	Approved
422	Cascade District	Approved
431	Weiser District	Approved
432	Cambridge Joint District	Approved
433	Midvale District	Approved
455	Compass Charter School	Approved
456	Falcon Ridge Charter School	Approved
452	Idaho Virtual Academy	Approved
457	Inspire Virtual Charter School	Approved
458	Liberty Charter School	Approved
453	Richard McKenna Charter High School	Approved
454	Rolling Hills Charter School	Approved
451	Victory Charter School	Approved

LISTING OF PUBLIC SCHOOLS BY DISTRICT

School Name	School Type	Accreditation Rating
001 BOISE INDEPENDENT DISTRICT		
Adams Elementary School	Elementary School	Approved
Amity Elementary School	Elementary School	Approved
Anser Charter School	Elementary School	Approved
Boise Senior High School	High School	Approved
Borah Senior High School	High School	Approved
Capital Senior High School	High School	Approved
Cole Elementary School	Elementary School	Approved
Collister Elementary School	Elementary School	Approved
Cynthia Mann Elementary School	Elementary School	Approved
East Junior High School	Middle/Jr. High School	Approved
Fairmont Junior High School	Middle/Jr. High School	Approved
Fort Boise Mid High School	Alternative High School	Approved
Franklin Elementary School	Elementary School	Approved
Garfield Elementary School	Elementary School	Approved
Hawthorne Elementary School	Elementary School	Approved
Hidden Springs Charter School	Elementary School	Approved
Highlands Elementary School	Elementary School	Approved
Hillcrest Elementary School	Elementary School	Approved
Hillside Junior High School	Middle/Jr. High School	Approved
Horizon Elementary School	Elementary School	Approved
Jackson Elementary School	Elementary School	Approved
Jefferson Elementary School	Elementary School	Approved
Koelsch Elementary School	Elementary School	Approved
Les Bois Junior High School	Middle/Jr. High School	Approved
Liberty Elementary School	Elementary School	Approved
Longfellow Elementary School	Elementary School	Approved
Lowell Elementary School	Elementary School	Approved
Maple Grove Elementary School	Elementary School	Approved
McKinley Elementary School	Elementary School	Approved
Monroe Elementary School	Elementary School	Approved
Mountain Cove High School	Alternative High School	Approved
Mountain View Elementary School	Elementary School	Approved
North Junior High School	Middle/Jr. High School	Approved
Owyhee Elementary School	Elementary School	Approved
Pierce Park Elementary School	Elementary School	Approved
Riverglen Junior High School	Middle/Jr. High School	Approved
Riverside Elementary School	Elementary School	Approved
Roosevelt Elementary School	Elementary School	Approved
Shadow Hills Elementary School	Elementary School	Approved
South Junior High School	Middle/Jr. High School	Approved
Timberline High School	High School	Approved
Trail Wind Elementary School	Elementary School	Approved
Valley View Elementary School	Elementary School	Approved
Washington Elementary School	Elementary School	Approved
West Junior High School	Middle/Jr. High School	Approved
White Pine Elementary School	Elementary School	Approved
Whitney Elementary School	Elementary School	Approved
Whittier Elementary School	Elementary School	Approved

School Name	School Type	Accreditation Rating
William H. Taft Elementary School	Elementary School	Approved
002 MERIDIAN JT DISTRICT		
Cecil D. Andrus Elementary School	Elementary School	Approved
Centennial High School	High School	Approved
Central Academy	Alternative High School	Approved
Chaparral Elementary School	Elementary School	Approved
Chief Joseph Elementary School	Elementary School	Approved
Christine Donnell School of the Arts	Elementary School	Approved
Crossroads Middle School	Middle/Jr. High School	Approved
Discovery Elementary	Elementary School	Approved
Eagle Academy	Alternative High School	Approved
Eagle Elementary School	Elementary School	Approved
Eagle High School	High School	Approved
Eagle Hills Elementary School	Elementary School	Approved
Eagle Middle School	Middle/Jr. High School	Approved
Eliza Hart Spalding Elem. School	Elementary School	Approved
Frontier Elementary School	Elementary School	Approved
Joplin Elementary School	Elementary School	Approved
Lake Hazel Elementary School	Elementary School	Approved
Lake Hazel Middle School	Middle/Jr. High School	Approved
Lewis & Clark Middle School	Middle/Jr. High School	Approved
Linder Elementary School	Elementary School	Approved
Lowell Scott Middle School	Middle/Jr. High School	Approved
Mary McPherson Elem. School	Elementary School	Approved
McMillan Elementary School	Elementary School	Approved
Meridian Academy	High School	Approved
Meridian Charter High School	High School	Approved
Meridian Elementary School	Elementary School	Approved
Meridian High School	High School	Approved
Meridian Medical Arts Charter High School	High School	Approved
Meridian Middle School	Middle/Jr. High School	Approved
Mountain View High School	High School	Approved
North Star Charter School	Elementary School	Approved
Pepper Ridge Elementary School	Elementary School	Approved
Peregrine Elementary School	Elementary School	Approved
Pioneer Elementary School	Elementary School	Approved
Ponderosa Elementary School	Elementary School	Approved
River Valley Elementary School	Elementary School	Approved
Sawtooth Middle School	Middle/Jr. High School	Approved
Seven Oaks Elementary School	Elementary School	Approved
Silver Sage Elementary School	Elementary School	Approved
Star Elementary School	Elementary School	Approved
Summerwind Elementary School	Elementary School	Approved - Merit
Ustick Elementary School	Elementary School	Approved
003 KUNA JT DISTRICT		
Fremont H. Teed Elem. School	Elementary School	Approved
Hubbard Elementary School	Elementary School	Approved
Indian Creek Elementary School	Elementary School	Approved
Kuna High School	High School	Approved
Kuna Middle School	Middle/Jr. High School	Approved
Ross Elementary School	Elementary School	Approved

School Name	School Type	Accreditation Rating
011 MEADOWS VALLEY DISTRICT		
Meadows Valley K-12 School	K-12 School	Approved
013 COUNCIL DISTRICT		
Council Elementary School	Elementary School	Approved
Council Jr./Sr. High School	High School	Approved
021 MARSH VALLEY JT DISTRICT		
Downey Elementary School	Elementary School	Approved
Inkom Elementary School	Elementary School	Approved
Lava Elementary School	Elementary School	Approved
Marsh Valley High School	High School	Approved
Marsh Valley Middle School	Middle/Jr. High School	Approved
Mountain View Elementary School	Elementary School	Approved - Merit
025 POCATELLO DISTRICT		
Century Senior High School	High School	Approved - Merit
Chubbuck Elementary School	Elementary School	Approved
Claude A. Wilcox Elem. School	Elementary School	Approved
Edahow Elementary School	Elementary School	Approved
Franklin Middle School	Middle/Jr. High School	Approved
Gate City Elementary School	Elementary School	Approved - Merit
Greenacres Elementary School	Elementary School	Approved
Hawthorne Middle School	Middle/Jr. High School	Approved
Highland Senior High School	High School	Approved - Merit
Indian Hills Elementary School	Elementary School	Approved
Irving Middle School	Middle/Jr. High School	Approved
Jefferson Elementary School	Elementary School	Approved
Kinport Academy	Middle/Jr. High School	Approved
Lewis & Clark Elementary School	Elementary School	Approved - Merit
New Horizon High School	Alternative High School	Approved
Pocatello Community Charter School	Elementary School	Approved - Merit
Pocatello High School	High School	Approved
Rulon M. Ellis Elementary School	Elementary School	Approved
Syringa Elementary School	Elementary School	Approved
Teen Parent Center	High School	Approved
Tendoy Elementary School	Elementary School	Approved
Tyhee Elementary School	Elementary School	Approved
Washington Elementary School	Elementary School	Approved
033 BEAR LAKE COUNTY DISTRICT		
A. J. Winters Elementary School	Elementary School	Approved
Bear Lake High School	High School	Approved
Bear Lake Middle School	Middle/Jr. High School	Approved
Geneva Elementary School	Elementary School	Approved
Georgetown Elementary School	Elementary School	Approved
Paris Elementary School	Elementary School	Approved
041 ST MARIES JT DISTRICT		
Heyburn Elementary School	Elementary School	Approved
St. Maries High School	High School	Approved
St. Maries Middle School	Middle/Jr. High School	Approved
UpRiver Elem/Jr. High School	Elementary School	Approved

School Name	School Type	Accreditation Rating
044 PLUMMER-WORLEY JT DISTRICT		
Lakeside Elementary School	Elementary School	Approved
Lakeside High School	High School	Approved
Lakeside Middle School	Middle/Jr. High School	Approved
052 SNAKE RIVER DISTRICT		
Idaho Leadership Academy	High School	Approved
Moreland Elementary School	Elementary School	Approved
Riverside Elementary School	Elementary School	Approved
Rockford Elementary School	Elementary School	Approved
Snake River High School	High School	Approved
Snake River Junior High School	Middle/Jr. High School	Approved
Snake River Middle School	Elementary School	Approved
055 BLACKFOOT DISTRICT		
Blackfoot Charter Community Learning Center	Elementary School	Approved
Blackfoot High School	High School	Approved
Blackfoot Sixth Grade School	Middle/Jr. High School	Approved
Donald D. Stalker Elem. School	Elementary School	Approved
Fort Hall Elementary School	Elementary School	Approved
Groveland Elementary School	Elementary School	Approved
I.T. Stoddard Elementary School	Elementary School	Approved
Independence High School	Alternative High School	Approved
Irving Kindergarten Center	Elementary School	Approved
Mountain View Middle School	Middle/Jr. High School	Approved
Ridge Crest Elementary School	Elementary School	Approved
Wapello Elementary School	Elementary School	Approved
058 ABERDEEN DISTRICT		
Aberdeen Elem./Middle School	Elementary School	Approved
Aberdeen High School	High School	Approved
059 FIRTH DISTRICT		
A. W. Johnson Elementary School	Elementary School	Approved
Firth High School	High School	Approved
Firth Middle School	Middle/Jr. High School	Approved - Merit
060 SHELLEY JT DISTRICT		
Donald J. Hobbs Middle School	Middle/Jr. High School	Approved
Hazel T Stuart Elementary School	Elementary School	Approved
Shelley Senior High School	High School	Approved
Sunrise Elementary School	Elementary School	Approved
061 BLAINE COUNTY DISTRICT		
Bellevue Elementary School	Elementary School	Advised
Carey K-12 School	K-12 School	Approved
Ernest Hemingway Elem. School	Elementary School	Approved
Hailey Elementary School	Elementary School	Approved
Wood River High School	High School	Approved
Wood River Middle School	Middle/Jr. High School	Approved - Merit
071 GARDEN VALLEY DISTRICT		
Garden Valley K-12 School	K-12 School	Approved

School Name	School Type	Accreditation Rating
Lowman Elementary School	Elementary School	Approved
072 BASIN DISTRICT		
Basin Elementary School	Elementary School	Approved
Idaho City M/Sr. High School	High School	Approved
073 HORSEHOE BEND DISTRICT		
Horseshoe Bend Elem. School	Elementary School	Approved
Horseshoe Bend Middle/Sr. High School	High School	Approved
083 WEST BONNER COUNTY DISTRICT		
Idaho Hill Elementary School	Elementary School	Approved
Priest Lake Elementary School	Elementary School	Approved
Priest River Educational Program (PREP) High	Alternative High School	Approved
Priest River Elementary School	Elementary School	Approved
Priest River Junior High School	Middle/Jr. High School	Approved
Priest River Lamanna High School	High School	Approved
084 LAKE PEND OREILLE DISTRICT		
Clark Fork Jr./Sr. High School	High School	Approved
Farmin-Stidwell Elementary School	Elementary School	Approved
Hope Elementary School	Elementary School	Approved
Kootenai Elementary School	Elementary School	Approved
Northside Elementary School	Elementary School	Approved
Sagle Elementary School	Elementary School	Approved
Sandpoint Charter School	Middle/Jr. High School	Approved
Sandpoint High School	High School	Approved
Sandpoint Middle School	Middle/Jr. High School	Approved
Southside Elementary School	Elementary School	Approved
Washington Elementary School	Elementary School	Approved
091 IDAHO FALLS DISTRICT		
A.H. Bush Elementary School	Elementary School	Approved
Clair E. Gale Junior High School	Middle/Jr. High School	Approved
Dora Erickson Elementary School	Elementary School	Approved
Eagle Rock Junior High School	Middle/Jr. High School	Approved
Edgemont Gardens Elem. School	Elementary School	Approved
Ethel Boyes Elementary School	Elementary School	Approved
Fox Hollow Elementary School	Elementary School	Approved
Hawthorne Elementary School	Elementary School	Approved
Idaho Falls Senior High School	High School	Approved
Linden Park Elementary School	Elementary School	Approved
Longfellow Elementary School	Elementary School	Approved
Skyline Senior High School	High School	Approved
Sunnyside Elementary School	Elementary School	Approved
Taylorview Junior High School	Middle/Jr. High School	Approved
Temple View Elementary School	Elementary School	Approved
Theresa Bunker Elem. School	Elementary School	Approved
Westside Elementary School	Elementary School	Approved
Westview High School	Alternative High School	Approved
092 SWAN VALLEY ELEMENTARY DISTRICT		
Swan Valley Elementary School	Elementary School	Approved

School Name	School Type	Accreditation Rating
093 BONNEVILLE JT DISTRICT		
Ammon Elementary School	Elementary School	Approved
Bonneville High School	High School	Approved
Cloverdale Elementary School	Elementary School	Approved
Fairview Elementary School	Elementary School	Approved
Falls Valley Elementary School	Elementary School	Approved
Hillcrest High School	High School	Approved
Hillview Elementary School	Elementary School	Approved
Iona Elementary School	Elementary School	Approved
Lincoln High School	Alternative High School	Approved
Rocky Mountain Middle School	Middle/Jr. High School	Approved
Sandcreek Middle School	Middle/Jr. High School	Approved
Tiebreaker Elemementary School	Elementary School	Approved
Ucon Elementary School	Elementary School	Approved
White Pine Charter School	Elementary School	Approved
101 BOUNDARY COUNTY DISTRICT		
Bonnors Ferry High School	High School	Approved
Boundary County Jr. High School	Middle/Jr. High School	Approved
Evergreen Elementary School	Elementary School	Approved
Mount Hall Elementary School	Elementary School	Approved
Naples Elementary School	Elementary School	Approved
Riverside High School	Alternative High School	Approved
Valley View Elementary School	Elementary School	Approved
111 BUTTE COUNTY JT DISTRICT		
Arco Elementary School	Elementary School	Approved
Butte County High School	High School	Approved
Butte County Middle School	Middle/Jr. High School	Approved
Howe Elementary School	Elementary School	Approved
121 CAMAS COUNTY DISTRICT		
Camas Co. Elem./Jr. High School	Elementary School	Approved
Camas County High School	High School	Approved
131 NAMPA DISTRICT		
Centennial Elementary School	Elementary School	Approved
Central Elementary School	Elementary School	Approved
East Valley Middle School	Middle/Jr. High School	Approved
Franklin D Roosevelt Elem. School	Elementary School	Approved
Greenhurst Elementary School	Elementary School	Approved
Idaho Arts Charter School	K-12 School	Approved
Iowa Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Nampa Senior High School	High School	Approved
Owhyee Elementary School	Elementary School	Approved
Park Ridge Elementary School	Elementary School	Approved
Ronald Reagan Elementary School	Elementary School	Approved
Sherman Elementary School	Elementary School	Approved
Skyview High School	High School	Approved
Snake River Elementary School	Elementary School	Approved
South Middle School	Middle/Jr. High School	Approved
Sunny Ridge Elementary School	Elementary School	Approved

School Name	School Type	Accreditation Rating
West Middle School	Middle/Jr. High School	Approved
132 CALDWELL DISTRICT		
Caldwell Senior High School	High School	Approved
Jefferson Middle School	Middle/Jr. High School	Approved
Lewis and Clark Elem. School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Sacajawea Elementary School	Elementary School	Approved
Syringa Middle School	Middle/Jr. High School	Approved
Van Buren Elementary School	Elementary School	Approved
Washington Elementary School	Elementary School	Approved
Woodrow Wilson Elem. School	Elementary School	Approved
133 WILDER DISTRICT		
Holmes Elementary School	Elementary School	Approved
Wilder Middle/High School	Middle/Jr. High School	Approved
134 MIDDLETON DISTRICT		
Middleton Heights Elementary	Elementary School	Approved
Middleton High School	High School	Approved - Merit
Middleton Middle School	Middle/Jr. High School	Approved - Merit
Middleton Mill Creek Elem. School	Elementary School	Approved
Purple Sage Elementary School	Elementary School	Approved
135 NOTUS DISTRICT		
Notus Elementary School	Elementary School	Approved - Merit
Notus Jr./Sr. High School	High School	Approved
136 MELBA JT DISTRICT		
Melba Elementary School	Elementary School	Approved
Melba High School	High School	Approved
Melba Middle School	Middle/Jr. High School	Approved
137 PARMA DISTRICT		
Maxine Johnson Elem. School	Elementary School	Approved
Parma High School	High School	Approved
Parma Middle School	Middle/Jr. High School	Approved
139 VALLIVUE DISTRICT		
Birch Elementary School	Elementary School	Approved
Central Canyon Elementary School	Elementary School	Approved
East Canyon Elementary School	Elementary School	Approved
Thomas Jefferson Charter School	Elementary School	Approved
Vallivue High School	High School	Approved
Vallivue Middle School	Middle/Jr. High School	Approved
West Canyon Elementary School	Elementary School	Approved
148 GRACE JT DISTRICT		
Grace Elementary School	Elementary School	Advised
Grace Jr./Sr. High School	High School	Approved
Thatcher Elementary School	Elementary School	Advised
149 NORTH GEM DISTRICT		
North Gem Elem./Jr. High School	Elementary School	Approved

School Name	School Type	Accreditation Rating
North Gem Senior High School	High School	Approved
150 SODA SPRINGS JT DISTRICT		
Grays Lake Elementary School	Elementary School	Approved
Hooper Avenue Intermed. School	Elementary School	Approved
Howard E. Thirkill Primary School	Elementary School	Approved - Merit
Soda Springs High School	High School	Approved
Tigert Middle School	Middle/Jr. High School	Approved
151 CASSIA COUNTY JT DISTRICT		
Albion Elementary School	Elementary School	Approved
Almo Elementary School	Elementary School	Approved
Burley Junior High School	Middle/Jr. High School	Approved
Burley Senior High School	High School	Approved
Cassia Education Center	Alternative Jr/Sr High School	Approved
Declo Elementary School	Elementary School	Approved
Declo Junior High School	Middle/Jr. High School	Approved
Declo Senior High School	High School	Approved - Merit
Dworshak Elementary School	Elementary School	Approved
Mountain View Elementary School	Elementary School	Approved
Newcomer Center	Elementary School	Approved
Oakley Elementary School	Elementary School	Approved
Oakley Jr./Sr. High School	High School	Approved
Raft River Elementary School	Elementary School	Approved
Raft River Jr./Sr. High School	High School	Approved
White Pine Elementary School	Elementary School	Approved
161 CLARK COUNTY DISTRICT		
Clark County Jr./Sr. High School	High School	Approved
Lindy Ross Elementary School	Elementary School	Approved
Oakley Elementary School	Elementary School	Approved
171 OROFINO JT DISTRICT		
Cavendish-Teakean Elem. School	Elementary School	Approved
Orofino Elementary School	Elementary School	Approved
Orofino High School	High School	Approved - Merit
Orofino Junior High School	Middle/Jr. High School	Approved
Peck Elementary School	Elementary School	Approved
Pierce Elementary School	Elementary School	Approved
Timberline High School	High School	Approved
Weippe Elementary School	Elementary School	Approved
181 CHALLIS JT DISTRICT		
Challis Elementary School	Elementary School	Approved
Challis Jr./Sr. High School	High School	Approved
Clayton Elementary School	Elementary School	Approved
Patterson Elementary School	Elementary School	Approved
Stanley Elem/Jr. High School	Elementary School	Approved
182 MACKAY JT DISTRICT		
Mackay Elementary School	Elementary School	Approved
Mackay Jr./Sr. High School	High School	Approved
191 PRAIRIE ELEMENTARY DISTRICT		

