

**STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT’S UPDATE	Information Item
2	PROPOSED RULE- IDAPA 08.02.02.004 TO THE IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL AND PROPOSED ADOPTION OF TEACHER LEADER STANDARDS	Motion to Approve
3	PROPOSED RULE – IDAPA 08.02.02.016, 021, .022, .023, .024, .029 - RULES GOVERNING UNIFORMITY	Motion to Approve
4	PROPOSED RULE – IDAPA 08.02.02.120, .121 ESEA WAIVER - EDUCATOR EVALUATIONS	Motion to Approve
5	PROPOSED RULE – IDAPA 08.02.03.004 – ADOPTION OF 2012 WIDA STANDARDS FOR LIMITED ENGLISH PROFICIENT STUDENTS, INCORPORATION BY REFERENCE	Motion to Approve
6	PROPOSED RULE – IDAPA 08.02.03.008 RULES GOVERNING THOROUGHNESS – DEFINITIONS H-S	Motion to Approve
7	ESEA FLEXIBILITY WAIVER	Motion to Approve

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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Roger Quarles, former Superintendent of the Caldwell School District and now with Boise State University, will be making a presentation on The Idaho Leads Project.

BOARD ACTION

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

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SUBJECT

Proposed Rule - IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation by Reference.

Proposed Rule Revision to the Idaho Standards for Initial Certification of Professional School Personnel including Idaho Foundation and Enhancement Standards for the Core Teacher Standards, Bilingual Education/English as a New Language Teachers, Foreign Language Teachers, Professional Technical Education Teachers, and Teacher Leader Standards.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

Standards Revisions

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In spring 2012 the Core Teacher standards, Bilingual/English as a New Language Teacher standards, Foreign Language Teacher standards and Professional Technical Education Teacher standards were reviewed by committees of content experts. The Professional Technical Education Standards review also included the following enhancement standards: Agriculture Science and Technology, Business Technology Education, Family and Consumer Sciences, Marketing Technology Education, and Technology Education. All standards and endorsements were revised to better align with national standards and best practices; then presented to the Professional Standards Commission for review. The Professional Standards Commission has recommended approval of the committees' proposed revisions.

Teacher Leader Standards Adoption

The quality of the teacher in the classroom is the most important factor in a student's academic success. The Idaho Department of Education is focusing on building great teachers and leaders through certification requirements as well as pre-service training, professional development, statewide pay-for-performance, and improved performance evaluations in our pursuit of a systemic approach to educator effectiveness.

As part of this effort, the Professional Standards Commission has recommended the adoption of Teacher Leader Standards for Idaho. The recommended standards are grounded in the national work of the Teacher Leadership Exploratory Consortium. The Consortium is made up of a variety of education stakeholders, including union representatives, teachers, school administrators, policy organizations, such as the Council of Chief State School Officers (CCSSO), and leaders in higher education.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.02.04.01, Rules Governing Uniformity

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Attachment 2 – Proposed Revisions to the Idaho Standards for Initial Certification
of Professional School Personnel. Page 5

BOARD ACTION

I move to approve the proposed rule change to IDAPA 08.02.02.04.01, Rules
Governing Uniformity, Incorporation By Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed revisions to the Idaho Foundation and
Enhancement Standards for: Idaho Core Teacher Standards, Bilingual
Education/ English as a New Language Teachers, Foreign Language Teachers,
Professional Technical Education Teachers, and Teacher Leader Standards as
submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules:

(5-8-09)

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~November 17, 2010~~ August 16, 2012. Copies of this document can be found on the Office of the State Board of Education website at www.boardofed.idaho.gov.

(4-7-11)

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**IDAHO STANDARDS FOR INITIAL CERTIFICATION OF
PROFESSIONAL SCHOOL PERSONNEL**



Idaho State Board of Education

Idaho State Department of Education

**IDAHO STANDARDS FOR INITIAL CERTIFICATION OF
PROFESSIONAL SCHOOL PERSONNEL**



Idaho State Board of Education

Idaho State Department of Education

April 7, 2011-2013
(Legislative Approval Date)

July 1, 2013-2015
(Date for Teacher Preparation Program Approval Accountability)

(Revised May 2011)

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**Idaho Standards for Initial Certification of
Professional School Personnel
Summary & Background**

Overview of the past standards

The ~~past~~ early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These ~~old~~ standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example - Past (input-based) Standard Format, Biological Science:

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program graduates gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards ~~are~~ based on the Interstate New Teacher Assessment and Support Consortium (InTASC) model. These standards reflect a move to "performance-based" standards, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

Example - Current (performance-based) Standard Format, Physical Education:

Knowledge:

1. The [physical education] teacher ***understands*** the components of physical fitness and their relationship to a healthy lifestyle.

Performance:

1. The [physical education] teacher models a variety of physical activities (e.g. aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

Core Teacher Standards

The "Idaho Core Teacher Standards" apply to ALL teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this packet. The summary of each standard is:

~~*Standard #1: Knowledge of Subject Matter—The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.*~~

~~*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.*~~

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

~~*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.*~~

~~*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.*~~

~~*Standard #6: Communication Skills—The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*~~

~~*Standard #7: Instructional Planning Skills—The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*~~

~~*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.*~~

~~*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.*~~

~~*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.*~~

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Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

Standard #1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

In other words, Core Standard #1 basically states that the teacher must know the subject and how to create meaningful learning experiences.

Examples an Enhancement to Standard #1:

For Language Arts: The teacher integrates reading, writing, speaking, listening, viewing, and language study.

For Math: The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that **every** teacher needs to know. Therefore, it is Standard # 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall standards for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

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Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

The process of Idaho standards development and maintenance

These move to InTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

In 2012 a committee of education experts was convened to review and revise the Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised (April 2011) InTASC standards as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Core Teacher standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

Idaho Core Teacher Standards

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 and performance statements for the Core 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~ This language was written by a committee of content experts and has been adopted verbatim~~*

~~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 Idaho Student Achievement Standards in his/her discipline(s).~~
- ~~2. The teacher understands the role of the discipline in preparing students for the global community of the future.~~
- ~~3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.~~
- ~~4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.~~
- ~~5. The teacher understands the relationship between the discipline and basic technology operations and concepts.~~

Performance

- ~~1. The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.~~
- ~~2. The teacher presents information that is accurate and relevant.~~
- ~~3. The teacher effectively links discipline concepts to students’ prior learning and makes connections to everyday life and the global community.~~

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- ~~4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.~~
- ~~5. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.~~
- ~~6. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.~~
- ~~7. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.~~
- ~~8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.~~
- ~~9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.~~
- ~~10. The teacher models new technologies and integrates them into instruction.~~

~~***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 multiple perspectives on how learning occurs.~~
- ~~2. The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.~~
- ~~3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.~~
- ~~4. The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.~~

Performance

- ~~1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs.~~
- ~~2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.~~
- ~~3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.~~

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- ~~4. The teacher creates a positive learning environment that supports students' self-confidence and competence across all developmental areas.~~

~~**Standard 3: 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.**~~

Knowledge

- ~~1. The teacher understands and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students' strengths and needs as a basis for growth.~~
- ~~2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness).~~
- ~~3. The teacher knows strategies to support the learning of students whose first language is not English.~~
- ~~4. The teacher understands how students' learning is influenced by individual experiences, and prior learning as well as by language, culture, family and community values, and socioeconomic background.~~

Performance

- ~~1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds.~~
- ~~2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs.~~
- ~~3. The teacher accesses appropriate services or resources to meet students' needs.~~
- ~~4. The teacher uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.~~
- ~~5. The teacher creates a learning community in which individual differences are respected.~~
- ~~6. The teacher persists in helping all students achieve success.~~

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

Knowledge

- ~~1. The teacher understands how instructional strategies impact processes associated with various kinds of learning.~~

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- ~~2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).~~
- ~~3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.~~

Performance

- ~~1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.~~
- ~~2. The teacher uses multiple teaching and learning strategies to engage students in learning.~~
- ~~3. The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents).~~

~~**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 principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).~~
- ~~2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.~~
- ~~3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.~~
- ~~4. The teacher knows the components of an effective classroom management plan.~~
- ~~5. The teacher understands how social groups function and influence individuals, and how individuals influence groups.~~
- ~~6. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.~~
- ~~7. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.~~

Performance

- ~~1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.~~

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- ~~2. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.~~
- ~~3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.~~
- ~~4. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.~~
- ~~5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.~~
- ~~6. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).~~
- ~~7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.~~

Standard 6: Communication Skills—The teacher uses a variety of communication techniques to foster learning and communication skills.

Knowledge

- ~~1. The teacher understands communication theory and the role of language in learning.~~
- ~~2. The teacher understands the communication needs of diverse learners.~~
- ~~3. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.~~
- ~~4. The teacher understands strategies for promoting student communication skills.~~

Performance

- ~~1. The teacher is a thoughtful and responsive listener.~~
- ~~2. The teacher adjusts communication so that it is age and individually appropriate.~~
- ~~3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher order thinking.~~
- ~~4. The teacher supports and expands student skills in speaking, writing, reading, and listening, and in using other mediums.~~

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- ~~5. The teacher demonstrates the ability to communicate effectively orally and in writing.~~
- ~~6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).~~
- ~~7. The teacher uses a variety of communication tools (e.g., audio visual technologies, computers, and the Internet) to support and enrich learning opportunities.~~

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 understands how to apply knowledge about subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.~~
- ~~2. The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.~~
- ~~3. The teacher knows when and how to adjust plans to maximize student learning.~~
- ~~4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.~~

Performance

- ~~1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.~~
- ~~2. The teacher creates short range and long range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.~~
- ~~3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.~~
- ~~4. The teacher establishes student assessments that align with curriculum goals and objectives.~~
- ~~5. The teacher develops instructional plans based on student assessment and performance data.~~
- ~~6. The teacher integrates multiple perspectives into instructional planning with attention to students' personal, family, and community experiences and cultural norms.~~
- ~~7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.~~

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~~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 understands the purposes of formative and summative assessment and evaluation.~~
- ~~2. The teacher knows how to use multiple strategies to assess individual student progress.~~
- ~~3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.~~
- ~~4. The teacher knows how to use assessments in designing and modifying instruction.~~
- ~~5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., Direct Writing and Math Assessments, end of course assessments, ISAT).~~
- ~~6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.~~
- ~~7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.~~
- ~~8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.~~

Performance

- ~~1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.~~
- ~~2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.~~
- ~~3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.~~
- ~~4. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.~~
- ~~5. The teacher monitors student assessment data and adjusts instruction accordingly.~~

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- ~~6. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.~~
- ~~7. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.~~

~~**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 Code of Ethics for Idaho Professional Educators.~~
- ~~2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.~~
- ~~3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.~~
- ~~4. The teacher knows where to find and how to access professional resources on teaching and subject matter.~~
- ~~5. The teacher understands the need for professional activity and collaboration beyond the school.~~
- ~~6. The teacher knows about professional organizations within education and his or her discipline.~~
- ~~7. The teacher understands the dynamics of change and recognizes that the field of education is not static.~~
- ~~8. The teacher knows how to use technology to enhance productivity and professionalism.~~

Performance

- ~~1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.~~
- ~~2. The teacher adheres to local, state, and federal laws.~~
- ~~3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).~~
- ~~4. The teacher uses self-reflection as a means of improving instruction.~~
- ~~5. The teacher participates in meaningful professional development opportunities in order to~~

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~~learn current, effective teaching practices.~~

- ~~6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.~~
- ~~7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.~~
- ~~8. The teacher uses technology to enhance productivity and professionalism.~~

~~**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 the relationships between schools, families, and the community and how such relationships foster student learning.~~
- ~~2. The teacher knows the structure and the historical and political context of local, state, and national educational systems and the role of education in society.~~
- ~~3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students’ lives and learning.~~
- ~~4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.~~
- ~~5. The teacher understands laws related to students’ rights and teachers’ responsibilities.~~
- ~~6. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.~~
- ~~7. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.~~
- ~~8. The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.~~
- ~~9. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.~~

Performance

- ~~1. The teacher uses information about students and links with community resources to meet student needs.~~
- ~~2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships~~

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~~with parents/guardians in support of student learning and well-being.~~

- ~~3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.~~
- ~~4. The teacher respects the privacy of students and the confidentiality of information.~~
- ~~5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.~~
- ~~6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).~~
- ~~7. The teacher acts as an advocate for students.~~
- ~~8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.~~

Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

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Performance

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
3. The teacher takes responsibility for promoting learners' growth and development.
4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

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5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Performance

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Disposition

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3. The teacher makes learners feel valued and helps them learn to value each other.
4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

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2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

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2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
4. The teacher seeks to foster respectful communication among all members of the learning community.
5. The teacher is a thoughtful and responsive listener and observer.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Performance

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

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4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.
9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Disposition

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

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3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
7. The teacher understands creative thinking processes and how to engage learners in producing original work.
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Performance

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

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8. The teacher develops and implements supports for learner literacy development across content areas.

Disposition

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6. The teacher knows when and how to evaluate and report learner progress against standards.
7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

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2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
2. The teacher takes responsibility for aligning instruction and assessment with learning goals.
3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

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Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media

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specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Disposition

1. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

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2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Disposition

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
2. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Performance

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

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2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Disposition

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

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2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
8. The teacher uses and generates meaningful research on education issues and policies.
9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Disposition

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1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
2. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
4. The teacher takes responsibility for contributing to and advancing the profession.
5. The teacher embraces the challenge of continuous improvement and change.

Standards for Bilingual Education and ENL (English as a New 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 and performance statements for the Bilingual-ENL 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 assured~~s~~ attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

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, research, and current ~~practices~~ federal and state legal mandates of bilingual and ENL education.
2. ~~(ENL only) 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 and the implications for implementation in bilingual ~~programs~~ and ENL approaches and models ~~(Bilingual: dual language, maintenance, transitional, early and late exit, etc.; ENL: sheltered English, academic support, tutorial, extended day, etc.).~~
4. The teacher understands ~~the variety of purposes that languages serve, and is able to distinguishing~~ between forms, functions, and contextual usage of social and academic language.
5. ~~(Bilingual only) The teacher possesses the language competency and fluency~~ proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking,

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reading and writing, ~~and vocabulary~~ in English and ~~a~~ the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).

6. (ENL only) The teacher possesses the language ~~competency and fluency~~ proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, ~~and vocabulary~~ in English ~~and/or a second language~~ necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).
7. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and ~~a~~ the second target language.
8. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Performance

1. (Bilingual only) The teacher is articulates in demonstrates the various key linguistic structures and exposes students to the various registers, dialects, key linguistic structures, articulatory system and vocabulary, and idioms of the English and the second target language.
2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.
3. The teacher uses knowledge of language and content standards and language acquisition theory ~~content areas~~ to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.
4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguishing between forms, functions, and contextual usage of social and academic language.
5. ~~(Bilingual only)~~ The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing skills in both languages.
6. ~~(Bilingual only)~~ The teacher uses both English and students' new languages during instruction and facilitates students' use of both languages in the learning process.
7. ~~(ENL only)~~ The teacher designs and implements activities that promote observation, listening, speaking, reading, and writing skills in English.

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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 the role that culture plays ~~and the role these processes play~~ in students' educational experiences.
2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Performance

1. The teacher plans and delivers instruction using knowledge of the role ~~impact~~ of language and culture ~~on~~ in intellectual, social, and personal development.
2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.
3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.
4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism ~~and English language acquisition~~.

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

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.
2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).
3. The teacher understands there is a distinction between issues—of learning disabilities/giftedness and English second language development.
4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

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

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2. The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.
3. The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and English second language development.
4. The teacher provides appropriate accommodations that allow students to access academic content.

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 ~~modify~~ adapt lessons, textbooks, and other instructional materials, ~~which are to be~~ culturally and linguistically appropriate to facilitate linguistic and the academic growth of language learners.
2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

1. The teacher selects, ~~modifies~~ adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.
2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

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 influence of culture on student motivation and classroom management.

Performance

1. The teacher demonstrates a culturally responsive approach to classroom management ~~establishes culturally appropriate climate in the classroom.~~

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

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1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.
2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.
3. The teacher understands the extent of time and effort required for language acquisition.

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.
2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.
3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

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 and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

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. (Bilingual only) The teacher understands how to measure ~~language dominance and levels~~ students' level of English language proficiency and second target language proficiency.
3. (ENL only) The teacher understands how to measure the level of English language proficiency.

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4. The teacher understands the relationship and difference between levels of language proficiency and students' academic ~~performance~~ achievement.
5. The teacher is familiar with the state English language proficiency assessment.
6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.
7. The teacher understands appropriate accommodations for language learners being tested in the content areas.
8. The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.
2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners ~~pre-referral, referral, and placement for the purpose of accessing bilingual/ENL programs.~~
3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.
4. The teacher uses appropriate accommodations for language learners being tested in the content areas.
5. The teacher uses data to make informed decisions about program effectiveness.

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 understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

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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 the ~~importance~~ benefits of family and community involvement in students' linguistic, academic, and social development ~~language acquisition in both the school and community.~~
2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Performance

1. The teacher creates ~~linkages with families~~ and the community partnerships that promote students' linguistic, academic, and social development ~~language acquisition.~~
2. The teacher collaborates with colleagues to promote opportunities for language learners.
3. The teacher assists other educators and students in ~~understanding the importance of~~ promoting cultural ~~and~~ respect and validation ~~for culturally and linguistically diverse of~~ students' and families' diverse backgrounds and experiences.

GLOSSARY OF TERMS

ACTFL Proficiency Guidelines

A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL)

An organization for world language professionals of K-12 and higher education

Articulatory System

The ~~process~~ mechanism 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.~~

An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy

~~The development of literacy skills in two languages.—~~The ability to read and write in two languages

Code-switching

A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

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 Language (ENL)

~~Refers to a curriculum or course designed to teach English to language learners at various English language proficiency levels.—~~Refers to the teaching of English to speakers of other languages

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Inflectional Endings

Grammatical markers or suffixes used in standard conventional language production

Late Exit Program

~~A (K-12) maintenance bilingual program.~~

Primary Language

An individual's most developed language-

Register

~~Refers to the dialect or style of speaking the speaker may use in different contexts.~~ The usage of language in a particular social context

Sheltered English

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

Additional Resources

National Clearinghouse for English Language Acquisition

www.ncela.gwu.edu

Center for Research on the Educational Achievement and Teaching of English Language Learners

www.cal.org/create

CREDE

www.crede.org

NABE

www.nabe.org

TESOL

www.tesol.org

CARLA

www.carla.umn.edu

References

Teachers of English to Speakers of Other Languages, Inc. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in P-12 ESL teacher education*. Alexandria, VA: Author.

Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts 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 assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

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

Knowledge

1. The teacher understands how values and ethics affect communication.
2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
3. The teacher knows the components and processes of communication.
4. The teacher understands the interactive roles of perceptions and meaning.
5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.
7. The teacher knows methods and steps of problem solving in communication arts.

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process (e.g., speeches, interpersonal interactions, journalistic writing, and debate).

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2. The teacher provides instruction and practice in conducting and applying research.
3. The teacher creates lessons that stress the importance of audience analysis and adaptation.
4. The teacher presents communication as a process consisting of integral components.
5. The teacher explains various methods of organization and their effects on the communication process.

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.

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

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.

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.

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

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

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.

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.

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.

Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

** This language was written by a committee of content experts and has been adopted verbatim*

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

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).
2. The teacher understands the elements of design and layout.
3. The teacher understands the purposes and elements of photojournalism (e.g., composition and processing).
4. The teacher understands the purposes, types, and rules of headline and caption writing.
5. The teacher possesses knowledge of interviewing skills.
6. The teacher knows how to organize and equip a production area.
7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, and business personnel).
8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, and the Internet).
9. The teacher understands advertising and finance.
10. The teacher knows the fundamentals of editing.
11. The teacher understands processes of effective critiquing.
12. The teacher understands journalistic law.

Performance

1. The teacher instructs students in the fundamentals of journalistic style.
2. The teacher presents and requires students to apply the techniques of design and layout.

3. The teacher integrates the purposes and elements of photojournalism into the production process.
4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.
5. The teacher provides opportunities for students to practice and use interviewing skills.
6. The teacher teaches editing skills and provides opportunities for student practice.
7. The teacher provides opportunities for students to critique and evaluate student and professional work.

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.

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

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.

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.

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

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

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.

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.

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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.

Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

** This language was written by a committee of content experts and has been adopted verbatim*

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

Knowledge

1. The teacher understands the models of interpersonal communication.
2. The teacher knows the processes of hearing and listening.
3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.
4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, and problem solving).
5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, and ceremonial).
7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.
8. The teacher understands the necessity of adapting public speaking styles and skills to various media.
9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).
10. The teacher knows the theories and practices of argumentation.
11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, and fallacies).
12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, and debate).

13. The teacher knows how to identify and minimize communication anxiety.

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, and conflict resolution).
2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.
3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.
4. The teacher provides instruction in presenting for various media.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).
6. The teacher provides opportunities for students to participate in debate and speaking events.
7. The teacher explains various methods of organization and their effects on the communication process.
8. The teacher provides strategies for minimizing communication anxiety.

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.

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

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.

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.

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

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

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.

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.

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.

**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 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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.

** This language was written by a committee of content experts and has been adopted verbatim*

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

Knowledge

1. The educator knows how 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.

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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.

Performance

1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.
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 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 of supportive relationships.

Performance

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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 of supportive relationships.

Standard 3: 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, 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 locates, uses, and shares information about the 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).

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

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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 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 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.

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.

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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.

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 upon knowledge of subject matter, students, the community, and curriculum goals.

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 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 program effectiveness.

Knowledge

1. The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.
2. 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.

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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.

Performance

1. The educator 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 for 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.

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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.

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 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 Elementary 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 and performance statements for the Elementary 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.
3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.
5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement,

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statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.

6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.
7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
8. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.
11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Performance

1. The teacher models the appropriate and accurate use of language arts.
2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.
3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.
4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.
6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

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 young children's and early adolescents' literacy and language development influence learning and instructional decisions.
2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

Standard 3: 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.

Knowledge

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Performance

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

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 understands the importance of teaching and re-teaching classroom expectations.
2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Performance

1. The teacher consistently models and teaches classroom expectations.
2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

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.

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.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle 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.

Idaho Standards for English Language Arts 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, and performance statements for the English Language Arts 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim*

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

Knowledge

1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.
2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.
3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).
5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.
6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.

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7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.
8. The teacher understands the social and historical implications of print and non-print media.
9. The teacher understands the history of the English language.
10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.
11. The teacher understands reading as a developmental process.
12. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.
13. The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.
14. The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.
15. The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.

Performance

1. The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.
2. The teacher integrates reading, writing, speaking, listening, viewing, and language study.
3. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.
4. The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
5. The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.
6. The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.

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7. The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.
8. The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.
9. The teacher demonstrates the writing process as a recursive and developmental process.

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, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.

Performance

1. The teacher identifies levels of development in reading, writing, listening, viewing, and speaking and plans for developmental stages and diverse ways of learning.
2. The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.

Standard 3: 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.

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 a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).
2. The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.
3. The teacher is familiar with a variety of strategies for promoting student growth in writing.

Performance

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1. The teacher effectively uses comprehension strategies.
2. The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.
3. The teacher monitors and adjusts strategies in response to individual literacy levels.
4. The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.
5. The teacher uses students' creations and responses as part of the instructional program.
6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).
7. The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.
8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.

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.

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.

Standard 8: Assessment of Student Learning - 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 knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).

Performance

1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.

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.

Performance

1. The teacher engages in reading and writing for professional growth and satisfaction.
2. The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

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.

~~Idaho Standards for Foreign 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 and performance statements for the Foreign Language 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.~~

~~An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

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

~~Knowledge~~

- ~~1. The teacher knows the target language and understands the culture(s) in which the language is used.~~
- ~~2. The teacher understands key linguistic structures particular to the target language and the way(s) in which they compare to English communication patterns.~~
- ~~3. The teacher knows the history and literature of the target culture(s).~~
- ~~4. The teacher knows the current social, political, and economic realities of the countries related to the target language.~~
- ~~5. The teacher knows the commonly held stereotypes of the target culture(s).~~
- ~~6. The teacher understands the impact of the target language and culture(s) on American society.~~
- ~~7. The teacher knows the similarities and differences between the students’ culture(s) and the target culture(s).~~

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- ~~8. The teacher understands the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, writing, and culture.~~

Performance

- ~~1. The teacher incorporates listening, speaking, reading, writing, and culture into instruction.~~
- ~~2. The teacher articulates the value of foreign language learning to students, educators, and the community.~~
- ~~3. The teacher uses the target language extensively in formal, informal, and conversational contexts and encourages the students to do so.~~
- ~~4. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.~~
- ~~5. The teacher systematically incorporates culture into instruction.~~
- ~~6. The teacher incorporates discussions of the target culture's contributions to the students' culture.~~
- ~~7. The teacher encourages students to understand that culture and language are intrinsically tied.~~
- ~~8. The teacher makes generous use of cognates and expressions common to English and the foreign language when those comparisons will further the students' understanding and fluency.~~

~~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 that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.~~
- ~~2. The teacher understands that the development of cultural knowledge is essential for second language acquisition.~~
- ~~3. The teacher understands how to create an instructional environment that encourages students to take the risks necessary for successful language learning.~~

Performance

- ~~1. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.~~

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~~**Standard 3: 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 gender, age, socioeconomic background, ethnicity, and other factors play a role in how individuals perceive and relate to their own culture and that of others.~~

Performance

1. ~~The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.~~

~~**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 understands that foreign language methodology continues to change.~~

Performance

1. ~~The teacher uses a variety of instructional strategies to enhance students' understanding of the target language and culture.~~

~~**Standard 5: Classroom Motivation and Management Skills—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**~~

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

~~**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 the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.~~

Performance

1. ~~The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.~~

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~~**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 the ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.~~
- ~~2. The teacher understands the need to assess progress in the five language acquisition skills (listening, speaking, reading, writing, and culture).~~

Performance

- ~~1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.~~
- ~~2. The teacher employs a variety of ways of assessing the five language skill areas.~~
- ~~3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.~~

~~**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**~~

~~**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 knows about career and other opportunities available to students proficient in a foreign language.~~
- ~~2. The teacher is aware of opportunities for students and teachers to communicate with native speakers.~~

Performance

- ~~1. The teacher informs students of career and other opportunities available to students proficient in a foreign language.~~
- ~~2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.~~

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3. ~~The teacher encourages students to participate in community experiences related to the target culture.~~

Idaho Standards for Gifted and Talented 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 and performance statements for the Gifted and Talented 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands the rationale, history, philosophies, and definitions of gifted and talented education.
2. The teacher understands the unique characteristics and needs of the gifted and talented student from early childhood through adulthood.
3. The teacher knows the common misconceptions, myths, and stereotypes about gifted and talented students.
4. The teacher knows the common controversial issues in gifted and talented education.
5. The teacher understands the Idaho State Gifted and Talented Mandate (Code 33-2003) and the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
6. The teacher understands the components of a district plan for gifted and talented students, including philosophy, definitions, goals, program options, identification procedures, and evaluation, and how to develop a district plan for gifted and talented students.