School Name	School Type	Accreditation Rating
Prairie Elem/Jr. High School	Elementary School	Approved
192 GLENNS FERRY JT DISTRICT		
Glenns Ferry Elementary School	Elementary School	Approved
Glenns Ferry High School	High School	Approved
Glenns Ferry Middle School	Middle/Jr. High School	Approved
193 MOUNTAIN HOME DISTRICT		
East Elementary School	Elementary School	Approved
Hacker Middle School	Middle/Jr. High School	Approved
Liberty Elementary School	Elementary School	Approved
Mountain Home Jr. High School	Middle/Jr. High School	Approved
Mountain Home Sr. High School	High School	Approved
Mtn Home AFB Primary School	Elementary School	Approved
North Elementary School	Elementary School	Approved
Pine Elementary/Jr. High School	Elementary School	Approved
West Elementary School	Elementary School	Approved
201 PRESTON JT DISTRICT		
Oakwood Elementary School	Elementary School	Approved
Pioneer Elementary School	Elementary School	Approved
Preston High School	High School	Approved - Merit
Preston Junior High School	Middle/Jr. High School	Approved
202 WEST SIDE JT DISTRICT		
Harold B. Lee Elementary School	Elementary School	Approved
Harold B. Lee Middle School	Middle/Jr. High School	Approved
West Side Senior High School	High School	Approved
215 FREMONT COUNTY JT DISTRICT		
Ashton Elementary School	Elementary School	Approved
Central Elementary School	Elementary School	Advised
Lincoln Elementary School	Elementary School	Approved
North Fremont Jr./Sr. High School	High School	Approved
Parker-Egin Elementary School	Elementary School	Approved
South Fremont High School	High School	Approved
South Fremont Junior High School	Middle/Jr. High School	Approved
Teton Elementary School	Elementary School	Approved
221 INDEPENDENT DISTRICT OF EMMETT		
Black Canyon High School	Alternative High School	Approved
Butte View Elementary School	Elementary School	Approved
Emmett High School	High School	Approved
Emmett Junior High School	Middle/Jr. High School	Approved
Kenneth Carberry Intermedediate School	Elementary School	Approved
Ola Elementary School	Elementary School	Approved
Shadow Butte Elementary School	Elementary School	Approved
Sweet-Montour Elem./Jr. High School	Elementary School	Approved
231 GOODING JT DISTRICT		
Gooding Accelerated Learning Center	Alternative High School	Approved
Gooding Elementary School	Elementary School	Approved
Gooding High School	High School	Approved
Gooding Middle School	Middle/Jr. High School	Approved

School Name	School Type	Accreditation Rating
232 WENDELL DISTRICT		
Wendell Elementary School	Elementary School	Approved
Wendell High School	High School	Approved
Wendell Middle School	Middle/Jr. High School	Approved
233 HAGERMAN JT DISTRICT		
Hagerman K-12 School	K-12 School	Approved
234 BLISS JT DISTRICT		
Bliss K-12 School	K-12 School	Approved
241 GRANGEVILLE JT DISTRICT		
Clearwater Valley Elem. School	Elementary School	Approved
Clearwater Valley Middle/High School	High School	Approved
Elk City Elem./Jr. High School	Elementary School	Approved
Grangeville Elem./Middle School	Elementary School	Approved
Grangeville High School	High School	Approved
Riggins Elementary School	Elementary School	Approved
Salmon River Jr./Sr. High School	High School	Approved
Whitebird Primary School	Elementary School	Approved
242 COTTONWOOD JT DISTRICT		
Prairie Elementary School	Elementary School	Approved - Merit
Prairie High School	High School	Approved
Prairie Middle School	Middle/Jr. High School	Approved
251 JEFFERSON COUNTY JT DISTRICT		
Harwood Elementary School	Elementary School	Approved
Jefferson High School	Alternative High School	Approved
Jefferson Elementary School	Elementary School	Approved
Midway Elementary School	Elementary School	Approved
Midway Middle School	Middle/Jr. High School	Approved
Rigby Junior High School	Middle/Jr. High School	Approved
Rigby Senior High School	High School	Approved
Roberts Elementary School	Elementary School	Approved
252 RIRIE JT DISTRICT		
Ririe Elementary School	Elementary School	Approved
Ririe High School	High School	Approved
Ririe Middle School	Middle/Jr. High School	Approved
253 WEST JEFFERSON DISTRICT		
Hamer Elementary School	Elementary School	Approved
Terreton Elem./Junior High School	Elementary School	Approved
West Jefferson High School	High School	Advised
261 JEROME JT DISTRICT		
Central Elementary School	Elementary School	Approved
Horizon Elementary School	Elementary School	Approved
Jefferson Elementary School	Elementary School	Approved
Jerome High School	High School	Approved
Jerome Middle School	Middle/Jr. High School	Approved

School Name	School Type	Accreditation Rating
262 VALLEY DISTRICT		
Valley K-12 School	K-12 School	Approved
271 COEUR D ALENE DISTRICT		
Borah Elementary School	Elementary School	Approved
Bryan Elementary School	Elementary School	Approved
Canfield Middle School	Middle/Jr. High School	Approved
Coeur d'Alene High School	High School	Approved - Merit
Coeur d'Alene Charter Academy	High School	Approved
Dalton Elementary School	Elementary School	Approved
Fernan Elementary School	Elementary School	Approved
Hayden Lake Elementary School	Elementary School	Approved
Hayden Meadows Elem. School	Elementary School	Approved
Lake City High School	High School	Approved - Merit
Lakes Middle School	Middle/Jr. High School	Approved
Project CDA (Creating Dropout Alternatives)	Alternative High School	Approved
Ramsey Elementary School	Elementary School	Approved
Skyway Elementary School	Elementary School	Approved
Sorensen Elementary School	Elementary School	Approved
The Bridge Academy	Alternative High School	Approved
Winton Elementary School	Elementary School	Approved
Woodland Middle School	Middle/Jr. High School	Approved
272 LAKELAND DISTRICT		
Athol Elementary School	Elementary School	Approved - Merit
Betty Kiefer Elementary School	Elementary School	Approved - Merit
Garwood Elementary School	Elementary School	Approved - Merit
John Brown Elementary School	Elementary School	Approved - Merit
Lakeland Junior High School	Middle/Jr. High School	Approved - Merit
Lakeland Senior High School	High School	Approved - Merit
Mountain View Alt. High School	High School	Approved - Merit
Spirit Lake Elementary School	Elementary School	Approved - Merit
Timberlake Jr./Sr. High School	High School	Approved - Merit
273 POST FALLS DISTRICT		
Frederick Post KinderCenter	Elementary School	Approved
Mountain View High School	Alternative High School	Approved
Mullan Trail Elementary School	Elementary School	Approved - Merit
Ponderosa Elementary School	Elementary School	Approved - Merit
Post Falls High School	High School	Approved
Post Falls Middle School	Middle/Jr. High School	Approved
Prairie View Elementary School	Elementary School	Approved
River City Middle School	Middle/Jr. High School	Approved
Seltice Elementary School	Elementary School	Approved - Merit
274 KOOTENAI DISTRICT		
Harrison Elementary School	Elementary School	Approved
Kootenai Jr./Sr. High School	High School	Approved
281 MOSCOW DISTRICT		
A.B. McDonald Elementary School	Elementary School	Approved
J. Russell Elementary School	Elementary School	Approved
Lena Whitmore Elementary School	Elementary School	Approved

School Name	School Type	Accreditation Rating
Moscow Charter School	Elementary School	Approved
Moscow Junior High School	Middle/Jr. High School	Approved
Moscow Senior High School	High School	Approved
West Park Elementary School	Elementary School	Approved
282 GENESEE JT DISTRICT		
Genesee School	K-12 School	Approved
283 KENDRICK JT DISTRICT		
Juliaetta Elementary School	Elementary School	Approved
Kendrick Jr./Sr. High School	High School	Approved
285 POTLATCH DISTRICT		
Potlatch Elementary School	Elementary School	Approved
Potlatch Jr./Sr. High School	High School	Approved
287 TROY DISTRICT		
Troy Elementary School	Elementary School	Approved
Troy Jr./Sr. High School	High School	Approved
288 WHITEPINE JT DISTRICT		
Bovill Elementary School	Elementary School	Approved
Deary K-12 School	K-12 School	Approved
Idaho Distance Education Academy	K-12 School	Approved
291 SALMON DISTRICT		
Brooklyn Intermediate School	Elementary School	Approved
Salmon High School	High School	Approved
Salmon Middle School	Middle/Jr. High School	Approved
Salmon Pioneer Primary School	Elementary School	Approved
292 SOUTH LEMHI DISTRICT		
Leadore K-12 School	K-12 School	Approved
Tendoy Elementary School	Elementary School	Approved
302 NEZ PERCE JT DISTRICT		
Nezperce School	K-12 School	Approved
304 KAMIAH JT DISTRICT		
Kamiah Elementary School	Elementary School	Advised
Kamiah Middle School	Middle/Jr. High School	Approved
Kamiah Senior High School	High School	Advised
305 HIGHLAND JT DISTRICT		
Highland K-12 School	K-12 School	Approved
312 SHOSHONE JT DISTRICT		
Shoshone Elementary School	Elementary School	Approved
Shoshone Middle School	Middle/Jr. High School	Approved
Shoshone Senior High School	High School	Approved
314 DIETRICH DISTRICT		
Dietrich K-12 School	K-12 School	Approved
316 RICHFIELD DISTRICT		

School Name	School Type	Accreditation Rating
Richfield K-12 School	K-12 School	Approved
321 MADISON DISTRICT		
Adams Elementary School	Elementary School	Approved
Archer Elementary School	Elementary School	Approved
Burton Elementary School	Elementary School	Approved
Central High School	Alternative High School	Approved
Hibbard Elementary School	Elementary School	Approved
Kennedy Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Madison Junior High School	Middle/Jr. High School	Approved
Madison Middle School	Middle/Jr. High School	Approved
Madison Senior High School	High School	Approved - Merit
Union-Lyman Elementary School	Elementary School	Approved
322 SUGAR-SALEM JT. DISTRICT		
Central Elementary School	Elementary School	Approved
Kershaw Intermediate School	Elementary School	Approved
Sugar-Salem High School	High School	Approved
Sugar-Salem Junior High School	Middle/Jr. High School	Advised
331 MINIDOKA COUNTY JT DISTRICT		
Acequia Elementary School	Elementary School	Approved
East Minico Middle School	Middle/Jr. High School	Approved
Heyburn Elementary School	Elementary School	Approved
Mini-Cassia Opportunity Center	Alternative Jr/Sr High School	Approved
Minico Senior High School	High School	Advised
Paul Elementary School	Elementary School	Approved
Rupert Elementary School	Elementary School	Approved
West Minico Middle School	Middle/Jr. High School	Approved
340 LEWISTON INDEPENDENT DISTRICT		
Camelot Elementary School	Elementary School	Approved
Centennial Elementary School	Elementary School	Approved
Jenifer Junior High School	Middle/Jr. High School	Approved
Lewiston Senior High School	High School	Approved
McGhee Elementary School	Elementary School	Approved
McSorley Elementary School	Elementary School	Approved
Orchards Elementary School	Elementary School	Approved
Sacajawea Junior High School	Middle/Jr. High School	Approved
Webster Elementary School	Elementary School	Approved - Merit
Whitman Elementary School	Elementary School	Approved
341 LAPWAI DISTRICT		
Lapwai Elementary School	Elementary School	Approved
Lapwai Jr./Sr. High School	High School	Approved
342 CULDESAC JT DISTRICT		
Culdesac K-12 School	K-12 School	Approved
351 ONEIDA COUNTY DISTRICT		
Malad Elementary School	Elementary School	Approved
Malad High School	High School	Approved
Malad Middle School	Middle/Jr. High School	Approved

School Name	School Type	Accreditation Rating
Stone Elementary School	Elementary School	Approved
363 MARSING JT DISTRICT		
Marsing Elementary School	Elementary School	Approved
Marsing High School	High School	Approved - Merit
Marsing Middle School	Middle/Jr. High School	Approved
364 PLEASANT VALLEY ELEMENTARY DISTRICT		
Pleasant Valley Elementary School	Elementary School	Approved
365 BRUNEAU-GRAND VIEW JT DISTRICT		
Bruneau Elementary School	Elementary School	Approved
Grand View Elementary School	Elementary School	Approved
Rimrock Jr./Sr. High School	High School	Approved
370 HOMEDALE JT DISTRICT		
Centerpoint High School	Alternative High School	Approved
Homedale Elementary School	Elementary School	Approved
Homedale High School	High School	Approved - Merit
Homedale Middle School	Middle/Jr. High School	Approved
371 PAYETTE JT DISTRICT		
McCain Middle School	Middle/Jr. High School	Approved
Payette High School	High School	Approved
Payette Primary School	Elementary School	Approved
Westside Elementary School	Elementary School	Approved
372 NEW PLYMOUTH DISTRICT		
New Plymouth Elementary School	Elementary School	Approved
New Plymouth High School	High School	Approved
New Plymouth Middle School	Middle/Jr. High School	Advised
373 FRUITLAND DISTRICT		
Fruitland Elementary School	Elementary School	Approved
Fruitland High School	High School	Approved
Fruitland Middle School	Middle/Jr. High School	Approved
381 AMERICAN FALLS JT DISTRICT		
A. F. Intermediate School	Elementary School	Approved
American Falls High School	High School	Approved
Hillcrest Elementary School	Elementary School	Approved
William Thomas Middle School	Middle/Jr. High School	Approved
382 ROCKLAND DISTRICT		
Rockland Public School	K-12 School	Approved
383 ARBON ELEMENTARY DISTRICT		
Arbon Elementary School	Elementary School	Approved
391 KELLOGG JT DISTRICT		
Canyon Elementary School	Elementary School	Approved - Merit
Kellogg High School	High School	Approved
Kellogg Middle School	Middle/Jr. High School	Approved - Merit
Pinehurst Elementary School	Elementary School	Approved - Merit

School Name	School Type	Accreditation Rating
Silver Valley Alternative School	Alternative Jr/Sr High School	Approved
Sunnyside Elementary School	Elementary School	Approved - Merit
392 MULLAN DISTRICT		
John Mullan Elementary School	Elementary School	Approved
Mullan Jr./Sr. High School	High School	Approved
393 WALLACE DISTRICT		
Silver Hills Elementary School	Elementary School	Approved
Wallace Jr./Sr. High School	High School	Approved - Merit
394 AVERY DISTRICT		
Avery Elem./Jr. High School	Elementary School	Approved
Calder Elem./Jr. High School	Elementary School	Approved
401 TETON COUNTY DISTRICT		
Driggs Elementary School	Elementary School	Approved
Teton High School	High School	Approved
Teton Middle School	Middle/Jr. High School	Approved
Tetonia Elementary School	Elementary School	Approved
Victor Elementary School	Elementary School	Approved
411 TWIN FALLS DISTRICT		
Bickel Elementary School	Elementary School	Approved
Harrison Elementary School	Elementary School	Approved
I.B. Perrine Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Magic Valley High School	Alternative High School	Approved
Morningside Elementary School	Elementary School	Approved
Oregon Trail Elementary School	Elementary School	Approved
Robert Stuart Junior High School	Middle/Jr. High School	Approved
Sawtooth Elementary School	Elementary School	Approved
Twin Falls Senior High School	High School	Approved
Vera C. O'Leary Jr. High School	Middle/Jr. High School	Approved
412 BUHL JT DISTRICT		
Buhl High School	High School	Approved
Buhl Middle School	Middle/Jr. High School	Approved
Popplewell Elementary School	Elementary School	Approved
413 FILER DISTRICT		
Filer Elementary School	Elementary School	Approved
Filer High School	High School	Approved
Filer Middle School	Middle/Jr. High School	Approved
Hollister Elementary School	Elementary School	Approved
414 KIMBERLY DISTRICT		
Kimberly Elementary School	Elementary School	Approved
Kimberly High School	High School	Approved
Kimberly Middle School	Middle/Jr. High School	Approved
415 HANSEN DISTRICT		
Hansen Elementary School	Elementary School	Approved
Hansen Jr./Sr. High School	High School	Approved

School Name	School Type	Accreditation Rating
416 THREE CREEK JT ELEMENTARY DISTRICT		
Three Creek Elem./Jr. High School	Elementary School	Approved
417 CASTLEFORD DISTRICT		
Castleford K-12 School	K-12 School	Approved
418 MURTAUGH JT DISTRICT		
Murtaugh Elementary School	Elementary School	Approved
Murtaugh High School	High School	Approved
Murtaugh Middle School	Middle/Jr. High School	Approved
421 MCCALL-DONNELLY DISTRICT		
Donnelly Elementary School	Elementary School	Approved
McCall Elementary School	Elementary School	Approved
McCall-Donnelly High School	High School	Approved
Payette Lakes Middle School	Middle/Jr. High School	Approved - Merit
422 CASCADE DISTRICT		
Cascade Elementary School	Elementary School	Approved
Cascade Jr./Sr. High School	High School	Approved - Merit
431 WEISER DISTRICT		
Park Intermediate School	Elementary School	Approved
Pioneer Primary School	Elementary School	Approved
Weiser High School	High School	Approved
Weiser Middle School	Middle/Jr. High School	Approved
432 CAMBRIDGE JT DISTRICT		
Cambridge Elementary School	Elementary School	Approved
Cambridge Middle/High School	High School	Approved
433 MIDVALE DISTRICT		
Midvale K-12 School	K-12 School	Approved

LISTING OF STATE AND FEDERAL SCHOOLS/INSTITUTIONS

Number	School/Institution Name	School Type	Accreditation Rating
535	Coeur d'Alene Tribal School, DeSmet	Federal Elementary School	Approved
771	Idaho Digital Learning Academy	State Distance Education	Approved
596	Idaho School for the Deaf and the Blind, Gooding	State School	Approved
718	Juniper Hills - Lewiston	State School	Approved
719	Juniper Hills - Nampa	State School	Approved
709	Juniper Hills – St. Anthony (Youth Services Center)	State School	Approved
713	Robert Janss School (Idaho Dept. of Corrections)	State School	Approved
537	Shoshone-Bannock Tribal School, Fort Hall	Federal Jr/Sr High School	Advised

LISTING OF NON-PUBLIC SCHOOLS

Number	School Name	School Type	Accreditation Rating
710	Elk Mountain Academy, Clark Fork	Special Purpose High School	Approved
526	Franciscan Cre-Act School, Pocatello	Elementary School	Approved
527	Grace Lutheran School, Pocatello	Elementary School	Approved
700	Holy Family Catholic School, Cd'A	Elementary School	Approved
556	Holy Rosary School, Idaho Falls	Elementary School	Approved
529	Holy Spirit Catholic School, Pocatello	Elementary School	Approved
557	Hope Lutheran School, Idaho Falls	Elementary School	Advised
679	Immanuel Lutheran School, Twin Falls	Elementary School	Approved
516	Maranatha Christian School, Boise	K-12 School	Approved
616	Noah's Ark Learning Center, Cd'A	Elementary School	Advised
520	Post Falls Christian Academy	K-12 School	Approved
504	Sacred Heart School, Boise	Elementary School	Approved
678	St. Edward's Catholic School, Twin Falls	Elementary School	Approved
579	St. Joseph Seminary, Rathdrum	High School	Approved
501	St. Joseph's School, Boise	Elementary School	Approved
502	St. Mark's School, Boise	Elementary School	Approved
503	St. Mary's School, Boise	Elementary School	Approved
637	St. Mary's School, Moscow	Elementary School	Approved
649	St. Nicholas School, Rupert	Elementary School	Approved
570	St. Paul's School, Nampa	Elementary School	Approved
653	St. Stanislaus Tri-Parish School, Lewiston	Elementary School	Approved
613	Sts. Peter and Paul School, Grangeville	Elementary School	Approved
701	Summit Academy, Cottonwood	K-12 School	Advised
800	Three Springs School, Mountain Home	Special Purpose High School	Approved
564	Wisdom Ranch School, Arco	Special Purpose High School	Advised
572	Zion Lutheran School, Nampa	Elementary School	Approved

CONTINUOUS IMPROVEMENT PLAN NON-COMPLETIONS

Schools listed in the table below have not completed all sections of the Continuous Improvement Planning (CIP) Tool for the 2005-2006 school year. These institutions have been listed with an *Advised* accreditation rating.

DIST. NO.	SCHOOL	Committee Members	Annual Progress	Mission Statement	Operational Philosophy
061	Bellevue Elementary		X		
148	Grace Elementary		X		
148	Thatcher Elementary	X	X	X	X
215	Central Elementary				X
253	West Jefferson High		X		X
304	Kamiah Elementary		X		
304	Kamiah High		X		
322	Sugar-Salem Jr High	X	X	X	X
331	Minico High		X		
372	New Plymouth Middle			X	
537	Shoshone-Bannock School	X	X	X	X
557	Hope Lutheran School	X	X	X	X
564	Wisdom Ranch School		X	X	X
616	Noah's Ark Learning Center	X	X	X	X
701	Summit Academy	X	X	X	X

E. SUBJECT:

Administrative Staff Allowance Waiver Requests to Meet Accreditation Standards

BACKGROUND:

Idaho Code 33-1004(6) allows a district to request a waiver authorizing sufficient additional staff to be included within the staff allowance to meet accreditation standards.