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7. The teacher understands effective administration and evaluation of gifted and talented programs.

Performance

1. The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.
2. The teacher uses the district's plan for gifted and talented students to optimize educational opportunities for students.
3. The teacher demonstrates the ability to effectively administer and evaluate gifted and talented programs.

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 social and emotional issues of gifted and talented students (e.g., perfectionism, underachievement, risk taking, and asynchronous development).
2. The teacher understands the theories related to the highly sensitive nature of the gifted and talented student.
3. The teacher understands the moral and ethical challenges of the gifted and talented student.
4. The teacher understands the need for appropriate social and emotional counseling of gifted and talented students.

Performance

1. The teacher identifies, evaluates, develops, and implements strategies to address the social and emotional needs of the gifted and talented student.
2. The teacher identifies and evaluates resources to address the social and emotional development of the gifted and talented student.

Standard 3: 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.

Knowledge

1. The teacher understands the exceptional needs of gifted and talented students from diverse populations (e.g., limited-English students, students with disabilities, very young children, and students from a particular culture).

Performance

1. The teacher identifies and provides appropriate activities for the exceptional needs of gifted and talented students from diverse populations.

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

Knowledge

1. The teacher understands the characteristics of highly creative and highly intellectual students.
2. The teacher understands the definitions and theories of intelligence and creativity.

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.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

Knowledge

1. The teacher understands a variety of curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).
2. The teacher understands instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).
3. The teacher understands curriculum design that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.
4. The teacher understands how to develop curriculum in the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
5. The teacher understands the array of program options and services available to gifted and talented students.

Performance

1. The teacher implements a variety of gifted and talented curriculum models (e.g., Renzulli, Kaplan, and Tomlinson).

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2. The teacher implements instructional strategies appropriate for the gifted and talented student (e.g., curriculum compacting, flexible grouping, tiered assignments, and independent studies).
3. The teacher designs curriculum that includes content, process, product, and learning environments commensurate with the abilities of gifted and talented students.
4. The teacher develops curriculum for the five mandated talent areas: specific academic, intellectual, creativity, leadership, and visual/performing arts.
5. The teacher identifies and implements extension and acceleration options for gifted and talented students.
6. The teacher matches student needs with appropriate program options and services.

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 the different types of formal and alternate assessment tools for the identification of gifted and talented students with diverse and exceptional needs (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).
2. The teacher understands the different types of informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

Performance

1. The teacher implements different types of formal and alternate assessment tools for the identification of gifted and talented students (e.g., tests that measure IQ, creativity, cognitive ability, achievement, aptitude, and ability in the five talent areas).
2. The teacher implements informal assessment tools for the identification of gifted and talented students (e.g., teacher observations, anecdotal records, rating scales, referrals, checklists, rubrics, and portfolios).

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.

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

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1. The teacher understands how to assist other teachers in adapting curriculum to meet the needs of the gifted and talented student.

Performance

1. The teacher collaborates with colleagues in adapting curriculum to meet the needs of the gifted and talented student.
2. The teacher educates parents, other family members, and teachers about the social and emotional needs and development of gifted and talented students.

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 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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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 Elementary and Secondary methods for teaching health and the following content areas of health: 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; lack of or excessive physical activity; and behaviors that result in intentional 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 (components of coordinated school health: 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, intellectual, emotional, social, cultural, spiritual, and environmental).

Performance

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

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.

Standard 3: 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.

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

Performance

1. The teacher motivates students to participate in 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).

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.

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 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.
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.

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 understands the differing community health values and practices.
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 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.

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.

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

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

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 Library Science Teachers

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher-librarian. Ideally, the teacher-librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher-librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher-librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher-librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.
4. The teacher-librarian possesses comprehensive knowledge of children's and young adult literature and their application to student learning.

Performance

1. The teacher-librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.
2. The teacher-librarian stimulates thought processes through the skillful use of questioning techniques and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, and presentation.

3. The teacher-librarian models the ethical use and critical analysis of information, literature, and mass media, and interacts in these areas with students and staff.
4. The teacher-librarian supports student and staff media productions (e.g., audio, video, scripting, material and information selection, and evaluation of presentations).
5. The teacher-librarian uses professional publications that provide guidance in the selection of quality materials.

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-librarian understands how students construct and use knowledge through the process of resource selection, analysis and synthesis of information, and communication.

Performance

1. The teacher-librarian models the integration of information skills across the curriculum.
2. The teacher-librarian provides access to information from a variety of sources to enrich learning for students and staff.
3. The teacher-librarian fosters an environment where each student is valued as an individual.

Standard 3: 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-librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

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

Knowledge

1. The teacher-librarian knows how to determine the changes necessary in information access, facilities, and technologies in order to make services and materials available to students and staff.

Performance

1. The teacher-librarian includes a variety of reading and information materials in instruction and prompts students through questioning skills to improve performance.

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-librarian understands the techniques to motivate students to develop a habit of lifelong reading.

Performance

1. The teacher-librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.
2. The teacher-librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.
3. The teacher-librarian works to establish and maintain a positive climate in the school library.
4. The teacher-librarian determines collection development needs using a variety of information sources (e.g., samples of student and teacher presentations, information requests, curricula, and current collection holdings).

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Knowledge

1. The teacher-librarian understands various communication and public relations strategies.

Performance

1. The teacher-librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.
2. The teacher-librarian works with colleagues to empower students with effective communication techniques and strategies.

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

Knowledge

1. The teacher-librarian understands the scope and sequence of curricula and how they interrelate.

Performance

1. The teacher-librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

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2. The teacher-librarian works with students and staff to help them determine and locate appropriate materials to meet their individual needs.
3. The teacher-librarian promotes appropriate use of relevant information and instruction technologies.
4. The teacher-librarian uses appropriate print and/or electronic instructional resources to design learning experiences.
5. The teacher-librarian maintains a library schedule that is flexible and accessible to individuals, small groups, and classes to enhance learning opportunities.
6. The teacher-librarian develops the library materials collection to support the school's curriculum.

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.

Performance

1. The teacher-librarian continually assesses students' progress concerning their use of information and technology and their selection of reading materials.

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.

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-librarian understands confidentiality issues related to library records.

Performance

1. The teacher-librarian advocates for the school library program and the library profession.
2. The teacher-librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.
3. The teacher-librarian adheres to the legal and ethical tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the American Library Association (ALA) Code of Ethics.

Standard 11: Library Management - The teacher-librarian understands the need for efficient management of the library media center.

Knowledge

1. The teacher-librarian understands the process of cataloging and classifying library materials using professional library standards (e.g., MARC, AACR2r, and bibliographic utilities).
2. The teacher-librarian understands the process of automating and retrieving information.
3. The teacher-librarian understands how to develop a balanced and organized print and non-print library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.
4. The teacher-librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.
5. The teacher-librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding).
6. The teacher-librarian understands the grant application process.
7. The teacher-librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.
8. The teacher-librarian understands how to integrate the information literacy standards for student learning into formal documents related to the school library program.

Performance

1. The teacher-librarian administers and trains staff to ensure an effective school library program.
2. The teacher-librarian demonstrates the ability to plan and budget resources in a fiscally responsible manner.
3. The teacher-librarian provides leadership in the development and implementation of library policies that expand appropriate access to information.
4. The teacher-librarian participates in decision-making groups to continually improve library services (e.g., building and district technology councils, curriculum councils, and site-based decision-making teams).

Idaho Standards for Mathematics 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 and performance statements for the Mathematics 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory and number systems.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).
8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.

9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

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

Knowledge

1. The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.
2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promote positive mathematical dispositions.

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

Knowledge

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Performance

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

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 formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.
3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
4. The teacher knows how to frame mathematical questions and conjectures.
5. The teacher knows how to make mathematical language meaningful to students.
6. The teacher understands inquiry-based learning in mathematics.
7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Performance

1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.
3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.
5. The teacher uses and encourages the students to use a variety of representations to communicate mathematically.
6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.

7. The teacher uses and involves students in the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

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.

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

Knowledge

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Performance

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

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

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 knows how to assess students' mathematical reasoning.

Performance

1. The teacher assesses students' mathematical reasoning.

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.

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: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

Performance

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).
2. The teacher encourages students to identify connections between mathematical strands.
3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Idaho Standards for Online 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 and performance statements for the K-12 Online 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”.)

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.
2. The online teacher understands the role of online teaching in preparing students for the global community of the future.
3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
4. The online teacher understands the relationship between online education and other subject areas and real life situations.

5. The online teacher understands the relationship between online teaching and advancing technologies.
6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.
7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).
5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

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.

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).
2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).
3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

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

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

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

Knowledge

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).
2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Performance

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

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2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)
3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

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.

Performance

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Performance

1. The online teacher is a thoughtful and responsive communicator.
2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).
3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

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

Performance

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.
2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
3. The online teacher designs and develops subject-specific online content.
4. The online teacher uses multiple forms of media to design course content.
5. The online teacher designs course content to facilitate interaction and discussion.
6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

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

Performance

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard #9: Professional Commitment and Responsibility - The online 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 online teaching.

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).

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2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).
2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.
3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

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

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 and performance statements for the 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.
2. The teacher understands the sequencing of motor skills (K-12).
3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles
4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.
6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse 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).

Performance

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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.

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: 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 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 education settings.
2. The teacher knows strategies to help students become self-motivated in physical 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.

Performance

1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).
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.

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

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, 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 program 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.

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, 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. 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.

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.

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3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.
4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.
5. 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.
7. The teacher maintains CPR and first aid certification.

Pre-Service Technology Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards as well as the pre-service technology standards. Each candidate shall also meet the Foundation and Enhancement 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 and performance statements for the pre-service technology standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. 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 competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS)•for Teachers.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, types of and uses of technology and creates learning experiences that make technology meaningful for learners.

Knowledge

1. Awareness of use types and usage of technology tools (i.e. 21st Century Skills; hardware; software; web-based; mobile technology).
2. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.
3. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.
4. Promoting designs that engage all students of all abilities is sometimes referred to as promoting “Universal Design”.

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5. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.
6. Pre-service teachers understand how students use collaborative tools to reflect on and clarify their own thinking, planning, and creativity.
7. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.
8. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
9. Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.
10. Pre-service teachers understand the importance of reflective practice.
11. Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
12. Pre-service teachers understand how technology supports cultural diversity and collaboration.

Target: Knowledge competency test through a basic skills test (i.e. Cbest or PPST I for Technology Basic Competency Skills)

Performance

1. All performance indicators included with individual standards.

Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre-service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.

1. <https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home>
2. <http://lesson.taskstream.com/lessonbuilder/v.asp?LID=uffph8erc0hfzozu>
3. <https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home>
4. <https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/>

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.

Performance

1. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

Suggested Artifact(s)

- Lesson plan or unit development
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social and personal development.

Performance

1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.
2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.

Suggested Artifact(s)

- Development of digital materials using principles of Universal Design for Learning.
- Demonstration of knowledge through product development.
- “Accessibility Features on My Computer” discussion forum.
- Virtual practicum demonstrating learner-centered strategies (i.e., Second Life).
- Assistive Technology blog post.
- Accessibility resource list.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

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.

1. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.
2. Pre-service teachers promote student learning and creativity by creating learning experiences that include students’ use of technology tools to research and collect information online and to create a report, presentation, or other products.
3. Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.
4. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

Suggested Artifact(s)

- Web site or Internet WebQuest.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

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 in a digital age.

Performance

1. Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.
2. Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.
3. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

Suggested Artifact(s)

- Create a WebQuest
- *Target: Pre-service collects and shares student created artifacts that demonstrate learning with technology using individual initiative and interest.*

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

Performance

1. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).
2. Pre-service teachers promote and model digital etiquette and responsible social interactions.

Suggested Artifact(s)

- Web site or web page communicating information about their lesson or course.
- Email communications.
- Online communications using digital tools like Web conferencing, chat or Skype.
- Letter to parents created using word processing technology.
- Set of rules developed through consensus using digital collaboration tools.
- Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).
- *Target: Evidence of asynchronous and synchronous communications with peers, parents and students.*

Standard #7: Instructional Planning Skills - The teacher plans, prepares instruction, and integrates technology into instructional planning based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.
2. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

Suggested Artifact(s)

- Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*, 2008 - Chapter 11, Guiding Pre-service Teachers in TPCK).
- Demonstrated use of emerging or innovative technology for learning.
- Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.
- *Target: Practicum where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.*

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.

Performance

1. Pre-service teachers assess student's use of technology.
2. Pre-service teachers use technology to formally and informally assess student learning (i.e. polling, proctored test, ISAT).
3. Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.

Suggested Artifact(s)

- Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).
- Electronic quiz.
- Poll created in Web Conferencing tool.
- Poll conducted using clickers.
- Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.
- *Target: Pretest, lesson, posttest, analysis, interpretation, and lesson revision based on data.*

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, including the ethical, legal and responsible use of technology.

Performance

1. Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.
2. Pre-service teachers promote the effective use of digital tools and resources.
3. Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)
4. Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.
5. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

Suggested Artifact(s)

- Join a network devoted to technology using teachers like classroom 2.0
- Be an active member of a professional learning network
- Offer an Internet Ethics Resource for community members
- Write a letter convincing the school board to remove blocks from Internet usage at your school
- Role play scenario for social networking arguing for and against advantages/disadvantages
- View a school's acceptable use policy - demonstrate understanding
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 10: Community and Partnerships - The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.

Performance

1. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.
2. Pre-service teachers *promote opportunities for students of all capabilities* to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).
3. Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.

4. Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.

Suggested Artifact(s)

- Be an active member of a professional learning network
- Create own network for learning or join with other classrooms (i.e. epal; iearn; globalschool.net; jason project; go north; NASA)
- Develop lesson that uses one of the social networks
- Use web conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching.
- Offer an Internet Ethics Resource for community members
- *Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated.*

Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.

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

Knowledge

1. The teacher ~~knows~~ understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher ~~knows~~ understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher ~~knows pertinent terminology~~, understands industry logistics, technical terminologies, and procedures for the occupational area.
4. The teacher ~~knows~~ understands industry trends and ~~workforce~~ labor market needs.
5. The teacher ~~knows~~ understands workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher ~~recognizes~~ understands the importance of student leadership qualities in technical program areas.

Performance

1. The teacher maintains current technical skills and seeks ~~continuous~~ continual improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology ~~and~~, industry logistics, and procedures for the occupational area.
4. The teacher ~~exhibits~~ incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).
5. The teacher writes and evaluates occupational objectives and competencies.
6. The teacher uses a variety of technical instructional resources.

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7. The teacher assesses the occupational needs of the community.
8. The teacher ~~relates~~ facilitates experiences designed to develop skills for successful employment.
9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

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.

Standard 3: 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.

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

Knowledge

1. The teacher ~~knows~~ understands the entry-level skills in the occupation.
2. The teacher ~~knows~~ understands workplace culture and ethics.
3. The teacher understands how to provide students with ~~simulated~~ realistic occupational and/or work experiences.
4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.
5. The teacher understands how occupational trends and issues affect the workplace.
6. The teacher ~~knows~~ understands how to integrate academic skills into technical content areas.
7. The teacher understands the role of innovation and entrepreneurship in the workplace.
8. ~~The teacher knows policy and regulation concerning occupational content areas.~~
9. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Performance

1. The teacher ~~demonstrates~~ models appropriate workplace practices and ethics.
2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.
3. The teacher integrates academic skills appropriate for each occupational area.
4. The teacher uses simulated and/or authentic occupational applications of course content.

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5. The teacher uses ~~practitioners-experts~~ from business, industry, and government as appropriate for the content area.
6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.
7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.
8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

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.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across high school secondary and postsecondary technical curricula.
2. The teacher knows how to identify community and industry expectations and access resources.

Performance

1. The teacher designs ~~a technical curriculum~~ instruction that aligns with ~~high school secondary~~ and postsecondary ~~technical~~ curricula that develops technical competencies.
2. The teacher designs ~~curriculum~~ instruction to meet community and industry expectations.

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 knows how to use information about a student's progress, including assessments, to evaluate work-readiness.
2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.
4. The teacher understands how evaluation connects to instruction.

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Performance

1. The teacher writes and evaluates occupational goals, objectives, and competencies.
2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.
3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

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

Knowledge

1. The teacher understands the value and impact of having a professional development plan.
2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Performance

1. The teacher ~~develops~~ collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her educational and occupational own level of professionalism as an educator and as a representative of his or her industry.

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 knows the contributions of advisory committees.
2. The teacher understands the importance of using the employment community to validate occupational skills.
3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.
4. The teacher knows about professional organizations within the occupational area.
5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.
6. The teacher understands the structure of ~~student organizations~~ state-approved PTSOs.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

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Performance

1. The teacher establishes and uses advisory committees for program development and improvement.
2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.
3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.
4. The teacher participates in appropriate professional organizations.
5. The teacher cooperatively constructs articulation agreements.
6. The teacher ~~describes how to organize~~ incorporates an active professional-technical student organization state-approved PTSO in his or her program.
7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.
2. The teacher ~~knows~~ understands how to care for, inventory, and maintain materials and equipment.
3. The teacher understands safety contracts and operation procedures.
4. The teacher understands legal safety issues related to the program area.
5. The teacher ~~knows~~ understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher ~~knows~~ understands time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.
8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher ~~uses~~ instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

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3. The teacher demonstrates ~~good classroom/lab~~ effective management skills (e.g., time management skills, budgeting skills, organizational skills, individualized instruction, and stress management) in the classroom and laboratory environments.
4. The teacher models and reinforces effective work and safety habits.
5. The teacher incorporates PTSOs as intracurricular learning experiences.

Standard 12: Workplace Preparation - The teacher prepares students to meet the ~~competing~~ demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace employability skills and related issues (~~e.g., diversity, productivity, and human resource law and policy~~).
2. The teacher understands ~~how to help students balance~~ the issues of balancing work and personal ~~life~~ responsibilities.
3. The teacher ~~knows~~ understands how to promote career awareness.

Performance

1. The teacher designs instructional ~~strategies~~ that addresses employability skills and related workplace issues (~~e.g., diversity, productivity, human resource law and policy~~).
2. The teacher ~~prepares students to cope with competing~~ discusses how to balance demands between work and personal ~~life~~ responsibilities.
3. The teacher provides opportunities for career awareness and exploration.

Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.
2. The teacher knows about production agriculture.
3. The teacher knows plant and animal science, agricultural business management ~~and law~~, and agricultural mechanics, as well as computer and other technology related to these areas.
4. The teacher understands and has experience in one or more of the following specialized occupational areas:
 - a. Agricultural production and marketing
 - b. Agricultural equipment and supplies
 - c. ~~Product processing~~ Agriculture product processing
 - d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
 - e. Agricultural business planning and analysis
 - f. Natural resource management
 - g. Environmental science
 - h. Forestry
 - i. ~~Industrial equipment~~
 - j. Small animal production and care
5. ~~The teacher knows about the operation of agricultural youth organizations~~ understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.
6. ~~The teacher knows about working with students and adults in~~ understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.
7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

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Performance

1. The teacher applies natural and physical science principles to practical solutions.
2. The teacher discusses production agriculture.
3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.
4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.
5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.
6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

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.

Standard 3: 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.

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.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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.

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.

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.

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.

Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher ~~knows a~~ possesses a foundational level of knowledge about a broad range of ~~introductory~~ business subjects, for example, (e.g., accounting, business law, communications, economics, information systems, international business, communications, management, marketing, business law, and international business office administration).
2. The teacher ~~is knowledgeable~~ possesses knowledge in areas related to business, (e.g., career education, entrepreneurship, interrelationships in business, mathematics, and personal finance, career education, entrepreneurship, mathematics, and interrelationships in business).
3. The teacher ~~understands the importance of~~ possesses knowledge of appropriate technology as ~~a tool for accomplishing tasks related to business and industry.~~
4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Performance

1. The teacher demonstrates ~~business and industry-standard skill levels in keyboarding,~~ required by the endorsement, for example, in accounting, business technology and office procedures.
2. The teacher effectively delivers business ~~education and business technology~~ content at the junior high, middle school, and/or ~~high school~~ secondary levels.
3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.
4. The teacher integrates BPA through intracurricular approaches in the business program of study.

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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.

Standard 3: 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.

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.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

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.

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.

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.

Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

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

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of ~~children, adults, individuals~~ and society and the multiple life roles and responsibilities in family, ~~work~~ career, and community settings.
2. Teacher understands the impact of families' multiple roles within the home, workplace and community.
3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
4. The teacher understands how interpersonal relationships, cultural patterns, and diversity ~~impact~~ affect individuals, families, community, and the workplace.
5. The teacher ~~knows~~ understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, ~~and~~ cultural and economic needs of individuals, ~~and~~ families, and industry; along with practices to encourage wellness for life.
7. The teacher understands the design, selection, and care of textiles and apparel products.
8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, ~~and~~ families, and industry.
9. The teacher ~~knows~~ understands consumer economic issues ~~about~~ and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.
10. The teacher understands resource conservation and environmental issues in relation to family and community health.
11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

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12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.
13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intracurricular learning experiences.

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle school and secondary school levels.
2. The teacher integrates Family, Career and Community Leaders of America, FCCLA student leadership organizations (e.g., Family, Career and Community Leaders of America—FCCLA) into the family and consumer sciences curriculum instruction.
3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.
4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.
5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.
6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.
8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.
9. The teacher demonstrates the design, selection, and care of textiles and apparel products.
10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.
11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

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12. The teacher integrates resource conservation and environmental issues in relation to family and community health.
13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.
14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

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 how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

Standard 3: 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.

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 understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques

to foster learning and communication skills.

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 understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.
2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

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 formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

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 understands how to research and select relevant professional development aligned to curriculum and industry standards.

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

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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.

Idaho Standards for Marketing Technology Teachers

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

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

Knowledge

1. The teacher ~~knows~~ possesses a foundational level of knowledge about a broad range of ~~introductory~~ business subjects (e.g. for example, ~~accounting, economics, information systems, communications, management, marketing, merchandising, retailing, business law, and international business~~). accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.
2. The teacher ~~is possesses knowledge in knowledgeable~~ of areas related to marketing (e.g., ~~personal finance, career education, entrepreneurship, mathematics, and interrelationships in business~~). , for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.
3. The teacher possesses knowledge of appropriate technology.
4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intracurricular role in marketing education.

Performance

1. The teacher demonstrates ~~business and industry-standard skill levels in promotions, advertising, accounting, and coordination techniques~~. required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.
2. The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.
3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.
4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

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.

Standard 3: 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.

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.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

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.

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.

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: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.
2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.
3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.
4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.
5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.
6. The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; ~~and~~ computer technology and other relevant emerging technologies.
2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

3. The teacher demonstrates architectural and mechanical drafting and developmental skills.
4. The teacher demonstrates the various phases of the engineering design process.
5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

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.

Standard 3: 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.

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.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

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

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.

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.

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.

Idaho Standards for Reading 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 and performance statements for the Reading 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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 relationships and roles of the components of a balanced literacy program, which encompasses:
 - a. oral language development and its role in the emergence of writing and reading;
 - b. phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes;
 - c. language patterns, vocabulary, comprehension and critical thinking; and
 - d. development of fluency (rate and accuracy).
2. The teacher knows the methods of literacy instruction congruent with a balanced literacy program.
3. The teacher understands that reading is a process of constructing meaning.
4. The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).
5. The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide-reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.

6. The teacher understands the relationships between reading, writing, speaking, listening, and viewing.
7. The teacher understands why it is important for developing literacy skills to read aloud to students.
8. The teacher is familiar with a wide range of children's literature encompassing all genres.

Performance

1. The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.
2. The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).
3. The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).
4. The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography).
5. The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.
6. The teacher provides literacy lessons and opportunities congruent with best research practices.
7. The teacher reads aloud to children.

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 knows historical and current research as it relates to reading.
2. The teacher understands the significance of home language and culture on the development of literacy in the classroom.

Performance

1. The teachers implements cognitively compatible strategies in developing reading instruction.
2. The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.
3. The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.

Standard 3: 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 research-based best practices in prevention identification, intervention, and remediation of reading difficulties.
2. The teacher understands methods for accelerating and scaffolding the students' development of reading strategies.
3. The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.

Performance

1. The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.
2. The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.

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 understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.

Performance

1. The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.

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 power of literacy as it relates to academic success and life-long learning.
2. The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.

Performance

1. The teacher advocates extensive reading for information and for pleasure.
2. The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.

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.

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 the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance, enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).
2. The teacher understands how to use assessment for attitude and motivation as related to reading.
3. The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness, phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension).

Performance

1. The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.

2. The teacher collects and utilizes data from multiple sources to inform instruction.
3. The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.
4. The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.
5. The teacher advocates that the needs of every student are accurately represented in assessment data.

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.

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 knows sources and programs that promote family literacy.
2. The teacher knows community-based programs that promote literacy development.

Performance

1. The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.
2. The teacher fosters parental support for family literacy activities.

Idaho Foundation Standards for Science 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 and performance statements for the Science 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, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 the history and nature of science and scientific theories.
2. The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.
7. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.

8. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.
2. The teacher continually adjusts curriculum and activities to align them with new scientific data.
3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
4. The teacher helps students build scientific knowledge and develop scientific habits of mind.
5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.
6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
8. The teacher engages in scientific inquiry in science coursework.

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 knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Performance

1. The teacher identifies students' conceptions and misconceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

Standard 3: Modifying Instruction for Individual Needs *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.*

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

Knowledge

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
2. The teacher understands how to implement scientific inquiry.
3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.
4. The teacher understands how to use research based best practices to engage students in learning science.

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
1. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

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.*

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 knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.

3. The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

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.

Standard 8: Assessment of Student Learning - 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.

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 understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

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: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.
2. The teacher is aware of available resources and standard protocol for proper disposal of waste materials.
3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.
4. The teacher is aware of legal responsibilities associated with safety.
5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.
6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.
3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.

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10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.

11. The teacher implements laboratory, field, and demonstration safety techniques.

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

Performance

1. The teacher engages students in a variety of laboratory and field techniques.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Idaho Standards for Biology Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology 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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.

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8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.
7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques. .
10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.
11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

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.

Standard 3: 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.

Standard 4: Multiple Instructional Strategies - 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.

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.

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.

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.

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.

Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry 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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).

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7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.
15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.
5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.

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7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.
14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
17. The teacher helps the student understand and predict the properties and reactions of acids and bases.
18. The teacher helps the student understand chemical equilibrium in solutions.
19. The teacher helps the student understand and use chemical kinetics.
20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
21. The teacher helps the student learn the basic organizing principles of organic chemistry.
22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.

23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

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.

Standard 3: Modifying Instruction for Individual Needs - 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.

Standard 4: Multiple Instructional Strategies - 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.

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.

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.

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.

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.

Idaho Standards for Earth and Space Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science 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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 how local events can potentially impact local, regional, and global conditions.
2. The teacher understands the rock cycle and the classification systems for rocks and minerals.
3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.
4. The teacher understands the sun, moon and earth system and the resulting phenomena.
5. The teacher knows earth history as interpreted using scientific evidence.
6. The teacher understands the composition of the earth and its atmosphere.
7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).
8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.

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9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.
10. The teacher understands the flow of energy and matter through earth and astronomic systems.
11. The teacher knows the concepts of weather and climate.
12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Performance

1. The teacher helps students understand the flow of energy and matter through earth and space systems.
2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.
3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.
4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.
5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.
6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.
7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.
8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.
9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

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.

Standard 3: Modifying Instruction for Individual Needs - 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.

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.

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.

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.

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.

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.

Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

1. *Idaho Core Teacher Standards*
2. *Idaho Foundation Standards for Science Teachers AND*
3. *Idaho Standards for Biology Teachers OR*
4. *Idaho Standards for Earth and Space Science Teachers OR*
5. *Idaho Standards for Chemistry Teachers OR*
6. *Idaho Standards for Physics Teachers*

Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

- 1. Idaho Core Teacher Standards*
- 2. Idaho Foundation Standards for Science Teachers AND*
- 3. Idaho Standards for Chemistry Teachers OR*
- 4. Idaho Standards for Physics Teachers*

Idaho Standards for Physics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics 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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events, research, and applications.
5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
6. The teacher knows the historical development of models used to explain physical phenomena.

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.
2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

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.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning.

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.

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.

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.

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.

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.

Idaho Foundation Standards for Social Studies Teachers

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies 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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).
2. The teacher understands the ways various governments and societies have changed over time.
3. The teacher understands ways in which independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.
5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands geography affects relationships between people, and environments over time.

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7. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance

1. The teacher demonstrates chronological historical thinking
2. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.
3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

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 influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of student environment on student learning,

Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Standard 3: 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.

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.

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.

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.

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.

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.

Idaho Standards for Economics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics 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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).
2. The teacher understands the functions of money.
3. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, stock markets, banking institutions, and labor unions).
5. The teacher understands how economic institutions shaped history and influence current economic practices.
6. The teacher understands the principles of sound personal finance and entrepreneurship.
7. The teacher understands fiscal and monetary policy.

Performance

1. The teacher demonstrates comprehension and analysis of economic principles and concepts.
2. The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.
3. The teacher uses graphs, models, and equations to illustrate economic concepts.

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.

Standard 3: 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.

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.

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.

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.

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.

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.

Idaho Standards for Geography Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography 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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 spatial organization of peoples, places, and environments.
2. The teacher understands the human and physical characteristics of places and regions.
3. The teacher understands the physical processes that shape and change the patterns of earth's surface.
4. The teacher understands the reasons for the migration and settlement of human populations.
5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.
6. The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Performance

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.

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2. The teacher relates the earth's dynamic physical systems and its impact on humans.
3. The teacher relates population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
4. The teacher relates the earth's physical systems and varied patterns of human activity to world environmental issues.
5. The teacher uses geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

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.

Standard 3: 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.

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.

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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.

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.

Idaho Standards for Government and Civics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the government and civics 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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 relationships between civic life, politics, and government.
2. The teacher understands the foundations of government and constitutional ~~and~~ principles of the United States political system.
3. The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.
4. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).
5. The teacher understands the role of public policy in shaping the United States political system.

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6. The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).
7. The teacher understands the characteristics of effective leadership.

Performance

1. The teacher promotes student engagement in civic life, politics, and government.
2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.
3. The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.
4. The teacher integrates global perspectives into the study of civics and government.

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.

Standard 3: 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.

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.

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.

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.

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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.

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

Idaho Standards for History Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the history 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.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international relations impacted the development of the United States.
4. The teacher understands how significant compromises and conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.

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7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance

1. The teacher makes connections between political, social, cultural, and economic themes and concepts.
2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
3. The teacher facilitates student inquiry on how international relationships impact the United States.
4. The teacher relates the role of conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, and interpret history.

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.

Standard 3: 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.

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.

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.

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.

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.

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.

Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

- 1. Idaho Core Teacher Standards AND*
- 2. Foundation Social Studies Standards AND*
- 3. History Standards OR*
- 4. Government and Civics Standards OR*
- 5. Economics Standards OR*
- 6. Geography Standards*

Idaho Standards for Special Education Generalists

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).

In addition to the standards listed here, special education teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Special 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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 theories, history, philosophies, and models that provide the basis for special education practice.
2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.
3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.

Performance

1. The teacher demonstrates the application of theories and research-based educational models in special education practice.

2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

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 how the learning patterns of students with disabilities may differ from the norm.

Performance

1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.

• ***Standard 3: 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.***

Knowledge

1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.
2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).
3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).

Performance

1. The teacher individualizes instruction to support student learning and behavior in various settings.
2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.

3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.

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

Knowledge

1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)
2. The teacher understands the developmental nature of social skills.
3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.
4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

Performance

1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.
1. The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.
2. The teacher advocates for and models the use of appropriate social skills.
3. The teacher provides social skills instruction that enhances student success.
4. The teacher creates an accessible learning environment through the use of assistive technology.
5. The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.

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 applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

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2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).
3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).
4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.
3. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.

Performance

1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.
2. The teacher coordinates the implementation of behavior plans with all members of the educational team.
3. The teacher creates an environment that encourages self-advocacy and increased independence.
4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.
5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.

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 the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.
2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Performance

1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.
2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.

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 understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.
2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.
3. The teacher understands the general education curriculum and state standards developed for student achievement.

Performance

1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.
2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.
3. The teacher evaluates and links the student's skill development to the general education curriculum.
4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.
5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.
6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.
7. The teacher develops opportunities for career exploration and skill development in community-based settings.
8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.
9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.

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 understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.
2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.
3. The teacher understands how to assist colleagues in designing adapted assessments.
4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.
5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.
6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

Performance

1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.
2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.
3. The teacher gathers background information regarding academic, medical, and social history.
4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.
6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

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.

Performance

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

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 current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.
3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.
4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.
5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.
7. The teacher knows how to train or access training for paraprofessionals.
8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance

1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.
2. The teacher trains or accesses training for paraprofessionals.
3. The teacher collaborates with team members to develop effective student schedules.

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4. The teacher communicates the benefits, strengths, and constraints of special education services.
5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.
6. The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).
7. The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.
8. The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.
9. The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.

Idaho Standards for Teachers of the Blind and Visually Impaired

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).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

** This language was written by a committee of content experts and has been adopted verbatim.*

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 the historical foundations for the education of children with visual impairments, including the array of service options.
2. The teacher knows the effects of medications on the visual system.

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 need for students to establish proper posture, communication, self-esteem, and social skills.

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2. The teacher knows the effects of a visual impairment on the student's family and the reciprocal impact on the student's self-esteem.
3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

Performance

1. The teacher provides students with a means to independently access and re-create materials readily available to the sighted world.
2. The teacher prepares students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.
3. The teacher designs instructional experiences contingent on student and familial stages of acceptance of the visual impairment.
4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

1. Standard 3: 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.

Knowledge

1. The teacher knows the effects of a visual impairment on language and communication.
2. The teacher knows the impact of visual disorders on learning and experience.
3. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments (e.g., Braille reading and writing, handwriting for students with low vision and signature writing for blind students, listening and compensatory auditory skills, typing and keyboarding skills, unique technology for individuals with visual impairments, and use of alternatives to nonverbal communication).
4. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, cognitive, spatial concept, and psychosocial development.
5. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.
6. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments in a variety of environments.

7. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments and for assisting classroom teachers in implementing these modifications.
8. The teacher knows methods to acquire special academic skills, including the use of an abacus; the use of a talking calendar; tactile graphics (including maps, charts, tables, etc.); and adapted science equipment.

Performance

1. The teacher teaches, writes, and reads Grade 2 literary Braille and Nemeth codes when necessary (e.g., music, computer, and Braille).
2. The teacher secures specialized materials and equipment in a timely manner.
3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.
4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation information to comprehensively design strategies as part of an IEP.

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

Knowledge

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of auditory, tactual, and communication skills for the visually impaired.
2. The teacher knows how to assist the student in developing visual, auditory, and tactile efficiency as well as pre-cane mobility skills.
3. The teacher knows how to assist the student in developing alternative organizational and study skills.
4. The teacher knows methods for providing adapted physical and recreation skills for individuals who have visual impairments.
5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with visual impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).
6. The teacher knows strategies for developing transition plans and career awareness and provides vocational counseling for students who have visual impairments.

Performance

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, which provide for independence.
2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.
3. The teacher integrates knowledge of the visual impairment and developmental progression when designing and implementing communication and social skills instruction.

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.

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 about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment.
2. The teacher understands the educational implications of federal entitlements and funding, and how this relates to the provision of specialized materials and equipment.
3. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.
4. The teacher knows specialized policies regarding referral and placement procedures for students with visual impairments.

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 the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

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2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment.

Performance

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, pre-cane mobility, and educational performance.
2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP development.

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.

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 knows strategies for assisting parents/guardians and other professionals in planning appropriate transitions for students who have visual impairments.
2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides, etc.) or who provide special materials to them.
3. The teacher knows teacher attitudes, expectations, and behaviors that affect the behaviors of students with visual impairments.

**Idaho Standards for Special Education Teachers of Students
Who Are Deaf and/or Hard of Hearing**

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).

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Deaf and hard of hearing 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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 theories, history, philosophies, and models that provide the basis for education of the deaf and/or hard of hearing.
2. The teacher knows the various educational placement options that are consistent with program philosophy and how they impact a deaf and/or hard of hearing student’s cultural identity and linguistic, academic, social, and emotional development.
3. The teacher understands the complex facets regarding issues related to deaf and/or hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf and/or hard of hearing.

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2. The teacher communicates the benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., cochlear implants, hearing aids, other amplification usage, sign language systems, use of technologies, and communication modalities).

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 how etiology, age of onset, and degree of hearing loss impact a student's language development and ability to learn.
2. The teacher understands that being deaf and/or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf and/or hard of hearing students so they achieve age appropriate levels of literacy.

Performance

1. The teacher identifies levels of language and literacy development and designs lessons that are appropriate.

Standard 3: 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.

Knowledge

1. The teacher understands how hearing loss may impact student development (i.e., sensory, cognitive, communication, physical, behavioral, social, and emotional).
2. The teacher knows the characteristics and impacts of hearing loss, and the subsequent need for alternative modes of communication and/or instructional strategies.
3. The teacher understands the need for accommodation for English language learning for students whose native language is American Sign Language (ASL).
4. The teacher understands that an IEP for deaf/hard of hearing students should consider the following: communication needs and the student and family's preferred mode of communication; linguistic needs; severity of hearing loss and potential for using residual hearing; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

Performance

1. The teacher uses information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual

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hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

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

Knowledge

1. The teacher knows how to enhance instruction through the use of visual materials and experiential activities to increase outcomes for students who are deaf and/or hard of hearing.

Performance

1. The teacher develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child.

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 unique social and emotional needs of students who are deaf and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem.
2. The teacher understands that deaf cultural factors, communication challenges, and family influences impact classroom management of students.
3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory learning.
2. The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities.
3. The teacher prepares students for the appropriate use of interpreters.

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

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• **Knowledge**

1. The teacher understands the role of the interpreter and the use and maintenance of assistive devices.

2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

- **Performance**

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).
2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.
3. The teacher enables students to use support personnel and assistive technology.

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.