DISCUSSION:

Moscow School District #281 is requesting an additional 0.29 FTE of administrative staff to meet its accreditation standard. This adjustment represents an increase of \$22,130.12 in salary and benefit apportionment.

Shoshone Joint School District #312 is requesting an additional 0.05 FTE of administrative staff to meet its accreditation standard. This adjustment represents an increase of \$3,719.52 in salary and benefit apportionment.

RECOMMENDATION:

The Department of Education recommends that the above administrative waiver requests be approved.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the requests by Moscow School District #281 and Shoshone Joint School District #312 for additional administrative staff to meet accreditation standards. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Required administrative FTE for accreditation by the Northwest Association of Accredited Schools
2. Letter from Moscow School District #281
3. Letter from Shoshone Joint School District #312

School Districts and Administrative FTE for NAAS Accreditation - March 2006

	Enrollment	FTE Instructional Staff	Required FTE Administration
Shoshone School District #312			
High School	146		Not less than 0.5
Junior High School	94		Not less than 0.5
Elementary School	329	16.5	1.0
Superintendent			1.0
Total			3.0

	Enrollment	FTE Instructional Staff	Required FTE Administration
Moscow School District #281			
High School	603		2.0
Junior High School	618		2.0
Russell Elementary School	191	14.9	1.0
West Park Elementary School	252	16.9	1.0
McDonald Elementary School	442	26.1	1.0
Whitmore Elementary School	296	18.5	1.0
Superintendent			1.0
Total			9.0

Moscow School District 281

650 N. Cleveland, Moscow, ID 83843 (208) 882-1120 fax (208) 883-4440 www.sd281.k12.id.us

Dr. Candis R. Donicht, Superintendent
Sue Driskill, Business Manager

Kevin McDonough, Director of Special Services/Human Resources
Dr. Cindy Bechinski, Director of Curriculum

October 7, 2005

RECEIVED
OCT 14 05
STATE DEPT. OF EDUCATION

Tim Hill
Deputy Superintendent
State Department of Education
PO Box 83720
Boise ID 83720-0027


Dear Mr. Hill:

This is a request from the Moscow School District 281 as required by Idaho Code 33-1004 (6) to seek a waiver authorizing sufficient additional administrative staff to meet accreditation standards.

We are using Northwest Accreditation Standards for all of our schools (Moscow High School, Moscow Junior High School, A.B. McDonald Elementary, J. Russell Elementary, Lena Whitmore Elementary, and West Park Elementary). We need an administrative allowance of 9.0 FTE to meet accreditation standards. Our estimated administrative allowance for the current fiscal year is 8.7 FTE.

Please advise if there is any additional information needed. Thank you for your assistance.

Sincerely,



Candis R. Donicht
Superintendent

ae

SHOSHONE JOINT SCHOOL DISTRICT 312
409 N. APPLE STREET
SHOSHONE, IDAHO 83352
(208) 886-2338

Melvin Wiseman
Superintendent

Shannon Harris
Business Manager

Heather Wallace
District Clerk

March 3, 2006

Timothy D. Hill
Public School Finance
State Department of Education
P.O. Box 83720
Boise, Idaho 83720

Dear Tim:

I am requesting staff allowance for our administrative personnel on the finance formula determined by Idaho Code 11-1004.6 which states: "In the event that the staff allowance in any category is insufficient to meet accreditation standards, the district may appeal to the State Board of Education, demonstrating the insufficiency, and the State Board may grant a waiver authorizing sufficient additional staff to be included within the staff allowance to meet accreditation standards,"

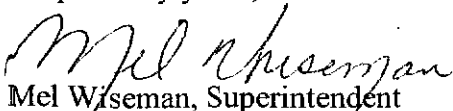
The accreditation standard of the Northwest Association of Schools and Colleges states, "Based on enrollment as follows: less than 300, not less than ½ time." For the 2005 – 2006 school year, we have 18.5 certified employees for the middle school and high school. The staff is allocated with 12.75 FTE for the high school and 5.75 FTE for the middle school. This district, since 1994, has deemed it necessary to have full time principals at the elementary and the middle/sr. high school, as well as a full time superintendent. We need a full-time principal for the Shoshone Middle/Sr. High School.

According to Section D-2 (Administrative Staff) on the "Estimating Salary/Benefit Apportionment" for 2004-2005 our district administrative staff allowance is 2.925 FTE administrative support units. The Shoshone School District is requesting that we receive a waiver, which has been granted for the past several years, so we can fully fund our administrative staff at 3.0 units.

I am requesting continued, and ongoing, approval under the previously cited Idaho Code for the actual FTE of 3.0 administrative units.

If you have any questions please contact me.

Respectfully yours,


Mel Wiseman, Superintendent

We educate students to be lifelong learners and contributing citizens

F. SUBJECT:

Waiver of Part of Tuition Charged by Weiser School District to Oregon District

BACKGROUND:

For several years, several students residing in the small Annex School District in Malheur County, Oregon, across the Snake River from Weiser, Idaho, have been attending school in Weiser School District No. 431. The tuition charged by the Weiser District for each of the students from Oregon is set by Idaho Code §33-1405. The tuition charged is more than the per pupil amount the Oregon state funding formula allocates to the Annex School District. In the past, the Weiser District Superintendent has sought to lower the per pupil tuition rate charged to more closely match the per pupil amount allocated by the state of Oregon to the Annex School District, and to help reduce expenses paid by Annex related to the Annex School District's transportation costs to transport students to Weiser. The request was denied as being contrary to state law.

The 2005 Legislature passed Senate Bill 1050, which amended Idaho Code §33-1405. The amendment has an emergency clause making it effective on and after its passage and approval. The Governor signed this bill into law on March 21, 2005.

The amendment allows a school district Board of Trustees to request from the State Board of Education a waiver of any portion of the tuition rate charged for each individual student transferring to an Idaho school district, for up to four years, subject to annual review by the local district Board of Trustees. "Waivers must be requested before April 1 of the year prior to the operative date" of the ensuing school year for which the waiver is requested (Idaho Code §33-1405, as newly amended).

DISCUSSION:

The requested tuition amount to be waived is approximately \$76.16 per student per month. This is the difference between Weiser's tuition rate of \$688.05 per student per month (2005-06 rate), and Annex School District's estimated revenue of \$611.89 per student per month. These rates will be revised in each subsequent school year. This waiver will reduce the amount

owed by the Annex School District by approximately \$23,990 in the 2006-07 school year.

RECOMMENDATION:

The Department of Education recommends that the State Board of Education approve the request for a waiver of a portion of the tuition rate as outlined in §33-1405, Idaho Code.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request by the Weiser School District Board of Trustees for a waiver of approximately \$76.16 per month per student of the tuition to be charged by the Weiser District to the Annex Oregon School District for services to high school students for four years (2006-07, 2007-08, 2008-2009, 2009-10). Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Letter dated March 13, 2006, from Jim Reed, Superintendent, Weiser School District #431
2. Rationale for Waiver from the Weiser School District #431
3. Estimated revenue per student for the Annex School District #29

WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672

PHONE (208) 414-0616 • FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

PETRA McDANIEL
Clerk

KYLA DICKERSON
Deputy Clerk

March 13, 2006

The State Board of Education
PO Box 83720
Boise, ID 83720-0037

RE: Out-of-State Tuition Waiver
Annex, Oregon students attending Weiser High School

The Weiser School District Board of Trustees requests that the State Board of Education waive a portion (estimated at \$75.16 per month per student) of the tuition rate charged for each individual student attending Weiser High School from Annex School District in Oregon.

The Weiser School district is requesting the waiver for four years: 2006-07; 2007-08; 2008-09; 2009-2010 subject to annual review by the Weiser School District Board of Trustees.

The waiver will reduce the amount received by the Weiser School District by approximately \$76.16 per month per student for the 2006-07 school year. For the 2006-07 school year, this will reduce the amount owed by the Annex School District by approximately \$23,990.00. In subsequent years, the reduction will be an amount equal to the State Department of Education approved tuition rate minus the amount Annex School District receives for secondary students multiplied by the ADA of Annex students attending Weiser High School.

The estimated enrollment of Annex students for the 2006-07 school year at Weiser High School is 9 freshman, 7 sophomores, 9 juniors, and 10 seniors. A list of their names is attached.

The addition of 25-35 Annex, Oregon students (representing about 5% of the Weiser High School student body) increases the cost of supplies, texts, and limited equipment (labs) but has little effect on other budget lines and expenditures. The Annex district provides the bus transportation to Weiser High School.

Sincerely,



Cary Gibbs
Chairman, Board of Trustees



Jim Reed
Superintendent

HIGH ACHIEVEMENT

WEISER SCHOOLS

RESPONSIBLE CITIZENSHIP

www.weiserschools.org

WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672

PHONE (208) 414-0616 • FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

PETRA McDANIEL
Clerk

KYLA DICKERSON
Deputy Clerk

January 9, 2006

I. Rationale for Waiver

Annex families consider themselves a part of the Weiser community and they are active participants in many ways. They work, own businesses and property, shop, attend church, and participate in clubs and recreation activities in Weiser. It is also important to know that half of the Annex School District staff resides in Weiser.

Historically speaking, the Weiser and Annex districts have maintained a very positive and collaborative partnership. For approximately 50 years, if not longer, Annex students have been attending Weiser High School.

When considering the possible options for educating Annex high school students, having them attend Weiser High School is truly the most logical and safe arrangement. Annex simply does not have the resources to build a high school or to provide the same high caliber of education our students currently receive in Weiser. While Annex students may attend school in Ontario, Oregon or Huntington, Oregon the distance either way would create a long and sometimes treacherous commute.

Currently, the tuition Weiser is required to charge Annex exceeds the amount per student of funding they receive from the Oregon State School Fund and local revenue. Over the past decade the difference has continued to widen which has resulted in programs being cut at their elementary school in order to accommodate their high school population attending Weiser High School.

Recently, Annex looked into using a local option tax to raise additional funds for high school tuition. However, due to Oregon's Measure 5 and Measure 50 limitations, they were not able to do so. According to Malheur County officials, Annex could raise a total of \$3.00.

In summary, Annex School District would like to continue sending high school students into Weiser because it is simply the most logical and appropriate placement for them given the cohesiveness of our communities. Unfortunately, it has become increasingly difficult for Annex to afford the cost. For many years our districts worked together to determine an appropriate rate of tuition: a rate that ensured Annex paid their fair share and that Weiser was adequately compensated. Annex and Weiser would like to be able to do that again.

STATE SCHOOL FUND GRANT

2005-2006

AS OF 8/4/2005

Malheur County, Annex SD 29

District ID: 2111

2005-2006 ADMw Components

ADMr:	90.5 X 1.00 =	90.5
Students in ESL programs:	14.0 X 0.50 =	7.0
10.0 IEP Students capped at 11% of ADMr:	10.0 X 1.00 =	10.0
Students on IEP Above 11% of ADMr:	N/A X 1.00 =	N/A
Students in Pregnant/Parenting Programs:	0.0 X 1.00 =	0.0
Students in Poverty:	22.7 X 0.25 =	5.7
Students in Foster Care or Neglected/Delinquent:	0.0 X 0.25 =	0.0
Remote Small School Correction:	19.8 X 1.00 =	19.8
Small High School Correction (non-remote):	0.0 X 1.00 =	0.0
Estimated ADMw:	=	132.9

2005-2006 Extended ADMw

2005-2006 Estimated ADMw	=	132.9
2004-2005 Estimated ADMw	=	135.5
Extended ADMw - Greater of		
Or 2005-2006 Estimated ADMw	=	135.5
2004-2005 Estimated ADMw		

2005-2006 Experience Adjustment

District Average Teacher Experience	=	15.88
State Average Teacher Experience	=	12.77
Experience Adjustment (Difference in District and State Teacher Experience)	=	3.11

2005-2006 Local Revenue

Property Taxes and in-lieu of property taxes from local sources	=	\$117,000.00
Federal Forest Fees	=	\$0.00
Common School Fund	=	\$7,786.57
County School Fund	=	\$900.00
State Managed Timber	=	\$0.00
In-Lieu of Property Taxes(non-local sources)	=	\$0.00
Revenue Adjustments	=	\$0.00
Local Revenue	=	\$125,686.57

2005-2006 Transportation Grant

Salaries	=	N/A
Payroll	=	N/A
Purchased Services	=	N/A
Supplies	=	N/A
Capital	=	N/A
Other	=	N/A
Garage Depreciation	=	N/A
Bus Depreciation	=	N/A
Fees Collected	=	N/A
Non-Reimbursable	=	N/A
Net Eligible Trans. Expend.	=	\$54,500.00
Trans per ADMr Rank.	72%	Transportation Reimburs. Rate 70.00%
Grant (Rate* Net Eligible Expend)	=	\$38,150.00

2005-2006 General Purpose Grant

(Extended ADMw x [\$4500 + (\$25 x Experience Adjustment)]) x Funding Ratio
 (135.5 x [\$4500 + (\$25 x 3.11)]) X 1.141438730159 = \$707,908

2005-2006 Total Formula Revenue

General Purpose Grant + Transportation Grant

= \$707,908 + \$38,150 = \$746,058

2005-2006 State School Fund Grant

Total Formula Revenue - Local Revenue

= \$746,058 - \$125,687 = \$620,371

General Purpose Grant per Extended ADMw= \$5,225

Total Formula Revenue per Extended ADMw= **\$5,507**

Charter Schools Rate(ORS 338.155)= \$5,327

Total Paid To date

SSF Small HS Grant Facility Grant

Estimated Remaining Balance Due

SSF Small HS Grant Facility Grant High Cost Disability

G. SUBJECT:

Proposed Amendments to IDAPA 08.02.02, Rules Governing Uniformity: Idaho Standards for Initial Certification of Professional School Personnel

BACKGROUND:

State standards are the basis for the state approval of teacher preparation programs. Programs must provide evidence that their candidates meet the standards (Praxis II scores, student work samples, coursework products, etc.). Additionally, standards are essential for meeting No Child Left Behind requirements for highly qualified teachers. Standards are also required for Idaho to maintain a partnership with National Council for the Accreditation of Teacher Education (NCATE), the organization that evaluates the state's public teacher preparation programs.

Prior to 2000, the standards used by the state were the input-based standards from the National Association of State Directors of Teacher Education and Certification (NASDTEC), which have since been discontinued. To ensure that the state has appropriate teacher standards and to maintain a partnership with the NCATE, in 1999 the Idaho State Board of Education charged Idaho's MOST with developing performance-based standards that aligned with Idaho K-12 student standards and professional organization standards. This process was completed with State Board and legislative approvals (2000 and 2001 respectively). At that time standards maintenance was described as an ongoing process. Feedback from recent state teacher preparation program reviews and educational reforms confirm the need to periodically review/revise the standards.

DISCUSSION:

The Professional Standards Commission (PSC) is responsible for maintaining the standards (Idaho Code § 33-1258). To meet this obligation, the PSC is committed to reviewing 20 per cent of the Idaho Standards for Initial Certification of Professional School Personnel per year, as delineated in the PSC's strategic plan.

The Standards for administrators (superintendents, principals, and special education directors) and teachers of Bilingual-ESL, Early Childhood/Early

Childhood Special Education Blended, Health, and Physical Education are the standards that were reviewed in 2005-2006. Teams of experts in these areas, including K-12 teachers and college/university educators, reviewed and recommended revisions to the standards. Once the legislative session ends, the PSC will post the proposed standards on the State Department of Education website for public input. The PSC will make appropriate changes to the standards based on public input.

The revised Standards for Administrators and teachers of Bilingual-ESL, Early Childhood/Early Childhood Special Education Blended, Health, and Physical Education will be effective on state evaluations of Idaho teacher preparation programs two (2) years after their approval (IDAPA 08.02.02.100.01).

RECOMMENDATION:

To approve the proposed Idaho Standards for Initial Certification of Professional School Personnel: Administrators, and teachers of Bilingual-ESL, Early Childhood/Early Childhood Special Education Blended, Health, and Physical Education.

BOARD ACTION:

A motion to approve the proposed rule amendment to IDAPA 08.02.02, Rules Governing Uniformity, and to approve the proposed standards as submitted and defined in Attachments 2-5.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. Proposed Rule
2. Standard for Administrators
3. Standards for Bilingual-ESL Teachers
4. Standards for Early Childhood/Early Childhood Special Education Blended Teachers
5. Standards for Health Teachers
6. Standards for Physical Education Teachers

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates into its rules: (4-5-00)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved in ~~June 2005~~ April 2006. (~~6-16-05~~)()

02. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at <http://www.idahoboardofed.org>. (3-16-04)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on August 13, 2004. (4-6-05)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (7-1-02)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004. (4-6-05)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (3-10-05)

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

Idaho Foundation Standards for School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators.

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of ~~all~~each students and staff ~~member~~by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

1. The administrator understands that ~~all~~each students can learn and that varied and data-informed learning goals are an important part of the process.
2. The administrator understands the principles of developing and implementing strategic plans.
3. The administrator understands systems theory and its application to educational settings.
4. The administrator knows effective individual and group communication skills.
5. The administrator knows group leadership and decision-making skills.
6. The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.

Disposition

1. The administrator is committed to the belief that ~~all~~each students can learn and develop the knowledge, skills, and values needed to become a successful adults.
2. The administrator recognizes the importance of acting with empathy, respect, and caring for all.
3. The administrator appreciates high standards of learning.
4. The administrator is committed to modeling lifelong learning and creating a community of lifelong learners.
5. The administrator is committed to continuous school improvement.
6. The administrator recognizes the importance of participation by-with all stakeholders of the school community.

7. The administrator is committed to actively reflecting on assumptions, beliefs, and practices.
8. The administrator is committed to team building, [coaching](#), mediation, negotiation, and consensus building.

Performance

1. The administrator facilitates processes and engages in activities that create a shared vision and mission ~~and communicates and models such to all stakeholders~~ [with all stakeholders](#).
2. [The administrator uses effective individual and group communication skills.](#)
- 2.3. The administrator [engages others to](#) ensures that a clearly articulated strategic plan is implemented, [monitored, evaluated, and revised](#).
- 3.4. The administrator ~~recognizes~~ [acknowledges](#) the contributions of the school community to the realizations of the vision and mission.
- 4.5. The administrator ~~develops a budget and~~ seeks ~~other~~ [and allocates](#) resources to support the strategic plan ~~(e.g., grant funds and community support)~~.
5. ~~The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.~~
6. ~~The administrator engages others in an ongoing process of monitoring, evaluating, and revising the vision, mission, and strategic plan.~~
- 7.6. The administrator models professional growth, ~~and investigates~~ and supports the professional ~~wellness and~~ growth of the community of learners.
- 8.7. The administrator makes decisions through the application of systems theory.
8. [The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.](#)
9. The administrator demonstrates and encourages strategies to facilitate the improved learning of [individual each](#) students ~~when intervention is necessary~~.
- 10.10. The administrator ~~acts on the belief~~ [ensures](#) that each student ~~belongs within is~~ [educated in](#) an appropriate ~~and the~~ least restrictive learning environment.
11. The administrator practices team building, [coaching](#), mediation, negotiation, and consensus building.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of all each -students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The administrator understands how to enhance school culture and instructional programs through ~~school~~ research, best practice, and curriculum design.
2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.
- ~~3. The administrator understands the scope and sequence of school curriculum.~~
- ~~4.3.~~ The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management ~~models~~.
- ~~5. The administrator understands differentiated instruction and knows that it provides for classroom accommodation and modification.~~
- ~~6.4.~~ The administrator understands ~~the needs,~~ student growth, and development ~~of students~~.
- ~~7.5.~~ The administrator understands ~~measurement,~~ the effective use of evaluation, and assessment and evaluation.
- ~~8.6.~~ The administrator understands adult learning and professional development ~~models~~.
- ~~7.~~ The administrator understands ~~and the~~ change processes es for systems, organizations, and individuals.
- ~~9.8.~~ The administrator knows how to effectively use instructional supervision, evaluation, ~~remediation,~~ and due process.
- ~~10.9.~~ The administrator understands community diversity and its meaning for influence on educational ~~programs within the school~~.
- ~~11.10.~~ The administrator understands the essential role of technology in ~~promoting student learning, professional growth, adaptive education, and school success~~ education.
- ~~12.11.~~ The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Disposition

1. The administrator ~~appreciates~~ is committed to a standards-based education ~~and diverse educational perspectives.~~
2. The administrator is committed to fostering and promoting instructional excellence throughout the school community.
3. The administrator recognizes professional development as an integral part of instructional excellence.
4. The administrator values proactive coaching and supervision ~~and diagnosis~~ that assures quality instruction for ~~all~~ students.
5. The administrator is committed to a safe, supportive, and stimulating engaging learning environment.
6. The administrator ~~values~~ is committed to lifelong learning for self and others.
- ~~7. The administrator recognizes student learning as the fundamental purpose of schooling and that all students can learn.~~
- ~~8.7.~~ The administrator recognizes the importance of integration of content knowledge across the curriculum.
- ~~9.8.~~ The administrator appreciates the variety of ways in which students can learn.
- ~~10.9.~~ The administrator appreciates the benefits and opportunities that diversity brings to the school community ~~and recognizes the challenges presented.~~
- ~~11.10.~~ The administrator recognizes the importance of preparing students to be contributing members of society.
- ~~12.11.~~ The administrator recognizes the importance of providing a broad-based co-curricular and extracurricular program.
- ~~13. The administrator respects the content knowledge and skills of the school learning community.~~

Performance

1. The school administrator oversees the development, implementsation, evaluatesion, and refinesment of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.
2. The administrator promotes a culture of high expectations and lifelong learning for self, students, and staff ~~performance.~~

3. The administrator promotes a school environment in which the responsibilities and contributions of ~~each individual are acknowledged and all~~ students, parents/guardians, and staff members ~~feel are~~ valued ~~and important~~.
4. The administrator promotes effective and innovative research-based instructional strategies.
5. The administrator researches ~~and draws from~~ a variety of information sources to make ~~the~~ decisions that organize and align the school for success.
6. The administrator ~~provides multiple opportunities for learning and~~ reduces barriers through proactive identification, clarification, and resolution of problems.
- ~~7. The administrator develops programs based on the needs, growth, and development of the students.~~
- ~~8. The administrator assesses student learning and school culture and climate using a variety of techniques. The administrator uses data to monitor student achievement.~~
- ~~9. The administrator models and encourages lifelong learning and promotes professional development that is focused on student learning and is consistent with the school vision and goals.~~
- ~~10. 7. The administrator proactively supervises, evaluates, and assists teachers with their own remedial instructional needs using multiple sources of information regarding performance and a variety of supervision and evaluation models.~~
- ~~11. 8. The administrator creates a learning environment that recognizes the contributions and addresses the challenges of diversity.~~
- ~~12. 9. The administrator personally uses and promotes technology to advance student learning, accommodate student needs, professional development, adaptive education, and overall school success.~~
- ~~13. 10. The administrator actively participates in professional organizations.~~
- ~~14. 11. The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.~~
- ~~15. 12. The administrator effectively uses the content knowledge and skills of the school learning community.~~

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes and manages a safe, efficient, and effective

learning ~~environment, and manages the~~ organization, ~~operations, and resources~~ for the success of all each-students.

Knowledge

1. The administrator understands organizational theories ~~and models of organizations and principles of organizational development~~.
2. The administrator understands operational policies and procedures ~~that impact the school and district~~.
3. The administrator knows school safety and security principles and issues ~~relating to school safety and security~~.
4. The administrator understands human resources management ~~and development (e.g., recruitment, mentoring, supervision, and evaluation of personnel)~~.
5. The administrator knows sound fiscal operations principles and issues ~~relating to sound fiscal operations of school management~~.
6. The administrator knows school facilities and use of space principles and issues ~~relating to school facilities and use of space~~.
7. The administrator understands legal issues impacting personnel, management, and operations.
8. The administrator understands which current technologies ~~on the market can that~~ effectively support management functions.
9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.

Disposition

1. The administrator is committed to improving ~~the~~ educational opportunities for students through data-driven, research-based change.
2. The administrator appreciates input from stakeholders related to enhancing learning and teaching.
3. The administrator is committed to accepting responsibility for personal and group decisions ~~and his or her own decisions~~.
4. The administrator is committed to creating and maintaining a safe environment ~~for students and staff~~ conducive to learning.
5. The administrator is committed to ~~the~~ equitable allocation of resources to ~~best~~ meet student needs educational goals.

Performance

1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.
2. The administrator designs and manages operational and organizational procedures ~~that~~two maximize opportunities for successful learning.
3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive ~~student and teacher~~ educational outcomes.
4. The administrator uses ~~an understanding~~ knowledge of collective bargaining and other contractual agreements.
5. The administrator implements and monitors high-quality standards, ~~establishes expectations, and continually monitors those standards, expectations, and related performances related to management performances.~~
6. The administrator ~~supervises~~ manages the operations, school facilities, equipment, and support ~~services~~ operations to providing ~~for a safe, clean, and aesthetically pleasing learning an~~ environment conducive to learning.
7. The administrator involves stakeholders in shared decisions ~~making affecting schools for shared responsibility, ownership, and accountability.~~
8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.
9. The administrator uses effective communication skills ~~(e.g., problem framing, problem solving, conflict resolution, group processes, consensus building, and advocacy for students and staff).~~
- ~~10.~~10. The administrator aligns all resources, using ~~the most~~ appropriate technology to maximize attainment of school and organizational goals.
- ~~11.~~ 11. The administrator implements ~~appropriate~~ records management that meets ~~all~~ confidentiality and documentation requirements.
- ~~12.~~12. The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to ~~fulfill~~ accomplish the goals of the school and district.

Standard 4: Family and Community Partnerships - A school administrator is an educational leader who promotes the success of ~~all~~ each students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

1. The administrator understands emerging issues and trends ~~that~~ impacting families, school, and community.
2. The administrator ~~understands~~ knows ~~available community~~ resources available in the community.
3. The administrator understands ~~community-public~~ relations, successful partnerships, and marketing strategies.
4. ~~The administrator understands successful partnership models in a variety of areas (e.g., school, family, business, community, government, and higher education).~~

Disposition

1. The administrator is committed to schools operating as an integral part of the larger community ~~(e.g., business, political, advocacy groups, and service agencies and organizations)~~.
2. The administrator recognizes the importance of an informed and engaged public.
3. The administrator recognizes the importance of involving ~~families and other~~ stakeholders in school decision-making processes.
4. The administrator recognizes the value of diversity within the school setting.
5. The administrator is committed to families as partners in the education of their children.

Performance

1. The administrator develops relationships with community leaders through visibility and involvement within the larger community ~~(e.g., business, political, advocacy groups, and service agencies and organizations)~~.
2. The administrator ~~gathers and~~ uses relevant information about family and community concerns, expectations, and needs.
3. The administrator facilitates opportunities between the school and community to share resources.
4. The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
5. The administrator integrates community and youth/family services with school programs.

6. The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.
7. The administrator develops and maintains a comprehensive program-network of community and media connections.
8. The administrator models and supports the use of collaborative skills and provides opportunities for staff to develop and use collaborative skills.

Standard 5: Professional and Ethical Leadership - The school administrator is a professional, who demonstrates personal and professional values, ethics, and integrity.

Knowledge

1. The administrator understands the varied purposes of education.
2. The administrator understands the varied roles of leadership.
3. The administrator understands various ethical frameworks and perspectives.
4. The administrator understands the diverse values of a community.
5. The administrator understands the value of diversity within the school.
- 5.6. The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
6. The administrator understands the value of diversity within the school.

Disposition

1. The administrator appreciates the significance of the community in nurturing the lives of all students.
2. The administrator appreciates the principles in the Bill of Rights.
3. The administrator is committed to the right of every student to a quality education.
4. The administrator recognizes the importance of bringing ethical principles to the decision-making process.
5. The administrator is committed to demonstrating servant leadership throughout the school organization.
6. The administrator is committed to fair and consistent actions that comply with school policy.

~~7. The administrator is committed to using his or her influence constructively and productively in the service of all students and their families.~~

~~8.7.~~ The administrator values a caring school ~~climate~~ community.

Performance

1. The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.
2. The administrator demonstrates responsibility for the learning of each student.
3. The administrator demonstrates sensitivity regarding the impact of administrative practices on others.
4. The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.
5. The administrator practices-adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
6. The administrator requires ethical, professional behavior in others.
7. The administrator interacts with all individuals with consistency, fairness, dignity, and respect.
8. The administrator implements appropriate policies and facilitates procedures to protect individual rights.

Standard 6: Governance and Legal Leadership - A school administrator is an educational leader who promotes the success of ~~all-each~~ students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

1. The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.
2. The administrator knows principles of representative governance that underpin the system of American ~~schools~~ education.
3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact ~~schools~~ education.
4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of ~~schooling~~ education.

5. The administrator understands global issues affecting teaching and learning.
6. The administrator understands the dynamics of policy development and advocacy under a democratic political system.
7. The administrator understands the importance of diversity and equity in a democratic society.
8. The administrator knows the law as related to education.
9. The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

Disposition

1. The administrator ~~recognizes~~ is committed to maintaining the importance of a continuous dialogue with stakeholders and ~~other~~ decision-makers affecting education.
2. The administrator ~~recognizes the importance of~~ is committed to active participation in the political and policy-making context of education.

Performance

- ~~1.1.~~ The administrator facilitates and engages in activities to shape public policy in order to enhance education.
- ~~2.2.~~ The administrator facilitates ~~processes to communicate~~ tion with the school community concerning trends, issues, and potential forces affecting ~~teaching and learning~~ education.
- ~~3.3.~~ The administrator engages representatives of diverse community groups in ~~an~~ ongoing dialogue.
- ~~4.4.~~ The administrator develops lines of communication with decision-makers outside of the school community.
- ~~5.~~ The administrator uses effective leadership models and strategies.
- ~~6.5.~~ The administrator ~~creates~~ facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.
- ~~7.6.~~ The administrator ~~demonstrates respect for and monitors~~ adherences to the law and district policies.
- ~~7.~~ The administrator ~~creates and~~ implements appropriate policies and facilitates procedures to protect student rights and improve student opportunities for success.

Idaho Standards for School District Superintendents

In addition to the standards listed here, school district superintendents must meet Idaho Foundation Standards for School Administrators.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1. The superintendent understands the dynamics of systemic change within ~~the~~ school districts.
2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.
3. The superintendent knows the breadth of P-12 curriculum and instructional programs.
4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
5. The superintendent understands how to facilitate processes and activities to establish and maintain a positive relationship with the board of trustees, an effective and efficient governance structure for school districts.
6. The superintendent knows the role of local ~~and regional~~, state, national and international partnerships in the development of educational opportunities and support services for students.
7. The superintendent understands the district's role in and responsibility for employee induction, ~~and~~ career development, and enhancement.
- ~~10.8.~~ The superintendent understands the organizational complexity of school districts.
9. The superintendent ~~knows the importance of coordinating districtwide employee activities~~ understands the dynamics of collective bargaining, mediation, arbitration, and contract management.
10. The superintendent knows the importance of districtwide policy development and effective implementation.

Disposition

1. The superintendent is committed to fostering systemic improvement within ~~the~~ school districts.
2. The superintendent is committed to P-12 curriculum and instructional programs designed to improve achievement for each student in ~~the~~ school districts.
3. The superintendent recognizes the importance of providing for school facilities, personnel, support services, and effective instructional programs.
4. The superintendent appreciates the importance of establishing and maintaining an ~~positive relationship with the board of trustees~~ effective and efficient governance structure for school districts.
5. The superintendent is committed to creating and sustaining local, ~~and~~ regional, state, national, and international partnerships.
6. The superintendent recognizes the importance of the induction, ~~and~~ career development, and enhancement of all school district personnel.
7. The superintendent is committed to the challenges of complex organizations.
8. The superintendent is committed to ~~empowering people~~ promoting collaboration and dispute resolution.
9. The superintendent recognizes the importance of a system for policy development and implementation to carry out goals of ~~the~~ school districts.
10. The superintendent is committed to developing and monitoring a budget to support the educational goals of school districts.

Performance

1. The superintendent promotes districtwide innovation and change through the application of a systems approach.
- ~~2. The superintendent expands school and districtwide organizational, educational partnerships for improved student learning and success.~~
- ~~3.2.~~ The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
- ~~4.3.~~ The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

~~5.4.~~ The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts ~~a positive relationship with the board of trustees.~~

~~6.5.~~ The superintendent fosters, creates, and sustains local, ~~and~~ regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

~~7.6.~~ The superintendent creates a system by which all employees have opportunities to seek career ~~advancement~~ development and enhancement.

~~8.7.~~ The superintendent advises the board of trustees on legal, ~~and~~ ethical, and current educational issues ~~in education~~.

~~9.8.~~ The superintendent works effectively within the organizational complexity of school districts.

~~10.~~ ~~The superintendent fosters a governance structure that effectively coordinates employees to carry out activities of the school district.~~

~~11.9.~~ The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators.

Standard 1: Visionary and Strategic Leadership- Visionary and Strategic Leadership -
A school administrator is an educational leader who promotes the success of ~~all~~each students and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.
2. The special education director understands the importance of post-school outcomes and articulating the a full range of services and supports for students with disabilities from preschool through post-school outcomes ages three to twenty-one to maximize their potential.
3. The special education director understands the importance of collaboration to provide general education interventions.

Disposition

1. The special education director recognizes that students with special-needs-disabilities should-must be educated with their peers in general education environments as appropriate.
2. The special education director recognizes the importance of opportunities for learning occurring ing in varied environments.
3. The special education director recognizes that students with disabilities are first and foremost general education students.

Performance

1. The special education director shares collaborates with community, staff, and students to explain and implement the concepts and goals of best practice and-in the least restrictive environment with the community, staff, and students.
2. The special education director participates in district planning processes.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of ~~all~~each students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.
2. The special education director knows how to plan, write, implement, and access Individual Education Programs.
3. The special education director understands the role of assistive and adaptive technology and related services in instruction.
4. The special education director understands community-based instruction and experiences for students.
5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

Disposition

1. The special education director values the importance of individualized instruction in the least restrictive environment and supportive services.
2. The special education director understands-recognizes the importance of the general education process for all students and wants to enhance cooperation among staff members.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as directing-allocating the appropriate resources.
2. The special education director ensures that data is used to provide appropriate individualized educational programs, and supports, and develops and implements services are-developed-and-implemented in school and community environments.
3. The special education director ensures the fulfillment of federal and state mandates requirements related to the instruction of students with special needs to provide opportunities for staff members, including paraprofessionals, and parents/guardians to be trained in and informed about meeting the instructional and behavioral needs of special populations.

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes and manages a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of all- each students.

Knowledge

1. The special education director knows about instruction, school activities, and environments ~~that meet to increase program accessibility for individual~~ students with special needs ~~(e.g., building, classroom, and program accessibility)~~.
2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.
3. The special education director understands how to advocate for and access resources to meet the needs of staff, ~~and~~ students, and parents, and to facilitate their effective participation.
4. The special education director understands the use of technology in referral processes, IEP development, and records management.

Disposition

1. The special education director recognizes that all instruction, activities, and school environments ~~should~~ must be accessible to special populations.
2. The special education director appreciates the concepts and ideals that ~~underlie~~ provide the foundation for special education.
3. The special education director is committed to advocating for adequate resources to meet staff, ~~and~~ student, and parent needs.

Performance

1. The special education director advocates for and implements instruction, activities, and school environments that are accessible to special populations.
2. The special education director implements the special education processes and procedures required by federal, state and school district policies.
3. The special education director advocates for, seeks, and directs resources to meet staff, ~~and~~ student, and parent needs.
4. The special education director facilitates the use of technology to meet staff, student, and parent needs.

Idaho Standards for Bilingual Education and ENSL (English as a New-Second Language) Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Bilingual-ESL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

~~In addition to the standards listed here, bilingual education and ENL teachers must meet Idaho Core Teacher Standards.~~

Principle-Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the ~~evolution and existence~~ evolution, research, and current practices of bilingual and ENSL ~~programs~~ education.
2. The teacher knows the key linguistic structures, articulatory system, and vocabulary of the English language.
3. The teacher understands and knows how to identify differences in bilingual programs and ENSL approaches (Bilingual: dual language, maintenance, transitional, early and late exit, etc.; ENSL: sheltered English, academic support, tutorial, extended day, etc.).
4. The teacher understands the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.
5. (Bilingual only) The teacher possesses the language competency and fluency in listening, speaking, reading, writing, and vocabulary in English and a second language necessary to facilitate learning in the content area(s) (Federal Requirement).
- ~~5.6. (Bilingual only)~~ (ESL only) The teacher possesses the language competency and fluency in listening, speaking, reading, writing, and vocabulary in ~~students’ native~~ English and/or a second languages necessary to facilitate learning in the content area(s) (Federal Requirement).

~~6.7.~~(Bilingual only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of both ~~the students' native language and English~~ English and a second language.

~~7.8.~~(ENSL only) The teacher understands the various registers, dialects, structures, vocabulary, and idioms of the English language.

Disposition

1. The teacher appreciates the importance of understanding the evolution-and existence research, and current practices of bilingual and ENSL ~~programs~~ education.
2. The teacher appreciates the similarities and differences between cultures as well as the contributions of various cultures.
3. (ESL only) The teacher recognizes the interconnectedness of learning ENSL with all content areas.

Performance

1. The teacher demonstrates the key linguistic structures, articulatory system, and vocabulary of the English language.
- ~~4.2.~~The teacher uses knowledge of content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
- ~~2.3.~~The teacher demonstrates an understanding of the variety of purposes that languages serve, distinguishing between functions and contextual usage of social and academic language.
- ~~3.4.~~(Bilingual only) The teacher designs and implements activities that promote cultural exploration, listening, speaking, reading, and writing skills in both languages.
5. (Bilingual only) The teacher uses both English and students' native home languages during instruction and encourages-facilitates students' ~~to~~ use of both languages in the learning process through listening, speaking, reading, and writing.
- ~~5.6.~~(ENSL only) The teacher designs and implements activities that promote observation, listening, speaking, reading, and writing skills in English.

Principle-Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes of language acquisition and development and culture, and the role these processes play in students' educational experiences.

2. The teacher understands the advantages of biliteracy.

Disposition

1. The teacher respects linguistic and dialectical differences.
2. The teacher appreciates students' growth in both their primary and ~~new language(s)~~ new language.
3. The teacher appreciates the important role of a first language and how it interacts with and influences the process of learning a new language.
4. The teacher values biliteracy.

Performance

1. The teacher plans and delivers instruction using knowledge of the impact of language and culture on human development.
2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.
3. The teacher ~~encourages-facilitates~~ students' ~~to~~-use of their first-primary language as a resource to promote academic learning.
4. The teacher uses strategies and approaches that promote biliteracy; and ~~ultimately,~~ English language acquisition.

Principle Standard 3: ~~Adapting-Modifying~~ Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

- ~~1. The teacher understands that a student's primary culture plays a crucial role in adaptation and acculturation.~~
- ~~2. The teacher understands how culture influences student cognition.~~
- ~~3. The teacher understands stages of cultural adaptation and motivation to learn a new language.~~
- ~~4.1.~~ The teacher ~~knows how to apply~~ understands the dynamics-nuances of culture in structuring ~~successful~~ academic experiences.
- ~~5.2.~~ The teacher understands the distinction between issues of learning disabilities and English language development.

Disposition

1. The teacher respects the value of diverse cultures to language learning.
2. The teacher is committed to learning about students' native countries, languages, and cultures.

Performance

~~1. The teacher fosters an environment that promotes an appreciation of cultures.~~

~~2.1.~~ The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

~~3. The teacher uses knowledge of cultural adaptation to plan and implement appropriate learning activities.~~

~~4. The teacher designs student activities that promote student interaction within authentic contexts.~~

~~5.2.~~ The teacher distinguishes between issues of learning disabilities and English language development.

Principle Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to adapt-modify lessons, textbooks, and other instructional materials, which are culturally and linguistically appropriate, to ~~meet-facilitate~~ the ~~needs-academic growth~~ of language learners.

Disposition

1. The teacher recognizes the need for appropriate instructional materials and methods for language learners.

Performance

1. The teacher selects, adapt-modifies, creates, and uses ~~rich-and~~ varied culturally and linguistically appropriate resources related to content areas.

Principle Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the impact of culture on classroom management.

Performance

1. The teacher establishes a culturally appropriate climate in the classroom.

Principle-Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

Principle-Standard -7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals

Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds into instructional planning.

Principle-Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
2. The teacher ~~knows~~understands the various instruments how to measure language dominance and levels of proficiency.
3. The teacher understands the relationship between levels of language proficiency and students' academic performance.

Performance

1. The teacher uses a combination of observation and other assessments to make decisions about pre-referral, referral, and placement for the purpose of accessing bilingual/ENSL programs.
2. The teacher selects and administers assessments suited to the students' culture, literacy, and communication skills, ~~and practical and academic needs.~~

Principle-Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching

Principle-Standard-10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

~~1. The teacher understands how diverse family units function.~~

Disposition

1. The teacher recognizes the importance of family involvement in students' ~~education~~ ~~and~~ language acquisition in both the school and community.