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 specialized terminology used in the assessment of students who are deaf and/or hard of hearing.
2. The teacher knows the appropriate accommodations for the particular degree of hearing loss
3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students (e.g., interpreters and special tests).

Performance

1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.
2. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

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.

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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 the roles and responsibilities of teachers and support personnel in educational practice for deaf and/or hard of hearing students (e.g., educational interpreters, class teachers, transliterators, tutors, note takers, and audiologist).
2. The teacher knows resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.
3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication with students who are deaf and/or hard of hearing students.
4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.

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- **Performance**

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliterators) to meet the communication needs of students who are deaf and/or hard of hearing.

Teacher Leader Standards

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. The differences in knowledge acquisition and transfer for children and adults
2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development
3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution
4. Effective listening, oral communication, presentation skills, and expression in written communication
5. Research and exemplary practice on “organizational change and innovation”
6. The process of development of group goals and objectives

Performance: The teacher leader. . .

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers’ content knowledge and skills throughout professional learning
2. Improves colleagues’ acquisition and application of knowledge and skills
3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members’ ideas and perspectives
4. Uses effective communication skills and processes
5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process
6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model

and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Action research methodology
2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor
3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes

Performance: The teacher leader. . .

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes
2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability
3. Assists with application and supports dissemination of action research findings to improve educational outcomes

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. The standards of high quality professional development and their relevance to improved learning
2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
3. The role of 21st century skills and technologies in educational practice
4. The role of shifting cultural demographics in educational practice

Performance: The teacher leader. . .

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and

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implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals

3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate
4. Continually assesses the effectiveness of professional development activities and adjusts appropriately

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes
2. The Framework for Teaching, effective observation and strategies for providing instructional feedback
3. Role and use of critical reflection in improving professional practice

Performance: The teacher leader. . .

1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices
2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment
3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment
4. Develops, leads and promotes a culture of self-reflection and reflective dialogue

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes
2. Use of formative and summative data to inform the continuous improvement process

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3. Analysis and interpretation of data from multiple sources

Performance: The teacher leader. . .

1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement
2. Models use of formative and summative data to inform the continuous improvement process
3. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Child development and conditions in the home, culture and community and their influence on educational processes
2. Contextual considerations of the family, school, and community and their interaction with educational processes
3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture

Performance: The teacher leader. . .

1. Develops colleagues' abilities to form effective relationships with families and other stakeholders
2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools
3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. Effective identification and interpretation of data, research findings, and exemplary practices

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2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement
3. Local, state and national policy decisions and their influence on instruction
4. The process to impact policy and to advocate on behalf of students and the community

Performance: The teacher leader...

1. Identifies and evaluates needs and opportunities
2. Generates ideas to effectively address solutions/needs
3. Analyzes feasibility of potential solutions and relevant policy context
4. Advocates effectively and responsibly to relevant audiences for realization of opportunities

- **Idaho Foundation Standards for Visual and Performing Arts 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 and performance statements for the Visual and Performing Arts 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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

- **Knowledge**

1. The teacher understands the history and foundation of arts education.
2. The teacher understands the processes and content of the arts discipline being taught.
3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.
4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.
5. The teacher understands the cultural and historical contexts surrounding works of art.
6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
8. 12. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students’ personal and/or career interests.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.
5. The teacher provides instruction to make a broad range of art genres and relevant to students.
6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.
7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

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.

Standard 3: 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.

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 creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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, subjects, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.
2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.
2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

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 understands assessment strategies specific to the creative process.
2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.
3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

Performance

1. The teacher assesses students' learning and creative processes as well as finished products.
2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.
3. The teacher provides a variety of arts assessments to evaluate student performance.

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 understands the importance of continued professional growth in his or her discipline.

Performance

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1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

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 appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

Performance

1. The teacher promotes the arts for the enhancement of the school and the community.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Performance

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

Idaho Standards for Drama 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 and performance statements for the Drama 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 the history of theater as a form of entertainment and as a societal influence.
2. The teacher knows the basic theories and processes of play writing.
3. The teacher understands the history and process of acting and its various styles.
4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).
5. The teacher understands the theory and process of directing theater.

Performance

1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright’s intent.
2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.
3. The teacher demonstrates proficiency in all aspects of technical theatre.

4. The teacher is able to direct shows for public performance.

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.

Standard 3: 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.

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.

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.

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.

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 art and science of teaching.

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.

Standards 11: Learning Environment- The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher understands how to safely operate and maintain the theatre facility.
2. The teacher understands how to safely operate and maintain technical theatre equipment.

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3. The teacher understands OSHA and State Safety standards specific to the discipline.
4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Performance

1. The teacher can safely operate and maintain the theatre facility.
2. The teacher can safely operate and maintain technical theatre equipment.
3. The teacher employs OSHA and State Safety standards specific to the discipline.
4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Idaho Standards for Music 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 and performance statements for the Music 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.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language has been written by a committee of content experts and adopted verbatim.*

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

The teacher understands and knows how to teach:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Performance

The teacher is able to demonstrate and teaches:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

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.

Standard 3: 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.

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.

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 understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.

Performance

1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education

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.

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.

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.

Idaho Standards for Visual Arts 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, and performance statements for the Visual Arts 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 are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

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 a variety of media, styles, and techniques in multiple art forms.
2. The teacher has knowledge of individual artists’ styles and understands the historical movements and cultural contexts of those works.
3. The teacher understands the elements and principles of art and how they relate to quality in works of art.
4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.
5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist’s statement.
6. The teacher understands the value of visual art as an expression of our culture and possible career choices.

Performance

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

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2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work
3. The teacher applies the elements and principles of art and how they relate to quality in works of art.
4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum
5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.
6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.
7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.
8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.
9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

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.

Standard 3: 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.

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.

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.

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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.

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.

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.

Idaho Standards for ~~Foreign Language~~ World Languages Teachers

All teacher candidates are expected to meet or exceed 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 and performance statements for the ~~Foreign~~ World Languages 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 assures attainment of the standards and is consistent with its conceptual framework ~~and that assures attainment of the standards.~~

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

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

Knowledge

1. 1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
- 1.2. The teacher knows ~~of~~ the target language ~~and understands the~~ culture(s) in which the language is used.
2. 3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.
3. 4. The teacher knows the history, arts, and literature of the target culture(s).
4. 5. The teacher knows the current social, political, and economic realities of the countries related to the target language.
5. ~~The teacher knows the commonly held stereotypes of the target culture(s).~~
6. 6. The teacher understands how the U.S. culture perceives the target language and culture(s). ~~understands the impact of the target language and culture(s) on American society.~~
7. 7. The teacher understands how the U.S. is perceived by the target language culture(s).

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8. ~~8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs. knows the similarities and differences between the students' language and culture(s) and the target language and culture(s), including commonly held stereotypes of the target culture(s).~~
9. ~~9. The teacher demonstrate knowledge of~~ understands the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, writing, and culture.

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.
2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture ~~into instruction.~~
3. The teacher promotes articulates the value and benefits of foreign world language learning to students, educators, and the community.
4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for ~~encourages~~ the students to do so.
5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
6. The teacher systematically incorporates culture into instruction.
7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.
8. The teacher encourages students to understand that culture and language are intrinsically tied.
9. ~~The teacher makes generous use of cognates and expressions common to English and the foreign language when those comparisons will further the students' understanding and fluency.~~

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 that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

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2. The teacher understands that ~~the development of~~ cultural knowledge is essential for the development of second language acquisition.
3. The teacher understands the skills necessary ~~understanding of how~~ to create an instructional environment that encourages students to take the risks needed ~~necessary~~ for successful language learning.
4. The teacher knows the methodologies and theories specific to second language acquisition.
5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.
2. The teacher integrates cultural knowledge into language instruction.
3. ~~4-~~ The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.
4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.
5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Standard 3: 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 gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.
2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.
2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

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 understands that world foreign languages methodologies continues to change in response to emerging research.
2. The teacher understands instructional practices that balances content-focused and form-focused learning.
3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

Performance

1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.
2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.
3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 5: Classroom Motivation and Management Skills - 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 that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.
2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

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 of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Performance

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

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 the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher knows how to design lesson plans, based on ACTFL Standards, research-based practices and a variety of proficiency guidelines, that enhance student understanding of the target language and culture.
3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.
2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.
3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

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 the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing, ~~and culture.~~

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2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.
3. The teacher understands the importance of assessing the content and the form of communication.

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher employs a variety of ways ~~of to assessing the five language skill areas~~ listening, speaking, reading, writing, and culture, using both formative and summative assessments.
3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
4. The teacher appropriately assesses for both the content and form of communication.

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.

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 knows about career and other life-enriching opportunities available to students proficient in a ~~foreign~~ world languages.
2. The teacher ~~is~~ knows how to provide ~~aware of~~ opportunities for students and teachers to communicate with native speakers.
3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.
4. The teacher understands the effects of second language study on first language.

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Performance

1. ~~The teacher informs students of career and other opportunities available to students proficient in a foreign world languages.~~
2. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.
3. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
4. The teacher encourages students to participate in community experiences related to the target culture.
5. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Glossary or Terms

ACTFL Proficiency Guidelines – a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired.

http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL) – an organization for world language professionals of K-12 and higher education

Content-Based Instruction (CBI) – a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

Critical thinking – an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

Form-Focused Instruction (FFI) - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalysed and stored as a whole in our memories.

Scaffolding - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

Zone of Proximal Development (ZPD) - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding

Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

** The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

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 and the standards specific to their certification area at the “acceptable” level or above.

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

An important component of the School Administrator’s profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

• ***Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of 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 each student 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.

Performance

1. The administrator facilitates processes and engages in activities that create a shared vision and mission with all stakeholders.
2. The administrator uses effective individual and group communication skills.

3. The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.
4. The administrator acknowledges the contributions of the school community to the realizations of the vision and mission.
5. The administrator seeks and allocates resources to support the strategic plan.
6. The administrator models professional growth, and supports the professional growth of the community of learners.
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 each student.
10. The administrator ensures that each student 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 each student 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 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 principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
4. The administrator understands student growth and development.
5. The administrator understands the effective use of assessment and evaluation.

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6. The administrator understands adult learning and professional development.
7. The administrator understands the change process for systems, organizations, and individuals.
8. The administrator knows how to effectively use instructional supervision, evaluation, and due process.
9. The administrator understands community diversity and its influence on education.
10. The administrator understands the essential role of technology in education.
11. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

• **Performance**

1. The school administrator oversees the development, implementation, evaluation, and refinement 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 life-long learning for self, students, and staff.
3. The administrator promotes a school environment in which the responsibilities and contributions of students, parents/guardians, and staff members are valued.
4. The administrator promotes effective and innovative research-based instructional strategies.
5. The administrator researches a variety of information sources to make decisions that organize and align the school for success.
6. The administrator reduces barriers through proactive identification, clarification, and resolution of problems.
7. The administrator uses data to monitor student achievement.
8. The administrator supervises, evaluates, and assists teachers.
9. The administrator creates a learning environment that recognizes diversity.
10. The administrator uses and promotes technology to advance student learning, accommodate student needs, professional development, and overall school success.
11. The administrator participates in professional organizations.

12. The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.

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

- **Knowledge**

1. The administrator understands organizational theories.
2. The administrator understands operational policies and procedures.
3. The administrator knows school safety and security principles and issues.
4. The administrator understands human resources management.
5. The administrator knows sound fiscal operations principles and issues.
6. The administrator knows school facilities and use of space principles and issues.
7. The administrator understands legal issues impacting personnel, management, and operations.
8. The administrator understands current technologies that effectively support management functions.
9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.

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 to maximize opportunities for successful learning.
3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive educational outcomes.
4. The administrator uses knowledge of collective bargaining and other contractual agreements.
5. The administrator implements and monitors high-quality standards related to management performances.

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6. The administrator manages the operations school facilities, equipment, and support services to provide an environment conducive to learning.
7. The administrator involves stakeholders in shared decision-making.
8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.
9. The administrator uses effective communication skills.
10. The administrator aligns all resources, using appropriate technology available to maximize attainment of school and organizational goals.
11. The administrator implements records management that meets confidentiality and documentation requirements.
12. The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to accomplish goals of the school and district.

Standard 4: Family and Community Partnerships - A school administrator is an educational leader who promotes the success of each student 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 impacting families, school, and community.
2. The administrator knows resources available in the community.
3. The administrator understands public relations, successful partnerships, and marketing strategies.

• **Performance**

1. The administrator develops relationships with community leaders through visibility and involvement within the larger community.
2. The administrator 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.

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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 network of community and media connections.
8. The administrator models and supports the use of 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 purposes of education.
2. The administrator understands the roles of leadership.
3. The administrator understands ethical frameworks and perspectives.
4. The administrator understands the diverse values of a community.
5. The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

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 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.

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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 each student 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 education.
3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact education.
4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of 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.

Performance

1. The administrator facilitates and engages in activities to shape public policy in order to enhance education.
2. The administrator facilitates communication with the school community concerning trends, issues, and potential forces affecting education.
3. The administrator engages representatives of diverse community groups in ongoing dialogue.
4. The administrator develops lines of communication with decision-makers outside of the school community.
5. The administrator facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.

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6. The administrator adheres to the law and district policies.
7. The administrator implements appropriate policies and facilitates to protect student rights and improve student opportunities for success.

Idaho Standards for School Superintendents

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

** This language was written by a committee of content experts and has been adopted verbatim.*

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 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 an effective and efficient governance structure for school districts.
6. The superintendent knows the role of local, 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, career development, and enhancement.
8. The superintendent understands the organizational complexity of school districts.
9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management..
10. The superintendent knows the importance of district-wide policy development and effective implementation.

Performance

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1. The superintendent promotes district-wide innovation and change through the application of a systems approach.
2. The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
3. The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
4. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.
5. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.
6. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.
7. The superintendent advises the board of trustees on legal, ethical, and current educational issues.
8. The superintendent works effectively within the organizational complexity of school districts.
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.

** This language was written by a committee of content experts and has been adopted verbatim.*

• ***Standard 1: Visionary and Strategic Leadership*** *A school administrator is an educational leader who promotes the success of each student 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 articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.
3. The special education director understands the importance of collaboration to provide general education interventions.

• **Performance**

1. The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.
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 each student 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.

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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.

- **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 allocating 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 in school and community environments.
3. The special education director ensures the fulfillment of federal and state requirements related to the instruction 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 organization for the success of each student.

- **Knowledge**

1. The special education director knows about instruction, school activities, and environments to increase program accessibility for students with special needs.
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, 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.

- **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, student and parent needs.

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

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

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

Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote and enhance the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic/Technical Development, Career Development, and Personal/Social Development.

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

An important component of the School Counselor's profession is their disposition. Professional dispositions are how the School Counselor views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Counselor dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

• ***Standard 1: Standards of Practices - The school counselor understands the history and foundations of the counseling profession; various counseling theories and techniques; cultural sensitivity; advocacy of public policy applicable to services for students and their families; professional ethics and legal standards and requirements; and continued professional development.***

• **Knowledge**

1. The school counselor understands the Idaho Comprehensive School Counseling Program Model.
2. The school counselor understands the history and foundations of school counseling and related fields.
3. The school counselor understands a variety of counseling theories and techniques.
4. The school counselor understands the dynamics of cultural diversity.
5. The school counselor knows the importance of advocacy.
6. The school counselor knows the appropriate ethical and legal standards and requirements.
7. The school counselor knows the importance of continued professional development.

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8. The school counselor knows how to access community resources and professionals to aid students and their families.

- **Performance**

1. The school counselor uses appropriate individual and group counseling skills in each domain, (i.e., academic/technical development, career development, and personal/social development).
2. The school counselor uses appropriate intervention strategies.
3. The school counselor uses appropriate consulting, collaborating, and team-building skills within each domain.
4. The school counselor adheres to the appropriate school-counseling role as described in the Idaho Comprehensive School Counseling Program Model.
5. The school counselor maintains certification and engages in continued professional development.
6. The school counselor adheres to professional, ethical, and legal standards.
7. The school counselor identifies and accesses appropriate community resources and professionals to aid students and their families.

Standard 2: Academic/Technical Development Domain - The school counselor understands the knowledge, attitudes, and skills that contribute to effective lifelong learning.

- **Knowledge**

1. The school counselor knows developmental theories.
2. The school counselor understands various learning styles.
3. The school counselor understands family systems and their impact on learning.
4. The school counselor understands educational systems.
5. The school counselor is familiar with P-16 curriculum and its relationship to lifelong learning.
6. The school counselor understands how diversity influences lifelong learning.

- **Performance**

1. The school counselor identifies and engages students in activities that demonstrate how changing preferences affect life goals.

2. The school counselor meets the standards in the Idaho Comprehensive School Counseling Program Model in the Academic/Technical Development Domain.

Standard 3: Academic/Technical Development Domain - The school counselor understands and uses strategies that assist students in achieving academic/technical success and satisfaction.

Knowledge

1. The school counselor knows a variety of decision-making and problem-solving models.
2. The school counselor understands how attitudes and behaviors relate to successful learning.
3. The school counselor understands models of time management, task management, and study skills.
4. The school counselor knows the importance of personal choice and responsibility.
5. The school counselor knows a variety of assessments and interpretation techniques and understands their role in educational planning.

• **Performance**

1. The school counselor uses information on how personal criteria and environmental conditions influence the process of educational decision making and the development of life goals.
2. The school counselor implements related curriculum and activities focused on the effects of education, work, and family on individual decision making.
3. The school counselor models time management and task management skills.
4. The school counselor presents and disseminates information on appropriate study skills necessary for academic success at each level.
5. The school counselor uses a variety of assessments and interpretation techniques for educational planning.
6. The school counselor integrates the most appropriate technology available into the counseling program; uses this technology to optimize program administration and to meet student needs; and models the use of this technology for students and colleagues.

• ***Standard 4: Academic/Technical Development Domain - The school counselor understands the relationship among personal qualities, education and training, and the world of work.***

• **Knowledge**

1. The school counselor knows appropriate goal-setting techniques.
2. The school counselor understands the process of establishing short- and long-range goals.
3. The school counselor understands the process of identifying specific strategies to accomplish life goals.

• **Performance**

1. The school counselor uses skills to access knowledge of self and work in order to develop education and training goals.
2. The school counselor engages students in establishing short- and long-range goals.
3. The school counselor identifies specific strategies to accomplish life goals (e.g., acquisition of knowledge, skills, and abilities necessary for success).

• ***Standard 5: Academic/Technical Development Domain - The school counselor understands the relationship of academics to life in the community and at home.***

• **Knowledge**

1. The school counselor understands the effects that values and lifestyle have on academics.
2. The school counselor understands that the needs of the community affect life choices.
3. The school counselor understands how local, state, and global economies affect individuals.

• **Performance**

1. The school counselor describes the importance of learning as it affects values and lifestyle.
2. The school counselor links the needs of the community to students' life choices.
3. The school counselor communicates the effects of local, state, and global economies on student planning.

Standard 6: Career Development Domain - The school counselor knows the skills necessary to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Knowledge

1. The school counselor knows career development theories.

2. The school counselor understands the value of self-awareness in career decision making.
3. The school counselor knows how to research and obtain career information.
4. The school counselor knows how to evaluate and interpret career information.
5. The school counselor understands the risks and rewards within various career options.
6. The school counselor understands the skills, behaviors, and attitudes necessary for the world of work.
7. The school counselor knows how to identify post-high school options.

• **Performance**

1. The school counselor uses and evaluates research and information resources to obtain career information.
2. The school counselor facilitates understanding of the value of self-awareness in career decision making.
3. The school counselor gathers and dispenses information to identify post-high school options.
4. The school counselor identifies risks and rewards of various career options.
5. The school counselor disseminates information on prospective employers, organization structures, and employer expectations.
6. The school counselor promotes networking, negotiating, and mentoring in career development.

Standard 7: Career Development Domain - The school counselor understands strategies to achieve career success and satisfaction.

Knowledge

1. The school counselor knows education, training, and career decision-making strategies.
2. The school counselor understands the effects of education, work, and family values on individual career decisions.
3. The school counselor recognizes that personal and environmental conditions affect decision making.
4. The school counselor understands personal consequences of making and not making decisions.

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- **Performance**

1. The school counselor describes criteria for making personal decisions about education, training, and career goals.
2. The school counselor describes the effects of education, work, and family values on individual career decisions.
3. The school counselor identifies personal and environmental conditions that affect decision making.
4. The school counselor helps students understand personal consequences of making and not making decisions.
5. The school counselor creates and implements collaborative learning experiences to enhance student career awareness and decision making.

2. *Standard 8: Career Development Domain - The school counselor understands the skills for locating, maintaining, and advancing in a job.*

- **Knowledge**

1. The school counselor understands job placement services.
2. The school counselor knows job search and acquisition techniques.
3. The school counselor knows strategies, behaviors, and attitudes that support career advancement.
4. The school counselor understands what strategies, behaviors, and attitudes are necessary for personal success in the world of work.

- **Performance**

1. The school counselor collaborates with teachers, parents/guardians, administrators, and community members to present age-appropriate career awareness information.
2. The school counselor identifies job placement services.
3. The school counselor presents information for both job search and job acquisition.
4. The school counselor helps students develop awareness of strategies, behaviors, and attitudes that support career advancement.
5. The school counselor integrates the most appropriate technologies available into career awareness, exploration, and development.

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- ***Standard 9: Career Development Domain - The school counselor understands diversity and transition issues in today's workforce.***

- **Knowledge**

1. The school counselor knows how to stay abreast of trends and changes in the world of work.
2. The school counselor understands the historical perspective of work and industry and how it relates to today's diverse workforce.
3. The school counselor understands the effects of stereotyping on education, work environments, and community.
4. The school counselor understands behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.
5. The school counselor knows that transition issues are an ongoing aspect of career development throughout life.
6. The school counselor understands how to use assistive devices and technology to accommodate students with disabilities.
7. The school counselor understands laws and regulations related to students with disabilities.

- **Performance**

1. The school counselor disseminates information using various methods regarding recent changes in the diverse workforce.
2. The school counselor models behaviors, attitudes, and skills that work to eliminate stereotyping in education, work environments, and the community.
3. The school counselor creates awareness of transition issues and strategies for lifelong career development.
4. The school counselor disseminates information about the role of assistive devices and technology.
5. The school counselor disseminates information on the laws and regulations related to students with disabilities.

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- ***Standard 10: Personal/Social Development Domain - The school counselor knows the attitudes, knowledge, and interpersonal skills necessary to help students understand and respect self and others.***

- **Knowledge**

1. The school counselor understands the dynamics of inter- and intra-personal interests, abilities, and skills.
2. The school counselor understands the importance of expressing feelings, behaviors, and ideas in an appropriate manner.
3. The school counselor understands how behavior influences the feelings and actions of others.
4. The school counselor understands the relationship between personal behavior and self-concept.
5. The school counselor understands diverse life roles.
6. The school counselor understands environmental influences on behavior.

- **Performance**

1. The school counselor assists students in identifying personal interests, skills, and abilities.
2. The school counselor collaborates with parents/guardians, school personnel, and community professionals in the development of students' self-concept.
3. The school counselor engages the student in identifying and understanding how behaviors influence the feelings and actions of others.
4. The school counselor enables the student to recognize the relationship between personal behavior and self-concept.
5. The school counselor provides counseling services to enhance understanding of life roles and environmental influences on personal growth and behaviors.

- ***Standard 11: Personal/Social Development Domain - The school counselor understands the process of making decisions, setting goals, and taking necessary action to achieve goals.***

Knowledge

1. The school counselor understands how personal beliefs and attitudes, goal setting, and problem solving affect decision making.
2. The school counselor knows that the learning and development process is continuous and involves a series of choices.

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3. The school counselor knows the skills of decision making, goal setting, and problem solving.
4. The school counselor understands how expectations of others affect personal/social, academic/technical, and career decisions.
5. The school counselor knows how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

- **Performance**

1. The school counselor uses a variety of strategies to demonstrate how personal beliefs and attitudes affect decision making.
2. The school counselor helps students understand that learning and development are continuous processes with a series of choices.
3. The school counselor engages students in decision making, goal setting, and problem solving.
4. The school counselor helps students recognize how the expectations of others affect personal/social, academic/technical, and career decisions.
5. The school counselor describes how individual characteristics may influence achieving personal/social, academic/technical, and career goals.

Standard 12: Personal/Social Development Domain - The school counselor understands safety and survival skills.

- **Knowledge**

1. The school counselor understands the importance of identifying feelings, symptoms of stress, abuse, addiction, depression, and appropriate coping skills.
2. The school counselor knows negotiating, problem solving, and conflict resolution skills.
3. The school counselor understands the process of personal change.
4. The school counselor understands the process of human growth and development.
5. The school counselor knows strategies for personal safety and survival skills.

- **Performance**

1. The school counselor describes and demonstrates problem solving, conflict resolution, coping skills, and feeling identification.

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2. The school counselor collaborates with school personnel, parents/guardians, and community members to develop and deliver personal safety and survival skills strategies.
3. The school counselor describes the relationship between personal well being and the process of human growth and development.
4. The school counselor facilitates empowering students and their families to identify the relationship among rules, laws, safety, and the protection of individual rights.

Idaho Standards for School Nurses

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

An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Knowledge

1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.
2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.
3. The school nurse understands how to access research and interpret data applicable to the school setting.

Performance

1. The school nurse conducts ongoing evaluations of school nursing practice.
2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.
3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

Knowledge

1. The school nurse understands how to improve knowledge and competency in school nursing practice.

2. The school nurse knows how to self-assess professional nursing practice.
3. The school nurse knows how to access professional resources that support school nursing practice.
4. The school nurse knows about the professional organizations that support the nursing practice.

Performance

1. The school nurse participates in professional development related to current clinical knowledge and professional issues.
2. The school nurse seeks and acts on constructive feedback regarding professional development.
3. The school nurse pursues professional development as related to professional and program goals.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

• **Knowledge**

1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.
2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.
3. The school nurse knows how to document appropriately.

Performance

1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge

1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.

Performance

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1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Knowledge

1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.
2. The school nurse knows how to advocate for students and families.