Performance

1. The teacher creates linkages with families and the community that ~~enhance~~ ~~promote~~ language ~~educational experience acquisition for all students.~~

2. The teacher assists other educators and students in understanding the importance of culture and respect for culturally ~~and linguistically~~ diverse students and families.

GLOSSARY OF TERMS

Articulatory System

The process by which the sounds of a language are produced.

Bilingual Education Program

An education program that uses the student's primary language to some degree to promote the acquisition of academic subject matter or literacy while the student gains English proficiency.

Biliteracy

The development of literacy skills in two languages.

Dominant Primary Language

An individual's most developed language.

Dual Language Program

A bilingual education program in which two languages are used equally.

Early Exit Program

A (K-3) transitional bilingual program.

English as a New Second Language (ENSL)

Refers to a curriculum or course designed to teach English to ~~English~~ language learners at various English language proficiency levels. ~~Term recognizes that English may be the second, or in some cases, third language.~~

Late Exit Program

A (K-12) maintenance bilingual program.

Register

Refers to the dialect or style of speaking the speaker may use in different contexts.

Sheltered English

An approach designed to teach content area concepts, adapting and modifying English language usage based on students' individual needs.

Idaho Standards for Blended Early Childhood Education/ Early Childhood Special Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Early Childhood Blended Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The educator knows how ~~to help~~ young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).
2. The educator understands theories, history, and models that provide the basis for early childhood [education and early childhood special education](#) practices [as identified in NAEYC Licensure and DEC Personnel Standards](#).
3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.
4. The educator understands language acquisition processes in order to support [emergent literacy, including](#) pre-linguistic communication and language development.
5. The educator understands the elements of play and how play assists children in learning.
6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.
8. The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).
9. The educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

Disposition

- ~~1. The educator recognizes the importance of the physical, personal-social, emotional, aesthetic, language, and cognitive development of young children.~~
1. The educator respects the historical and philosophical frameworks of early childhood and special education.

Performance

1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.
- ~~2. The educator uses children's growth and development theories as fundamental building blocks of curriculum.~~
2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The educator knows that family systems are inextricably tied to child development.
2. The educator understands the typical and atypical development of ~~parent-infant attachment~~ infants' and young children's attachments and relationships with primary caregivers.
3. The educator understands how learning occurs and that young children's development influences learning and instructional decisions.

4. The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
5. The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance if supportive relationships.

Disposition

1. The educator recognizes the critical role families play as the primary context of development for children.

Performance

1. The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
2. The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance if supportive relationships.

Standard 3: ~~Modifying~~ Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The educator knows aspects of medical care for premature development, low birth weight, ~~and other conditions of medically fragile babies~~young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.
2. The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.
3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.
4. The educator knows how to access information regarding specific children's needs and disability-related issues (e.g., medical, support, and service delivery).

Performance

1. ~~The educator accesses information about methods of care for young medically fragile children who are dependent on technology.~~

1. The educator locates, uses, and shares information about methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

Disposition

1. The educator respects ~~and strives to adapt to~~ children's ~~choices~~ abilities, preferences, and decisions.
2. The educator ~~views~~ appreciates children's ~~mistakes as emergent understanding and does not prematurely limit~~ exploration and inquiry, including unsuccessful attempts, as opportunities for learning.

Performance

1. The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).
2. The educator uses instructional strategies that support both child-initiated and ~~teacher~~ adult-directed activities.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The educator understands the importance of routines as a teaching strategy.
2. The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation ~~mastery~~ in young children.

3. The educator understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.
4. The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.
5. The educator understands crisis prevention and intervention practices.
6. The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

Disposition

1. The educator recognizes that young children's ~~asocial~~ behavior is purposeful and values it as an opportunity for learning.

Performance

1. The educator promotes opportunities for young children in natural and inclusive settings.
2. The educator embeds learning objectives within everyday routines and activities.
3. The educator creates an accessible learning environment, including the use of assistive technology.
4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.
5. The educator creates an environment that encourages self-advocacy and increased independence.
6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.
7. The educator conducts functional behavior assessments and develops positive behavior supports.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Performance

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

Performance

1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.
2. The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of [the Individualized Family Service Plans \(IFSP\)](#) [and Individual Education Programs \(IEP\)](#).
3. The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).
4. [The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.](#)
5. [The educator evaluates and links children's skill development to that of same age peers.](#)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

- ~~1. The educator knows the characteristics of young children that affect [testing](#) situations and interpretations of results.~~
- [1. The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.](#)
- ~~32.~~ The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.
- [3. The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.](#)

4. [The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.](#)

Disposition

1. The educator [recognizes/commits to](#) the importance of assessment practices that support families' relationships with their children and confidence in their children's or their own abilities.
2. [The educator recognizes the rights of students and parents/guardians in the assessment process.](#)

Performance

1. The educator ~~screens~~ [assesses](#) all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).
2. [The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.](#)
3. [The educator collaborates with families and professionals involved in the assessment of children.](#)
4. [The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.](#)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. [The educator understands NAEYC Licensure and DEC Personnel Standards.](#)

Performance

1. [The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.](#)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The educator knows the National Association for the Education of Young Children (NAEYC) and the Division ~~offor~~ [of](#) Early Childhood (DEC) Code of Ethics.
2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The educator knows community, state, and national resources available for young children and their families.
4. The educator understands the role and function of the service coordinator [and related service professionals](#) in assisting families of young children.
5. The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).
6. [The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.](#)
7. [The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.](#)

Disposition

1. The educator is sensitive to and honors the changes the family undergoes as children grow and develop.
2. The educator is sensitive to and honors the grieving process experienced by the family of a child with a disability.
3. The educator is committed to finding information concerning community resources and programs designed for young children and their families.
4. The educator views advocacy for young children and their families as an essential role of the early childhood professional.
5. [The educator appreciates the dignity and privacy of children and families.](#)
6. [The educator recognizes the importance of a community in which respect, honesty, caring, and responsibility are cultivated.](#)

Performance

1. The educator practices behavior congruent with the NAEYC Code of Ethics [and the Division for Early Childhood Code of Ethics](#).
2. The educator demonstrates skills in [communicating](#), consulting, and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) [to support the child's development and learning](#).
3. The educator identifies and accesses community, state, and national resources for young children and families.

4. The educator advocates ~~for resources~~ for young children and their families.
5. The educator creates a manageable system to maintain all program and legal records for children.
6. The educator encourages and assists families to become active participants in the educational team including setting instructional goals for and charting progress of children.
7. The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

~~In addition to the standards listed here, health teachers must meet Idaho Core Teacher Standards.~~

Principle Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the following content areas of health~~education~~: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.
2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; ~~and~~ lack of or excessive physical activity; and behaviors that result in intentional and unintentional injury.
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community. ~~The eight c~~omponents of coordinated school health include: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).
5. The teacher understands that health is multidimensional (e.g., physical, mental intellectual, emotional, ~~and~~ social, cultural, spiritual, and environmental).

Disposition

1. The teacher recognizes the importance of modeling health-enhancing behaviors.
2. The teacher **recognizes** that health is multidimensional (e.g., physical, intellectual, emotional social, cultural, spiritual, and environmental).

Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

~~2. The teacher creates a learning environment that respects and is sensitive to controversial health issues.~~

~~2. The teacher assesses resources and develops a coordinated school health education plan.~~

Principle Standard 2: Knowledge of Human Development and Learning -- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Principle Standard 3: Adapting Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Principle Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Principle Standard 5: Classroom Motivation and Management Skills- The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in physical activity and other health-enhancing behaviors.
2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

Disposition

1. The teacher appreciates the role of intrinsic and extrinsic motivation ~~for in~~ the development of health-enhancing behaviors.

Performance

1. The teacher motivates students to participate in physical activity and positive health-enhancing behaviors inside and outside the school setting.

2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, [setting life goals](#), and making healthy decisions).

Principle-Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands student jargon and slang associated with high-risk behaviors.

Disposition

1. The teacher recognizes the sensitive nature of many health issues.
2. The teacher recognizes that listening skills and sensitivity are crucial in addressing health-related topics.

Performance

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.
2. The teacher ~~uses listening skills that~~ facilitates responsible decision making, [goal setting](#), and alternatives to high-risk behaviors [that enhance health](#).
3. [The teacher creates a respectful learning environment that is sensitive to controversial health issues.](#)
- 3.4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).
5. [The teacher demonstrates the ability to use interpersonal communication skills to enhance health.](#)

Principle-Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher ~~knows~~ [understands](#) the differing [community health](#) values and ~~acceptable practices pertaining to health education that a community possesses.~~
2. [The teacher understands how to access valid, appropriate health information and health-promoting products and services.](#)
3. [The teacher understands the influence of culture, media, technology, and other factors on health.](#)

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.
- ~~2. The teacher develops health education compatible with community values and acceptable practices.~~
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

Principle Standard 8: Assessment of Student Learning- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Principle Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, and health races/walks).

Performance

1. The teacher demonstrates the ability to advocate for personal, family, and community health.
2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

Idaho Standards for Physical Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the ~~Core~~ Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- ~~1. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.~~
- ~~2.1.~~ The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.
- ~~3.2.~~ The teacher understands the sequencing of motor skills (K-12).
- ~~4.3.~~ The teacher understands anatomical, neuromuscular, human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles ~~and physiological structures and functions.~~
- ~~5.4.~~ The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical ~~fitness activities- education activities~~ (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
- ~~6.5.~~ The teacher understands that daily physical activity-education provides opportunities for enjoyment, challenge, self-expression, and social interaction.
- ~~7.6.~~ The teacher understands Adaptive Physical Education and how to work with students with special and diverse ~~student~~ needs (e.g., various physical abilities and limitations, culture, and gender).
7. The teacher understands technology operations and concepts pertinent to physical activity (e.g., heart rate monitors, pedometers, global positioning system).

Disposition

1. The teacher recognizes that participation in regular daily physical activity and physical fitness is essential to the health and well-being of individuals.
2. The teacher recognizes the importance of modeling ~~a~~ physically safe, active, and fit lifestyle.

3. The teacher recognizes the importance of the correct and most efficient use of anatomical, neuromuscular, biomechanical, and physiological principles.

Performance

1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.
2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g., heart rate monitors, pedometers, global positioning system, and computer software).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Disposition

1. The teacher appreciates individual variations of physical activity in the growth and development of students.

Performance

1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.
2. The teacher promotes physical activities that contribute to good health.

Standard 3: ~~Adapting~~ Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Performance

1. The teacher provides opportunities that incorporate individual variations ~~to~~in movement to help students gain physical competence and confidence.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that

encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical [activity-education](#) settings.
2. The teacher knows strategies to help students become self-motivated in physical [activity education](#).
3. The teacher understands that individual performance is affected by anxiety.
4. [The teacher understands principles of effective management in indoor and outdoor movement settings.](#)

Disposition

1. The teacher accepts responsibility for establishing a positive climate in the physical [activity-education](#) setting.
2. The teacher recognizes the importance of positive relationships and appropriate motivational strategies for participation in physical [activity education](#).

Performance

1. The teacher [implements](#) strategies, [lessons, and activities](#) to promote positive peer relationships (e.g., mutual respect, support, safety, [sportsmanship](#), and cooperation) ~~and motivate students to participate in physical activity inside and outside the school setting.~~
2. [The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.](#)
3. [The teacher utilizes principles of effective management in indoor and outdoor movement settings.](#)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows a variety of management ([e.g., space, people, and equipment](#)) and instructional strategies to maximize [physical education](#) activity time and [student](#) success.

2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, [YMCA gyms](#), and service organizations).

Performance

1. The teacher uses and assesses management ([e.g., space, people, and equipment](#)) and instructional strategies to maximize [physical education](#) activity time and [student](#) success.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical [education](#) activity, movement, and fitness goals.

Performance

1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical [education](#) activity, movement, and fitness goals.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. [The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.](#)

Disposition

1. [The teacher recognizes the professional responsibility of modeling physical fitness and activity.](#)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher provides for a safe [physical education](#) learning environment.

Knowledge

1. The teacher understands the inherent dangers involved in physical [education](#) activities.
2. The teacher understands the need to consider safety when planning and providing instruction.

3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment~~and~~, attire, facilities, travel, and weather).
4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).

~~5.5.~~ The teacher understands school policies regarding student injury and medical treatment.

6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.

7. The teacher understands the appropriate steps when responding to safety situations.

8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Disposition

1. The teacher ~~is concerned about~~ recognizes the importance of the physical safety and ~~emotional~~ well-being of all students.

Performance

1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.

2. The teacher informs students of the risks associated with physical education activities.

3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.

~~3.4.~~ The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.

~~5. The teacher demonstrates the competencies for CPR and first aid.~~

~~65.~~ The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.

6. The teacher identifies safety situations and responds appropriately.

~~5. The teacher demonstrates the competencies for CPR and first aid.~~

~~67.~~ The teacher maintains CPR and first aid certification.

H. SUBJECT:

Proposed Amendments to IDAPA 08.02.02, Rules Governing Uniformity: Endorsements and Administrator Certificate

BACKGROUND:

In 1999, the Idaho State Board of Education charged Idaho's MOST with developing performance-based standards that aligned with Idaho K-12 student standards and professional organization standards. This process was completed with State Board and legislative approvals (2000 and 2001 respectively). At that time standards maintenance was described as an ongoing process. Feedback from recent standards review teams of K-12 and higher education content area specialists confirmed the need to also review/revise specific teacher endorsement requirements to ensure they align with Idaho's performance-based teacher preparation standards and the needs of Idaho schools/districts/students. The No Child Left Behind and State Board highly qualified teacher requirements and Idaho K-12 student requirements also made such an endorsement review/revision process critical.

DISCUSSION:

Teams of experts in the content areas (administration, bilingual-ESL, early childhood/early childhood special education blended, health, and physical education), including K-12 teachers and college/university educators, reviewed and recommended revisions to the endorsement requirements.

Once the legislative session ends, the PSC will post the proposed endorsements on the State Department of Education website for public input. The PSC will make appropriate changes to the endorsements based on public input.

The revised certification requirements for administrators (district superintendents, building principals, and special education directors) and revised endorsement requirements for teachers of bilingual-ESL, early childhood/early childhood special education blended, health, physical education, and physical education-health will be effective on state evaluations of Idaho teacher preparation programs two (2) years after their approval (IDAPA 08.02.02.100.01).

RECOMMENDATION:

To approve the proposed rule for the revised certification requirements for administrators (district superintendents, building principals, and special education directors) and the revised endorsement requirements for teachers of bilingual-ESL, early childhood/early childhood special education blended, health, physical education, and physical education-health.

BOARD ACTION:

A motion to approve the proposed rule amendment to IDAPA 08.02.02, Rules Governing Uniformity, as requested and submitted by the Professional Standards Commission.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. Proposed Rule Amendments

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (3-16-04)

b. Occupational teacher preparation coursework as provided in Sections 034 through 038. (3-16-04)

02. American Government/Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (SD 0505)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course (SD 0505)

04. Bilingual Education (K-12). Twenty (20) semester credit hours to include six (6) upper division credits in Modern Languages, including writing and literature; three (3) semester credit hours in Cultural Diversity in the target language and/or in cross-cultural or multi-cultural course work; ~~seven (7) semester credit hours in English as a Second Language, which shall include~~ three (3) semester credit hours in ESL/Bilingual Methodologies; ~~three (3) semester credit hours in Linguistics; three (3) semester credit hours in Foundations, Federal and State Law, Theory, Testing/identification of Limited English Proficient Students; and one (1) semester credit hour in Bilingual Practicum; or and one (1) semester credit hour in Bilingual Field Experience, with remaining credit hours in foundations, applied linguistics, testing, or bilingual education. Additionally, no more than five (5) semester credit hours of workshop credit will be accepted for this endorsement.~~ (3-16-04)()

05. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (3-16-04)

06. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Intermediate or Advanced Keyboarding; Accounting; and Business/Office Procedures. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

07. Chemistry (6-12). Twenty (20) semester credit hours in the area of Chemistry. (3-16-04)

08. Communication (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal

Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; and Drama/Theater Arts. (3-16-04)

b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, and Methods of Teaching Speech/Communication. (3-16-04)

09. Communications/Drama (6-12). Twenty (20) semester credit hours including a minimum of six (6) credit hours in each of the following areas: Communications and Drama. (3-16-04)

10. Drama (6-12). Follow one (1) of the following options: (SD 0505)

a. Twenty (20) semester credit hours, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. (SD 0505)

b. Possess an endorsement in English plus a minimum of nine (9) semester credit hours including course work in each of the following: Acting, Directing, and Technical Stage Production. (SD 0505)

11. Driver Education (6-12). Two (2) semester credit hours in Basic Driver Education for Teachers and two (2) semester credit hours in any of the following: Advanced Driver Education; Driver Simulation Education; Traffic Engineering; General Safety Education; or Highway Transportation. Additionally, an individual must have three (3) years of satisfactory driving experience immediately prior to endorsement as verified by the Motor Vehicle Division of the State Department of Transportation. (3-16-04)

023. ENDORSEMENTS E - L.

01. Earth Science (6-12). Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (SD 0505)

02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education. (SD 0505)

03. Education Media Generalist (K-12). Twenty (20) semester credit hours in the field of Education Media or Library Science, including a minimum of fifteen (15) credit hours of course work distributed among each of the following: Material Selection/Collection Development; Literature for Youth; Organization/Administration of Educational Materials; Library Automation/Information Technology Research Methods. (3-16-04)

04. English (6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-16-04)

05. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include four (4) semester credit hours in Modern Languages; three (3) semester credit hours in Cultural Diversity; three (3) semester credit hours in ESL Methods; three (3) semester credit hours in Philosophical Foundations, Theory, Testing/ Identification of Limited English Proficient Students OR Applied Linguistics in ESL; one (1) semester credit in ESL Practicum or Field Experience; and three (3) semester credit hours in an ESL related elective. Additionally, no more than five (5) semester credits of workshop will be accepted for this endorsement. (3-16-04)

- 06. Family and Consumer Science (6-12).** (3-16-04)
- a.** Thirty (30) semester credit hours to include coursework in each of the following: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Clothing and Textiles, Cultural Dress, Fashion Merchandising, or Design Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; and, Integration of Family Consumer Sciences or Family Consumer Science Methods. (3-16-04)
- b.** Occupational Teacher Preparation as provided in Sections 034 through 038. (3-16-04)
- 07. Foreign Language (6-12 or K-12).** Twenty (20) semester credit hours in a specific foreign language including course work in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course.
- 08. Geography (6-12).** Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (SD 0505)
- 09. Geology (6-12).** Twenty (20) semester credit hours in the area of Geology. (3-16-04)
- 10. Gifted and Talented (K-12).** Twenty (20) semester credit hours, to include three (3) semester credits hours in each of the following: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum and Instruction for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. (3-16-04)
- 11. Health (6-12).** Twenty (20) semester credit hours to include course work in Organization/Administration/Planning of a School Health Program; Health-~~Science and Wellness~~; Methods of Teaching Health; ~~and a minimum of twelve (12) semester credit hours in at least four (4) of the following areas:~~ Mental/~~Emotional~~ Health; ~~Consumer Health~~; Nutrition; Human Sexuality; ~~Aging, Death and Dying; Safety and Accident Prevention; Fitness/Wellness;~~ Substance Use and Abuse; ~~Disease;~~ and ~~Community/Environmental Health~~ Theories of Behavior Changes. Remaining semester credits must be in health-related course work. (3-16-04)()
- 12. History (6-12).** Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (SD 0505)
- 13. Humanities (6-12).** An endorsement in English, ~~or~~ History, Music, Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (SD 050)
- 14. Journalism (6-12).** Follow one (1) of the following options: (3-16-04)
- a.** Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)
- b.** Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

024. ENDORSEMENTS M - Z.

- 01. Marketing Technology Education (6-12).** (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; and Curriculum and Materials Marketing, with remaining credit hours in the field of business. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

02. Mathematics Basic (6-12). Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours in computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)

03. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (SD 0505)

04. Music (6-12 or K-12). Twenty (20) semester credit hours to include coursework in the following: Theory and Harmony, Aural Skills, Music History; Conducting; Applied Music, Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary music methods course. (SD 0505)

05. Natural Science (6-12). An endorsement in: Biological Science, Physical Science, Physics, Chemistry, Earth Science, Geology, or Agriculture Science and Technology. Twenty-four (24) semester credit hours are required in each endorsement area as follows: (SD 0505)

a. **Biological Science Endorsement:** Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (SD 0505)

b. **Physics Endorsement:** Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (SD 0505)

c. **Chemistry Endorsement:** Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (SD 0505)

d. **Earth Science or Geology Endorsement:** Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (SD 0505)

e. **Agriculture Science and Technology Endorsement:** Minimum of four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. Remaining course work must be from the sciences: Biology, Chemistry, Earth Science or Geology, and Physics. (SD 0505)

06. Physics (6-12). Twenty (20) semester credit hours in the area of Physics. (3-16-04)

07. Physical Education (PE) (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Elementary PE Methods; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; Health; PE for Special Populations; Exercise Science; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; and Movement/Motor Behavior; and Current CPR and First Aid Certification. ~~To obtain a Physical Education K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary PE methods course.~~ (3-16-04)(____)

08. Physical Education/Health. Must have an endorsement in both physical education and

health.

~~(3-16-04)~~()

09. Physical Science (6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

10. Psychology. Twenty (20) semester credit hours in the area of Psychology. (3-16-04)

11. Reading (6-12 or K-12). Twenty (20) semester credit hours in the area of reading including a minimum of fifteen (15) semester credit hours distributed among each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; and Corrective/Diagnostic/Remedial Reading. To obtain a Reading K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (3-16-04)

12. Social Studies (6-12). Must have an endorsement in History, American Government/Political Science, Economics, Sociology, Psychology, or Geography plus a minimum of twenty (20) semester credit hours of which the following are required: a minimum of six (6) semester credit hours of general U.S. history survey; a minimum of three (3) semester credit hours of American Government. The remaining semester credit hours must include course work from all of the following areas: World History, Geography, Economics, Sociology, and Psychology. (SD 0505)

13. Sociology (6-12). Twenty (20) semester credit hours in the area of Sociology. (3-16-04)

14. Sociology/Anthropology (6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)

15. Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation; and Principles of Technology. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

BREAK

026. ADMINISTRATOR CERTIFICATE.

Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which ~~he-the educator~~ is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-16-04)()

01. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-16-04)

a. Hold a master's degree from an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-16-04)

c. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-16-04)

d. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies ~~in the following areas: leadership, ethics, and management of change; all forms of communication, including technology, advocacy, and mediation; customer involvement and public relations; staff development and supervision of instruction; school law and finance (including special education), and grant writing; curriculum development, integration of technology, delivery, and assessment; education of all populations, including special education; and, student behavior management/positive behavior supports/effective discipline of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership.~~ (3-16-04)()

e. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. (3-16-04)

02. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-16-04)

a. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with ~~students~~ Pre-K-12 students while under contract in an accredited school setting. (3-16-04)()

c. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12, ~~while holding that state's administrative certificate.~~ (3-16-04)()

d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies ~~in the following areas in addition to those required for the School Principal Pre K 12 endorsement: advanced school finance, grant writing, and generation of additional sources of revenue; policy development and school board operations/relations; district wide support services; employment practices and negotiations; educational product marketing and community relations; and, special services and federal programs~~ Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-16-04)()

e. An institutional recommendation is required for a School Superintendent Endorsement. (3-16-04)

03. Director of Special Education and Related Services Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (3-16-04)

a. Hold a master's degree from an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. (3-16-04)

c. Obtain college or university verification of demonstrated the competencies ~~in the following areas: organization and administration of student services, including foundations of special education; leadership, ethics, and management of change; all forms of communication, including technology, advocacy, mediation, and counseling with parents of children with disabilities; customer involvement and public relations; staff development and supervision of instruction; policy development as related to special education and related services; school law and finance as related to special education and related services, and grant writing; curriculum development, integration of technology, delivery, and assessment as related to special education and related services; student behavior management/positive behavioral supports/effective discipline; and, diagnosis and remediation in special education~~ of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-16-04)()

d. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping. ()

d. Have completed an administrative internship/practicum in the area of administration of special education and related services. (3-16-04)

e. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-16-04)

I. SUBJECT:

Proposed Amendments to IDAPA 08.02.02: General Education Requirements

BACKGROUND:

The No Child Left Behind Act (NCLB) requires that all Idaho teachers of core subjects (English, reading, or language; drama, music, or art; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography) be highly qualified by the end of the 2005-2006 school year. Many Idaho school districts have approached the Professional Standards Commission about being able to hire highly qualified, out-of-state teachers by the current deadline. These teachers must meet Idaho's general education requirements for lower division coursework before receiving Idaho certification, coursework that often duplicates that which they took for their degrees. Research revealed that these individuals have graduated from out-of-state, accredited colleges/universities with very similar general education requirements as Idaho's. These proposed rules for General Education Requirements are a continuation of the temporary rules approved by the State Board of Education on February 23, 2006. The rules would allow school districts the ability to hire highly qualified teachers, as required by NCLB.

DISCUSSION:

By accepting the general education requirements (lower division coursework) from accredited, out-of-state institutions, Idaho would eliminate one obstacle that school districts are facing in being able to hire highly qualified teachers by the NCLB deadline of the end of the 2005-2006 school year. Lower division coursework from out-of-state, accredited colleges/universities would be acceptable for the general education requirements for the following Idaho certificates: Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate.

RECOMMENDATION:

To approve the recommendation from the Professional Standards Commission for the proposed rules for General Education Requirements, as defined in Attachment 1, for the following teaching Idaho certificates: Standard Elementary Certificate, Standard Secondary Certificate, Early Childhood/Early Childhood Special Education Blended Certificate, and Exceptional Child Certificate

BOARD ACTION:

A motion to approve the proposed rule amendment to IDAPA 08.02.02, Rules Governing Uniformity as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENT:

1. Proposed Rules: 08.02.02.018-028, General Education Requirements

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

018. STANDARD ELEMENTARY CERTIFICATE.

A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements: (3-16-04)

021. General Education Requirements. ~~A minimum of forty-four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following: Completion of the general education requirements at an accredited college or university is required. (3-16-04)()~~

~~a. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (3-16-04)~~

~~b. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science shall be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography. (3-16-04)~~

~~c. Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two (2) or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science. (3-16-04)~~

~~d. Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work. (3-16-04)~~

~~e. Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work. (3-16-04)~~

~~f. Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes. (3-16-04)~~

022. Professional Education ~~Core~~ Requirements. (3-16-04)()

a. A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area. (3-16-04)

b. At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8. (3-16-04)

03. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8). (3-16-04)

04. Ninth Grade Endorsement. If an individual with a Standard Elementary Certificate completes the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary

Certificate, an endorsement allowing teaching of that subject through grade nine (9) may be added to the Standard Elementary Certificate. (3-16-04)

05. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments. (3-16-04)

019. EARLY CHILDHOOD / EARLY CHILDHOOD SPECIAL EDUCATION BLENDED CERTIFICATE.

An Early Childhood / Early Childhood Special Education Blended Certificate is non-categorical and makes an individual eligible to teach in any educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

~~**021. General Education Requirements.** A minimum of forty four (44) semester credit hours, or sixty-six (66) quarter credit hours, in general education selected from the following areas: the humanities, the social sciences, the fine arts, mathematics, natural sciences, and language skills. These credits shall include the following: Completion of the general education requirements at an accredited college or university is required. (3-16-04)()~~

~~a. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of English, including composition and literature. (3-16-04)~~

~~b. Twelve (12) semester credit hours, or eighteen (18) quarter credit hours, of social science, including U.S. history and/or American (federal) government (psychology will not satisfy this requirement). Course work accepted as social science must be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography. (3-16-04)~~

~~c. Eight (8) semester credit hours, or twelve (12) quarter credit hours, in two (2) or more areas of natural science (psychology will not satisfy this requirement). The three (3) natural science areas are: Biological Science, Physical Science and Earth Science. (3-16-04)~~

~~d. Three (3) semester credit hours, or four (4) quarter credit hours, of fine arts (music or art) department course work. (3-16-04)~~

~~e. Six (6) semester credit hours, or nine (9) quarter credit hours, in math department course work. (3-16-04)~~

~~f. Three (3) semester credit hours, or four (4) quarter credit hours, in the content or methods of physical education and/or health education, exclusive of activity classes. (3-16-04)~~

~~**012. Professional Education Requirements.** (3-16-04)~~

~~a. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-16-04)~~

~~b. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-16-04)~~

~~**03. Additional Requirements.** An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy Exam. (3-16-04)~~

04. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-16-04)

020. STANDARD SECONDARY CERTIFICATE.

A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. ()

012. Professional Education-~~Core~~ Requirements. (3-16-04)()

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area. (3-16-04)

b. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)

03. ~~General Education~~Teaching Field Requirements. Preparation in at least two(2) fields of secondary teaching; a ~~major subject first teaching field~~ of at least thirty (30) semester credit hours, or forty-five (45) quarter hours, and a ~~minor subject second teaching field~~ of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter hours, in a single subject area may be used in lieu of ~~a major the first teaching field and minor or second teaching field requirements.~~ (3-16-04)()

034. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-16-04)

045. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-16-04)

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

028. EXCEPTIONAL CHILD CERTIFICATE.

Holders of this certificate work with children who have been identified as having an educational impairment.

(3-16-04)

01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. ()

012. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (3-16-04)

a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

023. Hearing Impairment (K-12). Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)

034. Visual Impairment (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required.(3-16-04)

J. SUBJECT:

**Proposed rule IDAPA 08.02.03, Rules Governing Thoroughness:
Amendments to incorporate by reference the Idaho Content Standards**

BACKGROUND:

K-12 Idaho Content Standards for Reading/Language Arts, Math, Science, Social Studies, Health/Wellness and Humanities have been included in the Administrative Rules of the State Board of Education. An independent evaluation showed the need to align the standards with the state student assessment (ISAT) in order to meet the No Child Left Behind Act. To ensure alignment of the standards for Reading/Language Arts, Math, Science, Social Studies, Health/Wellness and Humanities with the ISAT assessments, the standards have been reorganized and, where appropriate, revised in order to meet the federal requirements of NCLB. The revised/reorganized standards must be in place for AYP assessment beginning in April 2006.

This rule is a continuation of the temporary rule approved by the State Board of Education on February 23, 2006.

DISCUSSION:

The State Department of Education was asked by the State Board of Education Office to provide leadership to bring groups of content area specialists together to develop grade level policy standards statements and to reorganize and revise the content standards that are currently in board rule. This work started at the end of July and was completed at the end of October 2005.

RECOMMENDATION:

It is recommended that the State Board of Education accept the recommendation of the State Department of Education to incorporate by reference into State Board Rules the Idaho Content Standards. These standards include K-12 Idaho Curricular Standards for Reading/Language Arts, Math, Science, Social Studies, Health/Wellness, Humanities, and the Alternate Content Standards, as a proposed rule.

BOARD ACTION:

A motion to approve the proposed rule amendment to IDAPA 08.02.03, Rules Governing Uniformity, to incorporate by reference the Idaho Content Standards into State Board Rule as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENT:

1. Proposed Rule

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION

08.02.03 - Rules Governing Thoroughness

004. INCORPORATION BY REFERENCE.

~~There are no documents incorporated by reference into this rule.~~ The following documents are incorporated into this rule: ~~(3-15-02)(2-23-06)T~~

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education on October 17, 2005. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov (2-23-06)T

(BREAK IN CONTINUITY OF SECTIONS)

217. -- 254999.

(Reserved).

~~255. MATHEMATICS STANDARDS.~~

~~The language of mathematics is a powerful tool for exploring, explaining, and understanding the universe. Proficiency in using mathematics is vital to citizens of an increasingly technological society. When students exit high school they will be able to use mathematics to solve problems in real world situations. Students will apply mathematics across disciplines, using appropriate technology in applying and communicating their strategies and solutions. Appropriate technology may include paper and pencil, graph paper, simple calculators, graphing calculators, computers and spreadsheets, or specialized software. A glossary of mathematical terms can be found in Section 216.~~ (3-15-02)

~~256. MATHEMATICS STANDARDS GRADE KINDERGARTEN, SECTIONS 257 THROUGH 263.~~

~~257. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~258. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~259. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

~~Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~260. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~261. — CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~262. — DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~263. — FUNCTIONS AND MATHEMATICAL MODELS.~~

~~Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~264. — 265. — (RESERVED).~~

~~266. — MATHEMATICS STANDARDS — GRADE 1, SECTIONS 267 THROUGH 273.~~

~~267. — BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skill and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~268. — MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~269. — CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

~~Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~270. — CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~271. — CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~272. — DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~273. — FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~274. — 275. — (RESERVED).~~

~~276. — MATHEMATICS STANDARDS — GRADE 2, SECTIONS 277 THROUGH 283.~~

~~277. — BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~278. — MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~279. — CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~280. — CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~281. — CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~282. — DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~283. — FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~284. — 285. — (RESERVED).~~

~~286. — MATHEMATICS STANDARDS — GRADE 3, SECTIONS 287 THROUGH 293.~~

~~287. — BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~288. — MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~289. — CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~290. — CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~291. — CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~292. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~293. FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~294. -- 295.~~

~~(RESERVED).~~

~~296. MATHEMATICS STANDARDS -- GRADE 4, SECTIONS 297 THROUGH 303.~~

~~297. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~298. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~299. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~300. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~301. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~302. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~303. FUNCTIONS AND MATHEMATICAL MODELS.~~

~~Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~304. -- 305. (RESERVED).~~

~~306. MATHEMATICS STANDARDS -- GRADE 5, SECTIONS 307 THROUGH 313.~~

~~307. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~308. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~309. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

~~Rationale: The step in scientific investigation is understanding the measurable attributes of objects.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~310. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~311. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

(3-15-02)

~~312. DATA ANALYSIS, PROBABILITY AND STATISTICS.~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~**313. — FUNCTIONS AND MATHEMATICAL MODELS.**~~

~~Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~**314. -- 315. — (RESERVED).**~~

~~**316. — MATHEMATICS STANDARDS — GRADE 6, SECTIONS 317 THROUGH 323.**~~

~~**317. — BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.**~~

~~Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~**318. — MATHEMATICAL REASONING AND PROBLEM SOLVING.**~~

~~Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~**319. — CONCEPTS AND PRINCIPLES OF MEASUREMENT.**~~

~~Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~**320. — CONCEPTS AND LANGUAGE OF ALGEBRA.**~~

~~Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~**321. — CONCEPTS AND PRINCIPLES OF GEOMETRY.**~~

~~Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~**322. — DATA ANALYSIS, PROBABILITY AND STATISTICS.**~~

~~Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~323. — FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~324. — 325.~~

~~(RESERVED).~~

~~326. — MATHEMATICS STANDARDS — GRADE 7, SECTIONS 327 THROUGH 333.~~

~~327. — BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~328. — MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~329. — CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~330. — CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~331. — CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~332. — DATA ANALYSIS, PROBABILITY AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~333. — FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~334. — 335.~~

~~(RESERVED).~~

~~336. — MATHEMATICS STANDARDS — GRADE 8, SECTIONS 337 THROUGH 343.~~

~~337. — BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~338. — MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~339. — CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~340. — CONCEPTS AND LANGUAGE OF ALGEBRA.~~

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~341. — CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~342. — DATA ANALYSIS, PROBABILITY AND STATISTICS.~~

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~343. — FUNCTIONS AND MATHEMATICAL MODELS.~~

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~344. -- 345. (RESERVED).~~

~~346. MATHEMATICS STANDARDS GRADES 9 THROUGH 12, SECTIONS 347 THROUGH 353.~~

~~347. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~348. MATHEMATICAL REASONING AND PROBLEM SOLVING.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~349. CONCEPTS AND PRINCIPLES OF MEASUREMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~350. CONCEPTS AND LANGUAGE OF ALGEBRA.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~351. CONCEPTS AND PRINCIPLES OF GEOMETRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~352. DATA ANALYSIS, PROBABILITY, AND STATISTICS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~353. FUNCTIONS AND MATHEMATICAL MODELS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-5-00)

~~354. -- 363. (RESERVED).~~

~~364. SOCIAL STUDIES STANDARDS.~~

~~Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.~~

~~01. U.S. History. These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an~~

interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

~~02. **Government/Civics.** The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.~~

~~“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).~~

~~03. **Economics.** The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day—at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.~~

~~365. **SOCIAL STUDIES STANDARDS—GRADE KINDERGARTEN, SECTIONS 366 THROUGH 378.**~~

~~366. **CRITICAL THINKING AND ANALYTICAL SKILLS.**~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~367. **EVOLUTION OF DEMOCRACY.**~~

~~Evolution of Democracy standards do not apply at this grade level.~~

~~368. **EXPLORATION AND EXPANSION.**~~

~~Exploration and Expansion standards do not apply at this grade level.~~

~~369. **MIGRATION AND IMMIGRATION.**~~

~~Migration and Immigration standards do not apply at this grade level.~~

~~370. **POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~371. **INTERNATIONAL RELATIONS AND CONFLICTS.**~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~372. **CULTURAL AND SOCIAL DEVELOPMENT.**~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~373. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~374. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~375. CITIZEN RESPONSIBILITIES AND RIGHTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~376. ECONOMIC FUNDAMENTALS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~377. ECONOMIC INFLUENCES.~~

Economic Influences standards do not apply at this grade level.

~~378. GEOGRAPHY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~379. 380. (RESERVED).~~

~~381. SOCIAL STUDIES STANDARDS GRADE 1, SECTIONS 382 THROUGH 394.~~

~~382. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~383. EVOLUTION OF DEMOCRACY.~~

Evolution of Democracy standards do not apply at this grade level.

~~384. EXPLORATION AND EXPANSION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~385. MIGRATION AND IMMIGRATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~386. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~387. — INTERNATIONAL RELATIONS AND CONFLICTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~388. — CULTURAL AND SOCIAL DEVELOPMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~389. — FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~390. — ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~391. — CITIZEN RESPONSIBILITIES AND RIGHTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~392. — ECONOMIC FUNDAMENTALS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~393. — ECONOMIC INFLUENCES.~~

Economic Influences standards do not apply at this grade level.

~~394. — GEOGRAPHY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~395. -- 396. — (RESERVED).~~

~~397. — SOCIAL STUDIES STANDARDS — GRADE 2, SECTIONS 398 THROUGH 410.~~

~~398. — CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~399. — EVOLUTION OF DEMOCRACY.~~

Evolution of Democracy standards do not apply at this grade level.

~~400. — EXPLORATION AND EXPANSION.~~

	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
401.	MIGRATION AND IMMIGRATION.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
402.	POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
403.	INTERNATIONAL RELATIONS AND CONFLICTS.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
404.	CULTURAL AND SOCIAL DEVELOPMENT.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
405.	FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
406.	ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
407.	CITIZEN RESPONSIBILITIES AND RIGHTS.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
408.	ECONOMIC FUNDAMENTALS.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
409.	ECONOMIC INFLUENCES.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
410.	GEOGRAPHY.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
411. -- 412.	(RESERVED).	

413. *SOCIAL STUDIES STANDARDS - GRADE 3, SECTIONS 414 THROUGH 426.*

~~414. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~415. EVOLUTION OF DEMOCRACY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~416. EXPLORATION AND EXPANSION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~417. MIGRATION AND IMMIGRATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~418. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~419. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~420. CULTURAL AND SOCIAL DEVELOPMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~421. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~422. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~423. CITIZEN RESPONSIBILITIES AND RIGHTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~424. ECONOMIC FUNDAMENTALS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~425. ECONOMIC INFLUENCES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~426. GEOGRAPHY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~427. -- 428. (RESERVED).~~

~~429. SOCIAL STUDIES STANDARDS -- GRADE 4, SECTIONS 430 THROUGH 442.~~

~~430. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~431. EVOLUTION OF DEMOCRACY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~432. EXPLORATION AND EXPANSION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~433. MIGRATION AND IMMIGRATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~434. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~435. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~436. CULTURAL AND SOCIAL DEVELOPMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~437. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
438.	ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
439.	CITIZEN RESPONSIBILITIES AND RIGHTS.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
440.	ECONOMIC FUNDAMENTALS.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
441.	ECONOMIC INFLUENCES.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
442.	GEOGRAPHY.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
443. -- 444.	(RESERVED).	
445.	SOCIAL STUDIES STANDARDS GRADE 5, SECTIONS 446 THROUGH 458.	
446.	CRITICAL THINKING AND ANALYTICAL SKILLS.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
447.	EVOLUTION OF DEMOCRACY.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
448.	EXPLORATION AND EXPANSION.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
449.	MIGRATION AND IMMIGRATION.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
450.	POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.	

	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
451.	INTERNATIONAL RELATIONS AND CONFLICTS.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
452.	CULTURAL AND SOCIAL DEVELOPMENT.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
453.	FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
454.	ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
455.	CITIZEN RESPONSIBILITIES AND RIGHTS.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
456.	ECONOMIC FUNDAMENTALS.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
457.	ECONOMIC INFLUENCES.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
458.	GEOGRAPHY.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
459. -- 460.	(RESERVED).	
461.	SOCIAL STUDIES STANDARDS -- HISTORY OF HUMAN CIVILIZATION -- MIDDLE GRADES (GRADES 6 THROUGH 8), SECTIONS 462 THROUGH 465.	
462.	HISTORY OF HUMAN CIVILIZATION.	
	(The Standards Table is being deleted in its entirety but is not being printed.)	(3-15-02)
463.	GEOGRAPHY.	

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~464. GOVERNMENT/CIVICS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~465. ECONOMICS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~466. 467. (RESERVED).~~

~~468. SOCIAL STUDIES STANDARDS - GEOGRAPHY - MIDDLE GRADES, SECTION 469.~~

~~469. GEOGRAPHY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~470. 471. (RESERVED).~~

~~472. SOCIAL STUDIES STANDARDS - U.S. HISTORY - MIDDLE GRADES, SECTIONS 473 THROUGH 485.~~

~~473. CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~474. EVOLUTION OF DEMOCRACY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~475. EXPLORATION AND EXPANSION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~476. MIGRATION AND IMMIGRATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~477. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~478. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~479. — CULTURAL AND SOCIAL DEVELOPMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~480. — FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~481. — ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~482. — CITIZEN RESPONSIBILITIES AND RIGHTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~483. — ECONOMIC FUNDAMENTALS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~484. — ECONOMIC INFLUENCES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~485. — GEOGRAPHY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~486. — 487. — (RESERVED).~~

~~488. — SOCIAL STUDIES STANDARDS — GRADES 9 THROUGH 12, SECTIONS 489 THROUGH 490.~~

~~The social studies standards are organized around the three (3) social studies courses currently required by the state of Idaho for high school graduation. These fields of study are economics (one (1) credit), U.S. History (two (2) credits), and government (two (2) credits).~~

~~489. — CRITICAL THINKING AND ANALYTICAL SKILLS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~490. — EVOLUTION OF DEMOCRACY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~491. -- 492. (RESERVED).~~

~~493. UNITED STATES HISTORY, SECTIONS 494 THROUGH 498.~~

~~494. EXPLORATION AND EXPANSION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~495. MIGRATION AND IMMIGRATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~496. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~497. INTERNATIONAL RELATIONS AND CONFLICTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~498. CULTURAL AND SOCIAL DEVELOPMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~499. -- 500. (RESERVED).~~

~~501. GOVERNMENT/CIVICS, SECTIONS 502 THROUGH 506.~~

~~502. CIVIC LIFE, POLITICS AND GOVERNMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~504. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~505. UNITED STATES FOREIGN AFFAIRS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~506. — CITIZEN RESPONSIBILITIES AND RIGHTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~507. — 508. — (RESERVED).~~

~~509. — ECONOMICS, SECTIONS 510 THROUGH 514.~~

~~510. — FUNDAMENTALS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~511. — CONCEPT OF MONEY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~512. — INFLUENCES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~513. — ECONOMIC INSTITUTIONS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~514. — PERSONAL FINANCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~515. — 525. — (RESERVED).~~

~~526. — SCIENCE STANDARDS.~~

~~The members of the Idaho Science Achievement Standards Subcommittee reviewed a number of Achievement Standards including those developed at the national and state levels. The committee has chosen the National Science Education Standards developed by the National Research Council as a starting point for the Idaho Achievement Standards for science shown here. This approach ensures a common base for local development of strong science curriculums.~~

(3-15-02)

~~**01. — Science.** Science is a human endeavor that seeks to understand the universe by observation, experimentation, and rational interpretation of observations. At its core, science is a method of asking questions, a method that may be extended to problem solving in many areas of life. An observation leads to a hypothesis. The hypothesis suggests experiments that might be done to further understand the phenomena. These observations and hypotheses are published in scientific literature whereupon they may be replicated, extended, or disproved by others. Hypotheses that prove capable of explaining observations and making predictions about additional phenomena are retained while those that fail this test are discarded. Only those hypotheses that have proven to be successful over considerable periods of time are referred to as “theories”, and even these theories may be supplanted should they prove incapable of explaining new observations.~~

~~**02. — Reviewing Science Achievement Standards.** It is essential to remember that while reviewing these Science Standards, all theories are subject to revision and that theories are not absolute fact.~~

~~527. SCIENCE STANDARDS—GRADE KINDERGARTEN, SECTIONS 528 THROUGH 538.~~

~~528. UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~529. CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~530. CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~531. CELLULAR AND MOLECULAR CONCEPTS.~~

Cellular and Molecular Concepts standards do not apply at this grade level.

~~532. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~533. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~534. EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~535. TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~536. PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~537. HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~538. INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~539. -- 541. (RESERVED).~~

~~542. SCIENCE STANDARDS--GRADE 1, SECTIONS 543 THROUGH 553.~~

~~543. UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~544. CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~545. CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~546. CELLULAR AND MOLECULAR CONCEPTS.~~

Cellular and Molecular Concepts standards do not apply at this grade level.

~~547. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~548. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~549. EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~550. TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~551. PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~552. HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~553. INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~554. — 556. — (RESERVED).~~

~~557. — SCIENCE STANDARDS — GRADE 2, SECTIONS 558 THROUGH 568.~~

~~558. — UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~559. — CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~560. — CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~561. — CELLULAR AND MOLECULAR CONCEPTS.~~
Cellular and Molecular Concepts standards do not apply at this grade level.

~~562. — INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~563. — MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~564. — EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~565. — TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~566. — PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~567. — HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~568. — INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~569. — 571. — (RESERVED).~~

~~572. — SCIENCE STANDARDS — GRADE 3, SECTIONS 573 THROUGH 583.~~

~~573. — UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~574. — CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~575. — CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~576. — CELLULAR AND MOLECULAR CONCEPTS.~~

Cellular and Molecular Concepts standards do not apply at this grade level.

~~577. — INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~578. — MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~579. — EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~580. — TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~581. — PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~582. — HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~583. INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~584. -- 586. (RESERVED).~~

~~587. SCIENCE STANDARDS GRADE 4, SECTIONS 588 THROUGH 598.~~

~~588. UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~589. CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~590. CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~591. CELLULAR AND MOLECULAR CONCEPTS.~~

Cellular and Molecular Concepts standards do not apply at this grade level.

~~592. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~593. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~594. EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~595. TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~596. PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~597. HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~598. INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~599. 601. (RESERVED).~~

~~602. SCIENCE STANDARDS GRADE 5, SECTIONS 603 THROUGH 613.~~

~~603. UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~604. CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~605. CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~606. CELLULAR AND MOLECULAR CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~607. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~
Interdependence of Organisms and Biological Change standards do not apply at this grade level.

~~608. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~609. EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~610. TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~611. PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~612. HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~613. INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~614. --- 616. (RESERVED).~~

~~617. SCIENCE STANDARDS GRADE 6, SECTIONS 618 THROUGH 628.~~

~~618. UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~619. CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~620. CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~621. CELLULAR AND MOLECULAR CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~622. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

No standards of Interdependence of Organisms and Biological Change apply at this grade level.

~~623. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~624. EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~625. TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~626. PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~627. HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~628. INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~629. 631. (RESERVED).~~

~~632. SCIENCE STANDARDS – MIDDLE GRADES (GRADES 7-8), SECTIONS 633 THROUGH 643.
Based on the necessary math knowledge and skills, student maturation level, and the need for secondary level
Physical Science exposure, it is recommended that Earth Science be scheduled at the middle school level. The
standards reflect this recommendation.~~

~~633. UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~634. CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~635. CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~636. CELLULAR AND MOLECULAR CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~637. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~638. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~639. EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~640. TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~641. PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~642. HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~643. INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~644. 646. (RESERVED).~~

~~647. SCIENCE STANDARDS GRADES 9 THROUGH 12, SECTIONS 648 THROUGH 658.~~

~~648. UNIFYING CONCEPTS OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~649. CONCEPTS OF SCIENTIFIC INQUIRY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~650. CONCEPTS OF PHYSICAL SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~651. CELLULAR AND MOLECULAR CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~652. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~653. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

654. — ~~EARTH AND SPACE SYSTEMS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

655. — ~~TECHNOLOGY.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

656. — ~~PERSONAL AND SOCIAL PERSPECTIVES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

657. — ~~HISTORY OF SCIENCE.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

658. — ~~INTERDISCIPLINARY CONCEPTS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

659. -- 668. ————— ~~(RESERVED).~~

669. — ~~LANGUAGE ARTS/COMMUNICATIONS STANDARDS.~~

Language, the gateway to learning, provides our most powerful and readily available tool to represent the world to ourselves as well as ourselves to the world. Not only a means of communications, language serves as our primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity.

670. — ~~LANGUAGE ARTS/COMMUNICATIONS STANDARDS — KINDERGARTEN, SECTIONS 671 THROUGH 675.~~

671. — ~~READING.~~

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

672. — ~~WRITING.~~

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

673. — ~~LISTENING.~~

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

674. — ~~SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~675. — VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~676. — 678. — (RESERVED).~~

~~679. — LANGUAGE ARTS/COMMUNICATIONS STANDARDS — GRADE 1, SECTIONS 680 THROUGH 684.~~

~~680. — READING.~~

~~Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~681. — WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~682. — LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~683. — SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~684. — VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~685. — 687. — (RESERVED).~~

~~688. — LANGUAGE ARTS/COMMUNICATIONS STANDARDS — GRADE 2, SECTIONS 689 THROUGH 693.~~

~~689. — READING.~~

~~Rationale: Read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~690. — WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~691. — LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~692. — SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~693. — VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~694. — 696. — (RESERVED).~~

~~697. — LANGUAGE ARTS/COMMUNICATIONS STANDARDS — GRADE 3, SECTIONS 698 THROUGH 702.~~

~~698. — READING.~~

~~Rationale: Read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~699. — WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~700. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~701. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~702. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~703. --- 705. (RESERVED).~~

~~706. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 4, SECTIONS 707 THROUGH 711.~~

~~707. READING.~~

~~Rationale: Read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~708. WRITING.~~

~~Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~709. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~710. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~711. —VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~712. — 714.~~

~~(RESERVED).~~

~~715. —LANGUAGE ARTS/COMMUNICATIONS STANDARDS – GRADE 5, SECTIONS 716 THROUGH 720.~~

~~716. —READING.~~

~~Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~717. —WRITING.~~

~~Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~718. —LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~719. —SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~720. —VIEWING.~~

~~Rationale: Use viewing skills to understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~721. — 723. — (RESERVED).~~

~~724. — LANGUAGE ARTS/COMMUNICATIONS STANDARDS — GRADE 6, SECTIONS 725 THROUGH 729.~~

~~725. — READING.~~

~~Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~726. — WRITING.~~

~~Rationale: Students write to demonstrate skills and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~727. — LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~728. — SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~729. — VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~730. — 732. — (RESERVED).~~

~~733. — LANGUAGE ARTS/COMMUNICATIONS STANDARDS — GRADE 7, SECTIONS 734 THROUGH 738.~~

~~734. — READING.~~

~~Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~735. — WRITING.~~

~~Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~736. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~737. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~738. VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~739. -- 741. (RESERVED).~~

~~742. LANGUAGE ARTS/COMMUNICATIONS STANDARDS -- GRADE 8, SECTIONS 743 THROUGH 747.~~

~~743. READING.~~

~~Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~744. WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~745. LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(4-6-05)

~~746. SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written and viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(4-6-05)~~

~~747. —VIEWING.~~

~~Rationale: Use skills of viewing to effectively understand and comprehend visually presented material and use visual elements to produce visual presentations.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(5-3-03)~~

~~748. — 750.~~

~~(RESERVED).~~

~~751. —LANGUAGE ARTS/COMMUNICATIONS STANDARDS -- GRADES 9 THROUGH 12, SECTIONS 752 THROUGH 756.~~

~~752. —READING.~~

~~Rationale: Read a variety of grade level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(4-6-05)~~

~~753. —WRITING.~~

~~Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(4-6-05)~~

~~754. —LISTENING.~~

~~Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(4-6-05)~~

~~755. —SPEAKING.~~

~~Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(4-6-05)~~

~~756. —VIEWING.~~

~~(The Standards Table is being deleted in its entirety but is not being printed.)~~

~~(3-15-02)~~

~~757. — 766.~~

~~(RESERVED).~~

~~767. HEALTH STANDARDS.~~

~~01. Health Education. Health education enables students to obtain, apply, and benefit from health information, services, and skills in ways that enhance the individual and society. Health knowledge and its applications enhance the ability to achieve life goals. Health is a dynamic process that includes emotional, mental, physical, social, environmental, and spiritual dimensions.~~

~~02. Instruction in Human Sexuality. Instruction in the areas of human sexuality are ultimately governed by Sections 33-1608 through 33-1611, Idaho Code:~~

~~a. Section 33-1608, Idaho Code—Family life and sex education—legislative policy. (3-15-02)~~

~~b. Section 33-1609, Idaho Code—“Sex education” defined. (3-15-02)~~

~~c. Section 33-1610, Idaho Code—Involvement of parents and community group. (3-15-02)~~

~~d. Section 33-1611, Idaho Code—Excusing children from instruction in sex education. (3-15-02)~~

~~e. Throughout the Health Standards section the term “STDs” (Sexually Transmitted Disease) includes HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome).~~

~~768. HEALTH STANDARDS—KINDERGARTEN, SECTIONS 769 THROUGH 773.~~

~~769. HEALTHY LIFESTYLES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~770. RISK-TAKING BEHAVIOR.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~771. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~772. CONSUMER HEALTH.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~773. MENTAL AND EMOTIONAL WELLNESS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~774. — 776. (RESERVED).~~

~~777. HEALTH STANDARDS—GRADE 1, SECTIONS 778 THROUGH 782.~~

~~778. HEALTHY LIFESTYLES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~779. RISK-TAKING BEHAVIOR.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~780. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~781. CONSUMER HEALTH.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~782. MENTAL AND EMOTIONAL WELLNESS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~783. -- 785. (RESERVED).~~

~~786. HEALTH STANDARDS - GRADE 2, SECTIONS 787 THROUGH 791.~~

~~787. HEALTHY LIFESTYLES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~788. RISK-TAKING BEHAVIOR.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~789. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~790. CONSUMER HEALTH.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~791. MENTAL AND EMOTIONAL WELLNESS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~792. -- 794. (RESERVED).~~

~~795. HEALTH STANDARDS - GRADE 3, SECTIONS 796 THROUGH 800.~~

~~796. HEALTHY LIFESTYLES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~797. RISK-TAKING BEHAVIOR.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~798. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~799. CONSUMER HEALTH.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~800. MENTAL AND EMOTIONAL WELLNESS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~801. -- 803. (RESERVED).~~

~~804. HEALTH STANDARDS -- GRADE 4, SECTIONS 805 THROUGH 809.~~

~~805. HEALTHY LIFESTYLES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~806. RISK-TAKING BEHAVIOR.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~807. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~808. CONSUMER HEALTH.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~809. MENTAL AND EMOTIONAL WELLNESS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~810. -- 812. (RESERVED).~~

~~813. HEALTH STANDARDS—GRADE 5, SECTIONS 814 THROUGH 818.~~

~~814. HEALTHY LIFESTYLES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~815. RISK TAKING BEHAVIOR.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~816. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~817. CONSUMER HEALTH.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~818. MENTAL AND EMOTIONAL WELLNESS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~819. -- 821. (RESERVED).~~

~~822. HEALTH STANDARDS—GRADE 6, SECTIONS 823 THROUGH 827.~~

~~823. HEALTHY LIFESTYLES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~824. RISK TAKING BEHAVIOR.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~825. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~826. CONSUMER HEALTH.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

~~827. MENTAL AND EMOTIONAL WELLNESS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~828. -- 830. (RESERVED).~~

~~831. HEALTH STANDARDS -- MIDDLE GRADES (GRADES 7-8), SECTIONS 832 THROUGH 836.~~

~~832. HEALTHY LIFESTYLES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~833. RISK TAKING BEHAVIOR.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~834. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~835. CONSUMER HEALTH.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~836. MENTAL AND EMOTIONAL WELLNESS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~837. -- 839. (RESERVED).~~

~~840. HEALTH STANDARDS -- GRADES 9 THROUGH 12, SECTIONS 841 THROUGH 845.~~

~~841. HEALTHY LIFESTYLES.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~842. RISK TAKING BEHAVIOR.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~843. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~844. CONSUMER HEALTH.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

845. ~~MENTAL AND EMOTIONAL WELLNESS.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

~~(3-15-02)~~

846. ~~855.~~ ~~(RESERVED).~~

856. ~~GLOSSARY OF HUMANITIES TERMS.~~

~~The following definitions apply only to Sections 856 through 954 of these rules.~~

~~01. **Aesthetics.** A branch of philosophy that deals with issues of beauty. The questions and ideas of aesthetics define what society considers art: the creation and response to art, the role of art in society, and the standards for judging and interpreting the significance of art.~~

~~02. **Application.** The practice of using one's knowledge, techniques, and skills to produce a product.~~
~~(3-15-02)~~

~~03. **Appreciation.** A sensitive awareness; in the context of the arts, a recognition of aesthetic values.~~
~~(3-15-02)~~

~~04. **Artifact.** A product of civilization, such as a tool or ornament, that shows human workmanship or modification.~~

~~(3-15-02)~~

~~05. **Authentic Materials and Resources.** Materials created by people living in their culture (such as a country's newspapers, magazines, or menus) or native speakers themselves.~~

~~06. **Creative Expression.** An imaginative response that exhibits both feeling and core knowledge of an art form.~~
~~(3-15-02)~~

~~07. **Culture/Cultures.** A group that influences ways of perceiving, valuing, behaving, and believing.~~
~~(5-3-03)~~

~~08. **Disciplines.** Specific fields of study within the arts and humanities such as visual art, music, theatre, dance, literature, philosophy.~~

~~09. **Diversity.** The condition of being different, inclusive of wide ethnic representation, varied viewpoints, and range of abilities.~~

~~10. **Ethical/Ethics.** Relating to moral action, motivation, conduct or character. The discipline dealing with what is good and bad and with moral duty and obligation.~~

~~11. **Expository Writing.** Writing that is neither descriptive nor narrative and whose primary function is to explain and/or define.~~

~~12. **Genre.** A category of artistic, musical, or literary composition characterized by a particular style, form, or content.~~

~~(3-15-02)~~

~~13. **Historical/Culture/Living Culture.** A culture, civilization that has existed in the past/one that is current and/or evolving.~~

~~14. **Integrate.** To incorporate into a larger unit.~~
~~(3-15-02)~~

~~15. **Interdisciplinary Humanities.** A study of two (2) or more related disciplines within the state-adopted list of humanities subjects.~~

~~16. **Interrelationships.** Mutual or reciprocal relationships of arts and humanities disciplines.~~
~~(3-15-02)~~

~~17. **Literary Work.** An example of writing that possesses the qualities or characteristics of letters, human learning, or literature.~~

~~18. **Nationalism.** A sense of national consciousness, placing primary emphasis on the culture and interests of a particular nation.~~

~~19. **Reasoned Dialogue.** The process of presenting a calculated discussion of ideas through logical means. (5-3-03)~~

~~20. **Replicate.** To repeat or duplicate a product or process. (3-15-02)~~

~~21. **Speculate.** To examine an idea or process and determine a logical outcome. (3-15-02)~~

~~22. **Style.** An accustomed manner or method of creating or performing as sanctioned by an accepted standard. (3-15-02)~~

~~23. **Translate.** To turn into one's own or another language; to change an activity or idea from one (1) form into another.~~

~~857. **IDAHO HUMANITIES STANDARDS.**~~

~~In order to achieve success, a student of the humanities must gain content knowledge, practice critical thinking skills, and experience personal expression. These standards offer a framework for student's achievement in the arts and humanities and are organized into the three (3) categories of Interdisciplinary Humanities, Visual and Performing Arts, and Foreign Language.~~

~~01. **Interdisciplinary Humanities.** The interdisciplinary humanities standards are based on the assumption that connections exist between the arts and humanities disciplines chronicled through history. Through interdisciplinary study, the student acquires knowledge and skills that promote understanding of these connections as they exist among two (2) or more of the following areas:~~

~~a. **Literature;** (5-3-03)~~

~~b. **History;** (5-3-03)~~

~~c. **Philosophy;** (5-3-03)~~

~~d. **Architecture;** (5-3-03)~~

~~e. **Music;** (5-3-03)~~

~~f. **Art;** (5-3-03)~~

~~g. **Drama;** (5-3-03)~~

~~h. **Dance;** (5-3-03)~~

~~i. **Foreign language; and** (5-3-03)~~

~~j. **Comparative world religion.** (5-3-03)~~

~~02. **Visual and Performing Arts.** The visual and performing arts standards address four (4) arts disciplines—music, visual art, theatre, and dance. Their scope is K-12, and they address both content and achievement. (5-3-03)~~

~~03. Foreign Language. The foreign language standards address basic language acquisition skills of speaking, listening, reading, writing, and observing. In addition, foreign language courses satisfying the humanities core requirement include instruction in cultural context, critical thinking, and performance.~~

~~858. INTERDISCIPLINARY HUMANITIES KINDERGARTEN THROUGH GRADE 3.
Interdisciplinary Humanities standards do not apply at these grade levels.~~

~~859. 865. (RESERVED).~~

~~866. VISUAL AND PERFORMING ARTS KINDERGARTEN THROUGH GRADE 3, SECTIONS 867 THROUGH 872.~~

~~867. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.~~

~~868. STANDARD ONE.
Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~869. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.~~

~~870. STANDARD TWO.
Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~871. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.~~

~~872. STANDARD THREE.
Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~873. 882. (RESERVED).~~

~~883. FOREIGN LANGUAGE KINDERGARTEN THROUGH GRADE 3, SECTIONS 884 THROUGH 889.~~

~~884. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~885. STANDARD ONE.
Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~886. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

~~887. STANDARD TWO.~~

~~Conduct structural analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~888. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~889. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~890. 891. (RESERVED).~~

~~892. INTERDISCIPLINARY HUMANITIES GRADES 4 AND 5.~~

~~Interdisciplinary Humanities standards do not apply at these grade levels.~~

~~893. 899. (RESERVED).~~

~~900. VISUAL AND PERFORMING ARTS GRADES 4 AND 5, SECTIONS 901 THROUGH 906.~~

~~901. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.~~

~~902. STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~903. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.~~

~~904. STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~905. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.~~

~~906. STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~907. 916. (RESERVED).~~

~~917. FOREIGN LANGUAGE GRADES 4 AND 5, SECTIONS 918 THROUGH 923.~~

~~918. — HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~919. — STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~920. — CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

~~921. — STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~922. — ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~923. — STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~924. -- 925. — (RESERVED).~~

~~926. — INTERDISCIPLINARY HUMANITIES — GRADES 6 THROUGH 8.~~

~~Interdisciplinary Humanities standards do not apply at these grade levels.~~

~~927. -- 933. — (RESERVED).~~

~~934. — VISUAL AND PERFORMING ARTS — GRADES 6 THROUGH 8, SECTIONS 935 THROUGH 940.~~

~~935. — HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.~~

~~936. — STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~937. — CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.~~

~~938. — STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~939. — ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.~~

~~940. — STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~941. -- 950. — (RESERVED).~~

~~951. — FOREIGN LANGUAGE GRADES 6 THROUGH 8, SECTIONS 952 THROUGH 955.~~

~~952. — HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~953. — STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(3-15-02)

~~954. — CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

~~955. — STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~956. — ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~957. — STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~958. -- 959. — (RESERVED).~~

~~960. — INTERDISCIPLINARY HUMANITIES GRADES 9 THROUGH 12, SECTIONS 961 THROUGH 966.~~

~~961. — HISTORICAL AND CULTURAL CONTEXTS OF INTERDISCIPLINARY HUMANITIES.~~

~~962. — STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~963. — CRITICAL THINKING IN INTERDISCIPLINARY HUMANITIES.~~

~~964. — STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~965. — ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE INTERDISCIPLINARY HUMANITIES.~~

~~966. — STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~967. — 968. — (RESERVED).~~

~~969. — VISUAL AND PERFORMING ARTS — GRADES 9 THROUGH 12, SECTIONS 970 THROUGH 975.~~

~~970. — HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.~~

~~971. — STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~972. — CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.~~

~~973. — STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~974. — ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.~~

~~975. — STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~976. — 986. — (RESERVED).~~

~~987. — FOREIGN LANGUAGE — GRADES 9 THROUGH 12, SECTIONS 988 THROUGH 993.~~

~~988. — HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.~~

~~989. — STANDARD ONE.~~

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~990. — CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.~~

~~991. — STANDARD TWO.~~

~~Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~992. — ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.~~

~~993. — STANDARD THREE.~~

~~Communicate in the humanities disciplines through acquisition, application, and creative expression.~~

(The Standards Table is being deleted in its entirety but is not being printed.)

(5-3-03)

~~994. -- 998. ————— (RESERVED).~~

~~999. — GIFTED AND TALENTED PROGRAMS.~~

~~01. — Definitions. The following definitions apply only to Section 999 of these rules. (3-15-02)~~

~~a. — Department. State Department of Education. (3-30-01)~~

~~b. — District. Local school district. (3-30-01)~~

~~c. — Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code.~~

~~d. — Governing gifted and talented educational requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code. (3-30-01)~~

~~02. — Legal Compliance. The State Department of Education and districts shall comply with all governing gifted and talented education requirements.~~

~~03. — District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include:~~

~~a. — Philosophy statement. (3-30-01)~~

~~b. — Definition of giftedness. (3-30-01)~~

~~c. — Program goals. (3-30-01)~~

- ~~d. Program options. (3 30 01)~~
- ~~e. Identification procedures. (3 30 01)~~
- ~~f. Program evaluation. (3 30 01)~~
- ~~04. **Screening.** The district's process for identifying gifted and talented students shall include the following steps: (3 30 01)~~
- ~~a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3 30 01)~~
- ~~b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3 30 01)~~
- ~~c. The district shall match student needs with appropriate program options. (3 30 01)~~
- ~~05. **Assessment.** Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3 30 01)~~
- ~~a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (3 30 01)~~
- ~~b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. (3 30 01)~~
- ~~c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (3 30 01)~~
- ~~06. **Administration.** The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (3 30 01)~~

K. SUBJECT:

Praxis II Assessment Requirements for Entry into Alternative Routes for Exceptional Child Certificate

BACKGROUND:

On November 17, 2000, the Idaho State Board of Education approved the recommendation from the Professional Standards Commission (PSC) to approve Praxis II as the assessment requirement for Idaho teacher certification. The No Child Left Behind Act requires that teachers of core subjects, including special education teachers, who are the primary deliverers of core subject content, demonstrate subject matter competency by meeting or exceeding qualifying scores on subject specific assessments. Experts in the field of special education recommended that the Professional Standards Commission conduct test analyses on Praxis II #0511: Fundamental Subjects: Content Knowledge as an entry requirement for those seeking an Exceptional Child Certificate via two of Idaho's alternative routes that become effective July 1, 2006:

- 1) Teacher to New Certification
- 2) Content Specialist to Teacher

Requiring Praxis II #0511: Fundamental Subjects: Content Knowledge would meet the requirements of the No Child Left Behind Act.

DISCUSSION:

Working with the assistance of Educational Testing Services and the State Department of Education, teams of experts in special education, including K-12 teachers and college/university educators, conducted test analysis on #0511: Fundamental Subjects: Content Knowledge. The teams determined that the assessment and Idaho Standards for teachers align. After reviewing the results, the PSC recommends that Praxis II #0511: Fundamental Subjects: Content Knowledge be required as an entry requirement for those seeking an Exceptional Child Certificate via the Teacher to New Certification or Content Specialist to Teacher Alternative Routes.

RECOMMENDATION:

To approve the PSC recommendation that Praxis II #0511: Fundamental Subjects: Content Knowledge be required as an entry requirement for those seeking an Exceptional Child Certificate via the Teacher to New Certification or Content Specialist to Teacher Alternative Routes.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request to require Praxis II testing. Moved by _____, seconded by _____ and carried.

L. SUBJECT:

Praxis II Assessment Requirements for Teacher Certification:

#0511: Fundamental Subjects: Content Knowledge

#0069: Middle School Mathematics

BACKGROUND:

On November 17, 2000, the Idaho State Board of Education approved the recommendation from the Professional Standards Commission (PSC) to approve Praxis II as the assessment requirement for Idaho teacher certification. The No Child Left Behind Act requires that teachers of mathematics and special education teachers demonstrate subject matter competency by taking a content area assessment. Experts in the fields of special education and middle level mathematics recommended that the Professional Standards Commission conduct test analyses on two Praxis II assessments for the following certification areas:

- 1) #0511: Fundamental Subjects: Content Knowledge for the Exceptional Child Certificate
- 2) #0069: Middle School Mathematics for the Basic Mathematics Endorsement

DISCUSSION:

Working with assistance from Educational Testing Services and the State Department of Education, teams of experts in special education and middle level mathematics, including K-12 teachers and college/university educators, conducted test analyses on #0511: Fundamental Subjects: Content Knowledge and #0069: Middle School Mathematics. The teams determined that these assessments and Idaho Standards for teachers align. After reviewing these results, the Professional Standards Commission recommends that Praxis II #0511: Fundamental Subjects: Content Knowledge be required for the Exceptional Child Certificate and Praxis II #0069: Middle School Mathematics be required for the Basic Mathematics Endorsement.

RECOMMENDATION:

To approve the Professional Standards' recommendation that Praxis II #0511: Fundamental Subjects: Content Knowledge be required for the Exceptional Child Certificate and Praxis II #0069: Middle School Mathematics be required for the Basic Mathematics Endorsement.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the request to require Praxis II testing in these content areas. Moved by _____, seconded by _____ and carried.

M. SUBJECT:

Provisional Authorization Certificate

BACKGROUND:

The No Child Left Behind Act (NCLB) requires that all Idaho teachers of core subjects (English, reading, or language; drama, music, or art; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography) be highly qualified by the end of the 2005-2006 school year. Additionally, State statute requires all educators to be certified for the services being rendered. Many Idaho school districts have approached the Professional Standards Commission and the State Department of Education with concerns about being able to meet the state and federal requirements by the end of the 2005-06 school year.

DISCUSSION:

The State Department of Education, in cooperation with the State Board of Education, added procedures (Attachment 1) according to State Board rule (Attachment 2) to implement an option that will allow school districts to “fill a hiring gap” without losing state funding or experiencing accreditation consequences.

This option would be used to address situations where hiring a teacher is difficult. An example of a situation where a district may use provisional authorization would be when a highly qualified teacher decides not to return to the classroom after Christmas vacation. A certificated, highly qualified teacher is not available to take over the classes when school resumes in January. Hiring someone using the Provisional Authorization Certificate provides a viable option for the district.

This provisional authority is nonrenewable. A district wanting to hire a teacher using this option must submit a letter requesting permission, stating the circumstances that prompted the request, outlining the district’s efforts to hire a highly qualified teacher, and specifying the qualifications of the individual selected to fill a specific position. A district’s request must be signed by the superintendent and the board chairman.

ATTACHMENT:

1. Provisional Authorization Certificate and Application Procedures
2. IDAPA 08.02.02.016 - Idaho Educator Credential

1. Provisional Authorization Certificate

- a. School districts may receive authorization to hire an individual who is not appropriately certified.
- b. This authorization is valid only during the school year for which the application is received.
- c. This authorization is non-renewable.
- d. As per Code of Federal Regulation (CFR) 34.200.55 and 34.200.56, this authorization **will not** meet the federal highly qualified teacher requirements. For federal report purposes, teachers holding this authorization must be listed by the employing district as not being highly qualified.
- e. In order for an employee who was hired using this certificate to be employed again the following year, he/she **must** be enrolled in one of the following Idaho State Board of Education – approved alternate route programs as soon as practicable:
 - 1. Alternative Authorization – Teacher to New Certification
 - 2. Alternative Authorization – Content Specialist
 - 3. Computer-based alternate route

APPLICATION PROCEDURE

- a. School entities (public, private, charter, or parochial schools) **must** submit a letter of request signed by the superintendent and the chair of the local board or trustees. For private or parochial schools, the letter of request **must** be signed by two individuals with authority to sign official documents.
- b. The letter **must** contain:
 - 1. a brief statement explaining the need that prompted the request;
 - 2. a statement outlining the “good faith effort” the district made in attempting to hire someone with appropriate certification; and,
 - 3. a statement specifying the qualifications of the individual pertinent to a given position.
- c. The application letter **must** be accompanied by:
 - 1. a completed Provisional Authorization form (available at www.sde.state.id.us/certification);
 - 2. a non-refundable \$100 check or money order payable to the State Department of Education; and,
 - 3. a completed fingerprint form, if appropriate, and a non-refundable \$40 check or money order payable to the State Department of Education.

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

016. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein.
(Section 33-1201, Idaho Code) (3-16-04)

N. SUBJECT:

Approval of Performance Standards and Cut Scores for the Idaho Alternate Assessment

BACKGROUND:

States are required by the Individuals with Disabilities Education Act and the No Child Left Behind Act to provide an alternate state assessment for students with significant cognitive disabilities. This assessment must be aligned to the state alternate content standards. The Bureau of Special Populations has worked with Dr. Stephen N. Elliott, Vanderbilt University, for several years in the development of Idaho's alternate standards and the Idaho Alternate Assessment (IAA). During the peer review from U. S. Department of Education (USDOE) on the Idaho state assessment system, it was determined that there had not been official approval of the alternate standards, the performance standards (student achievement levels), or the cut scores for the IAA. In order to be compliant with the NCLB state assessment peer review, the State Board of Education must officially approve these three items.

DICUSSION:

At the February 2006 Board meeting, the OSBE approved the alternate content standards when it approved the Idaho Achievement Standards. Dr. Stephen Elliott gave a presentation on the IAA to the Board at the April 2004 meeting. At the meeting, he covered the development of the Idaho Alternate Assessment, the IAA student achievement levels, and the establishment of IAA cut scores using an approved bookmarking process. His presentation can be located on the Board website April 2004 agenda packet.

There are four student achievement levels defined for ISAT in Board rule (IDAPA 08.02.03.112). These levels include definitions for advanced, proficient, basic and below basic. Proficiency for the ISAT is defined as, "The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills at his/her educational level." There are also the same four student achievement levels defined for the IAA. Proficiency

for IAA is defined as, “The student demonstrates developing use and application of alternate knowledge and skills and exhibits them with concrete level and some abstract level tasks.” Detailed definitions for advanced, proficient, basic and below basic for the Alternate Assessment can be found in Attachment N.1.

Once the student achievement levels were established, the Bureau brought together a group of teachers and administrators from across the state who used an approved bookmarking process using student IAA data. Cut scores for the IAA student achievement levels can be found in Attachment N.2.

Approval of the student achievement levels for the IAA found in Attachment N.1. and the IAA cut scores found in Attachment N.2. must be officially approved by the Board to ensure full approval of the Idaho Alternate Assessment from USDOE. Detailed information on the IAA can be found in the *Administrators Guide to the Idaho Alternate Assessment* on the SDE website at <http://www.sde.state.id.us/specialed/AltAssessment/IAAManual.pdf>

RECOMMENDATION:

It is recommended by the State Department of Education that the Board approve the IAA performance standards and the IAA cut scores as presented in Attachments N.1. and N.2.

BOARD ACTION:

A motion to approve the IAA student achievement levels and the IAA cut scores as submitted and defined in Attachments N.1. and N.2.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENTS:

1. IAA Student Achievement Levels
2. IAA Cut Scores

Attachment 1

Student Achievement Levels for the Idaho Alternate Assessment

Performance for students participating in the Idaho Alternate Assessment has been defined using a 4-Level Proficiency Structure. Each level has been defined as follows:

ADVANCED IAA: Generalized Use and Application of Alternate Knowledge & Skills

The student demonstrates advanced (or generalized) alternate knowledge and skills and exhibits more abstract applications of the knowledge and skills. Performance is typically spontaneous and independent while occurring in various natural settings. Little re-teaching or reminders are necessary but performance is still significantly below developmental/grade expectations.

- The student has some abstract understanding of the information important to the topic.
- The student can perform the skill or process important to the topic with no significant errors and with fluency. Additionally, he/she understands the key features of the skill process.

PROFICIENT IAA: Developing Use and Application of Alternate Knowledge and Skills

The student demonstrates proficient (or developing) alternate knowledge and skills and exhibits mixed applications of the knowledge and skills between concrete and some abstract level tasks. Performance demonstrations are sometimes spontaneous and the degrees of dependency increase as the applications become more abstract. Both abstract and concrete demonstrations occur but some support and assistance is necessary. Proficiency is only demonstrated with reteaching and repeated practices in one or more settings.

- The student has a concrete to abstract understanding of the information important to the topic, but not in great detail.
- The student can perform the skill or process important to the topic with support, but without making significant errors.

BASIC IAA: Emerging Use and Application of Alternate Knowledge and Skills

The student demonstrates basic (emerging) alternate knowledge and skills and exhibits only a concrete application of the knowledge and skills in structured settings. Full or partial supports are required more than half of the time and a large degree of dependency is on the instructor, aide, parent, or peer. The student does not exhibit spontaneous demonstration of the knowledge and skill and re-teaching and repeated practice must be provided continuously to address gaps in understanding.

- The student has an incomplete understanding of the topic and/or misconceptions about some of the information. However, he/she can maintain a basic, concrete understanding of the topic with full or partial support.
- The student makes some significant errors when performing the skill or process important to the topic, but nevertheless, completes some important components of the task and accomplishes a rough approximation of the skill or process with support.

BELOW BASIC IAA: Non-existent, or Beginning to Demonstrate Alternate Knowledge and Skills

The student demonstrates below basic (non-existent) alternate knowledge and skills or is beginning demonstrations with full physical prompts in relevant, structured settings. Performance is typically focused on the initial access skills that will allow a student to move to more emerging demonstrations of the alternate knowledge and skills.

- The student's understanding of the topic is so incomplete or has so many supports that he/she cannot be said to understand the topic.
- The student needs so much support in performing the skill or process important to the topic that he/she cannot actually perform the skill.
- In some cases, no judgment can be made.

Attachment 2

Idaho Alternate Assessment Cut Scores

Table 1. Recommended Score Ranges for the IAA Proficiency Levels for Reading

Reading [12 items]	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Advanced	85 - 192	91– 192	101-192	110-192	123-192	125-192	127-192	130-192	133-192	140-192	146-192
Proficient	30 - 84	36 – 90	48 - 100	54 - 109	62 - 122	66 - 124	70 - 126	74 - 129	78 - 132	82 - 139	84 - 145
Basic	16 - 29	20 – 35	23 - 47	23 - 53	24 - 61	26 - 65	28 - 69	30 - 73	34 - 77	36 - 81	38 - 83
Below Basic	12 - 15	12 – 19	12 - 22	12 - 22	12 - 23	12 - 25	12 - 27	12 - 29	12 - 33	12 - 35	12 - 37

Table 2. Recommended Score Ranges for the IAA Proficiency Levels for Language Arts

Language Arts [18 items]	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Advanced	156– 288	166– 288	172 - 288	176 – 288	188 – 288	192 – 288	195 – 288	197 – 288	200 – 288
Proficient	75 – 155	82 – 165	88 – 171	92 – 175	98 – 187	106 – 191	108 – 194	112 – 196	116 – 199
Basic	31 – 74	34 – 81	35 – 87	40 – 91	42 – 97	46 – 105	50 – 107	55 – 111	60 – 115
Below Basic	18 – 30	18 – 33	18 – 34	18 - 39	18 – 41	18– 45	18 – 49	18 – 54	18 – 59

Table 3. Recommended Score Ranges for the IAA Proficiency Levels for Mathematics

Math [18 items]	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Advanced	120 – 288	126 – 288	129 – 288	138 – 288	147 – 288	156 – 288	167 – 288	176 – 288	186 – 288
Proficient	46 – 119	52 – 125	58 – 128	64 – 137	70 – 146	76 – 155	80 – 166	92 – 175	106 – 185
Basic	25 – 45	27 – 51	29 – 57	31 – 63	33 – 69	35 – 75	36 – 79	37 – 91	38 –105
Below Basic	18 – 24	18 – 26	18 – 28	18 – 30	18 – 32	18 – 34	18 – 35	18 – 36	18 – 37

Table 4. Comparison of the Percentage of Students Above the Proficient Level Cut-Score on the IAA to the ISAT

Content Area	% Student Above Proficient Level Cut-Score on the IAA	% Student Above Proficient Level Cut-Score on the ISAT
	<u>2003</u> / <u>2004</u> / <u>2005</u>	<u>2003</u> / <u>2004</u> / <u>2005</u>
Reading 4 th 8 th 10 th	61% / 68% / 76% 56% / 68% / 80% 68% / 54% / 72%	75% / 82% (43%) / 74% / 82% (36%) / 75% / 78% (30%) /
Language Arts 4 th 8 th 10 th	60% / 75% / 62% 55% / 70% / 55% 61% / 59% / 62%	80% / 89% (63%) / 71% / 73% (22%) / 74% / 81% (32%) /
Mathematics 4 th 8 th 10 th	61% / 70% / 61% 50% / 62% / 50 % 61% / 52% / 79 %	77% / 84% (55%) / 53% / 66% (21%) / 72% / 71% (26%) /

Note. All percentages are rounded to the nearest whole number. The percentages in parentheses represent the percentage of students with disabilities who performed at the Proficient or Advanced Achievement levels on the ISAT and thus for AYP purposes are counted as “Proficient.”