Performance

1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.
2. The school nurse acts as an advocate for students and families.
3. The school nurse delivers care in a manner that is sensitive to student diversity.

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education.

Knowledge

1. The school nurse understands developmentally appropriate health education.
2. The school nurse understands the influence of family dynamics on student achievement and wellness.
3. The school nurse understands that health instruction within the classroom is based on learning theory.
4. The school nurse understands child, adolescent, family, and community health issues.
5. The school nurse understands how health issues impact student learning.

Performance

1. The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.
2. The school nurse participates in the assessment of health education and health instructional needs of the school community.

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3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.
4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.
5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.
6. The school nurse assists students in changing high-risk behaviors through education and referral.

Standard 7: Program Management - The school nurse is a manager of school health services.

• **Knowledge**

1. The school nurse understands the principles of school nursing management.
2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).
3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.
4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Performance

1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.
2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.
3. The school nurse demonstrates leadership skills to utilize human resources efficiently.
4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.
5. The school nurse uses appropriate technology in managing school health services.

Idaho Standards for School Psychologists

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

An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

** This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs,-measuring progress aiding in transition activities and accomplishments of students.

Knowledge

1. The school psychologist understands traditional standardized norm-referenced assessment instruments.
2. The school psychologist knows alternative assessment approaches (e.g., curriculum-based, portfolio, and ecological).
3. The school psychologist knows non-test assessment procedures (e.g., observation, diagnostic interviewing, and reviewing records).
4. The school psychologist understands the Response to Intervention (RTI) process.
5. The school psychologist understands correct interpretation and application of data.
6. The school psychologist understands the process of transitions at Pre-K through Age 21 development levels.

Performance

1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.
2. The school psychologist translates assessment results into empirically-based decisions about intervention and recommendations.

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3. The school psychologist assists in creating intervention strategies linked to the assessment information.
4. The school psychologist assists in evaluating the effectiveness of interventions and recommendations.

3. ***Standard 2: Consultation and Collaboration - The school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.***

Knowledge

1. The school psychologist knows processes of producing change in individuals and groups.
2. The school psychologist knows various strategies and techniques of team building.
3. The school psychologist knows various strategies and techniques of team decision-making.
4. The school psychologist possesses knowledge and skills necessary to facilitate communication and collaboration with students and teams consisting of school personnel, family members, community professionals, and others.
5. The school psychologist understands factors necessary for effective interpersonal communication.
6. The school psychologist knows how to communicate effectively in oral and written form.

Performance

1. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and other agencies.
2. The school psychologist uses consultation and collaboration to facilitate the development of professional environments in schools and related settings to promote the kinds of principles necessary to achieve consensus.
3. The school psychologist facilitates communication with students and teams consisting of school personnel, family members, community professionals, and others.
4. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.
5. The school psychologist presents and disseminates information to diverse audiences.
6. The school psychologist communicates effectively in oral and written form.

4. *Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction to promote student learning.*

Knowledge

1. The school psychologist knows primary learning theories (e.g., behavioral, cognitive, and neuro-developmental).
2. The school psychologist understands various instructional strategies and learning styles.
3. The school psychologist knows principles of student-centered learning.
4. The school psychologist knows how to develop appropriate cognitive, academic, and career goals for students with different ability levels using a team approach.
5. The school psychologist understands current instructional theories and models.
6. The school psychologist knows evaluation techniques to measure instructional outcomes of intervention strategies and treatment integrity.

Performance

1. The school psychologist assists in implementing a variety of instructional methods to enhance student learning at the individual, group, and systems levels.
2. The school psychologist uses student-centered learning principles to help students become self-regulated learners.
3. The school psychologist, in collaboration with the student, parents, school personnel, and community professionals, sets individual learning goals, designs a learning process to achieve those goals, and assesses whether the goals have been achieved.
4. The school psychologist helps schools develop appropriate cognitive, academic, and career goals for students.
5. The school psychologist links assessment information to the development and implementation of instructional strategies to meet students' individual learning needs.
6. The school psychologist collects, maintains and shares current information and research about advances in curriculum and instruction with educators, parents, and the community.
7. The school psychologist uses appropriate assessment techniques to progress toward academic and career goals and assists in revising instructional methodology as necessary.
8. The school psychologist assesses treatment integrity and efficacy of intervention strategies.

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Standard 4: Socialization and Development of Life Skills – The school psychologist understands human development in social, affective, behavioral, and adaptive domains and applies sound principles of behavior change within these domains.

Knowledge

1. The school psychologist understands the developmental processes of socialization and life skills of students with different abilities and developmental levels.
2. The school psychologist understands direct and indirect intervention strategies, including counseling and consultation.
3. The school psychologist knows principles of behavior management.
4. The school psychologist understands conflict-management and problem-resolution strategies.
5. The school psychologist knows empowerment strategies for students and family support systems.
6. The school psychologist understands the ecological impact of learning environments on student success.
7. The school psychologist understands early childhood development and its impact on successful school transitions.

Performance

1. The school psychologist utilizes consultation and collaboration strategies with teachers, students, and families for the development of life skills.
2. The school psychologist uses a variety of intervention strategies consistent with developmental levels.
3. The school psychologist, using a problem-solving approach, collaborates with students, teachers, and families in developing behavior management plans.
4. The school psychologist consults in the development and evaluation of conflict-management and problem-resolution programs and activities.
5. The school psychologist provides mental health services to enhance appropriate student behavior.
6. The school psychologist facilitates students and families in developing positive socialization and life skills.
7. The school psychologist consults with students, families, and schools regarding the structure and organization of educational environments and how they impact learning.

8. The school psychologist works with families and others to promote awareness of effective early childhood development and educational services.

5. ***Standard 5: School Psychology Practice and Professional Development - The school psychologist understands the history and foundations of the profession; various service models and methods; public policy development applicable to services for students and their families; ethical and professional standards; and legal requirements.***

Knowledge

1. The school psychologist understands the history and foundations of school psychology and its relation to other fields.
2. The school psychologist knows current models, methods and practices of the profession.
3. The school psychologist knows the appropriate ethical and professional standards.
4. The school psychologist knows current federal statutes and state statutes and regulations as they relate to students.
5. The school psychologist understands processes and procedures for public policy development.
6. The school psychologist knows methods to evaluate personal needs for continuing professional development.

Performance

1. The school psychologist is aware of current practices in related fields.
2. The school psychologist adheres to best practices of the profession.
3. The school psychologist uses knowledge of legal requirements to advocate for the rights and welfare of children and families.
4. The school psychologist promotes the improvement of public policies and practices in schools and related settings.
5. The school psychologist maintains certification and continues professional development.
6. The school psychologist identifies and pursues professional growth resulting in acquisition of new skills.

6. ***Standard 6: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.***

Knowledge

1. The school psychologist understands individual differences in ability levels with respect to the development of instructional programs and other activities.
2. The school psychologist understands how to identify needs and modify instruction to enhance learning for individual students.
3. The school psychologist recognizes the influence that various cultures, backgrounds, and individual learning characteristics have on students and their families.
4. The school psychologist understands how personal biases may impact decision making, instruction and influence student progress.
5. The school psychologist knows research-based practices related to assessment and the interpretation of results that reduce various bias.
6. The school psychologist recognizes best practices in assessments with culturally and/or linguistically diverse students.

Performance

1. The school psychologist assists in the development of instructional programs and activities for a diverse student population.
2. The school psychologist assists schools and families in the modification and/or accommodation of instructional practices and materials sensitive to diverse student backgrounds and needs.
3. The school psychologist seeks opportunities to interact with students and families to learn about their strengths, needs and diverse backgrounds.
4. The school psychologist uses appropriate assessment procedures and/or intervention strategies to meet the unique needs of each individual student.

Standard 7: Information and Instructional Technology - The school psychologist understands information sources, instructional resources, and technology relevant to professional practice and services for students.

Knowledge

1. The school psychologist knows how to access a variety of information sources (e.g., Internet and professional journals).
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2. The school psychologist knows how to use new technologies to enhance student services.
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3. The school psychologist possesses current knowledge of instructional resources for students (e.g., instructional software and assistive technology).

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- **Performance**

1. The school psychologist uses appropriate technologies to facilitate professional performance.

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2. The school psychologist uses technologies to facilitate student performance.

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3. The school psychologist makes use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.

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4. The school psychologist evaluates the validity of information and resources.

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- ***Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands the unique organization and culture of schools and related systems.***

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- **Knowledge**

1. The school psychologist understands the organization of schools and systems.

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2. The school psychologist understands principles of organizational development and systems theory as it relates to their practice.

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3. The school psychologist knows how to implement and evaluate programs that promote safe and violence-free schools and communities.

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4. The school psychologist understands leadership roles in the development and implementation of systems change.

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5. The school psychologist understands funding mechanisms available to schools and communities that support physical, educational, and mental health services.

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6. The school psychologist knows how to access resources available to address behavioral, learning, mental, and physical needs.

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- **Performance**

1. The school psychologist applies principles of organizational development and systems theory to promote learning and to create climates of mutual respect, care, and support for all individuals in the system.

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2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools community

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3. The school psychologist contributes to the development of school policies, agency, and community procedures that promote effective programs and services for students and families.
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4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and families.
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5. The school psychologist accesses available resources to address behavioral, learning, mental, and physical needs.
-

Standard 9: Prevention, Crisis Intervention, and Mental Health - The school psychologist understands human development and psychopathology biological, cultural, and social influences on human behavior.

Knowledge

1. The school psychologist knows current theory, research and best practice concerning child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; drug and alcohol influences; crises in schools, families, and communities.
-
2. The school psychologist has knowledge of antecedents and consequences that influence students' learning and behavior problems.
3. The school psychologist understands strategies to address students' learning and behavior problems.
4. The school psychologist knows various prevention programs and crisis intervention procedures.
5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug and alcohol abuse, smoking, and stress-related disorders).

Performance

1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the antecedents to students' learning and behavior problems.
2. The school psychologist participates in crisis prevention, intervention, and response and collaborating with students, school personnel, families and the community.
3. The school psychologist participates in and promotes physical and mental health programs for children in schools and related agencies.
4. The school psychologist facilitates environmental and/or educational changes that support the physical and mental health of students.

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5. The school psychologist accesses available resources to address a wide variety of behavioral, learning, mental, and physical needs.

Standard 10: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge

1. The school psychologist knows how family systems influence students' cognitive, affective and social development, and academic performance.
2. The school psychologist understands the importance of family involvement in education.
3. The school psychologist knows methods to promote collaboration between parents and educators that improve student performance.
4. The school psychologist understands diversity issues that affect home/school collaboration.
5. The school psychologist knows how family, home, peer, and community factors affect learning and achievement in school.
6. The school psychologist knows the local community services available to support students and their families.

Performance

1. The school psychologist applies knowledge of the influence of family systems on education to maximize student performance.
2. The school psychologist facilitates and supports parent participation in educational decision-making activities (e.g., team meetings, schoolwide committees, and school improvement teams).
3. The school psychologist facilitates home-to-school communication, including assisting students and families in accessing community and school-based services.
4. The school psychologist uses knowledge of diversity and resources to enhance collaboration between and schools.

Standard 11: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

1. The school psychologist knows the basic principles of research design and statistics used in psychological and educational research.

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2. The school psychologist possesses sufficient knowledge of research and statistics to interpret and evaluate published research and/or plan and conduct research.
3. The school psychologist knows appropriate program evaluation strategies and techniques.
4. The school psychologist understands psychometric principles that influence test selection and assessment methods.
5. The school psychologist knows the strengths and weaknesses of various research methods, designs and their impact on the interpretation of findings.

Performance

1. The school psychologist applies knowledge of the principles of research design.
2. The school psychologist uses an understanding of research methodology and design to evaluate the validity and relevance of others' research.
3. The school psychologist uses appropriate strategies when evaluating programs and interventions.
4. The school psychologist applies psychometric standards and principles in selecting and using assessment tools and published tests.
5. The school psychologist maintains, accesses, and applies a current professional knowledge base of research findings, professional literature, and best practices relevant to the job.

• **Idaho Standards for School Social Workers**

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

An important component of the School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

7.

Standard 1 - Content: The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).

Knowledge- The competent school social worker:

1. Has attained a master's degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE); OR meet the following criteria:
 - (1) has attained a master's degree in social work from a program accredited by (CSWE),
 - (2) has taken a school social work course and,
 - (3) has completed a social work practicum in a K-12 setting or has extensive experience working with children and families.
2. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.
3. Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.
4. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
5. Understands the effects of mental illness on students' ability to participate in learning.
6. Understands the person-in-environment context of social work.

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7. Understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.
8. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.
9. Understands systems theories as they relate to classrooms, schools, families, and community.
10. Understands methods of advocacy on behalf of individuals, families, and school systems.
11. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

Performance- The competent school social worker:

1. Uses empathy in interpersonal relationships.
2. Uses diverse interview techniques and written communication with all persons within the student's system.
3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.
4. Makes appropriate social work assessment of typical and atypical development of students based on level of state licensure i.e., Licensed Master Social Work (LMSW) or Licensed Clinical Social Worker (LCSW).
5. Selects and applies empirically-based methods of intervention to enhance students' educational experience.
6. Demonstrates effective leadership of and participation in interdisciplinary teams.

Standard 2 - Service Delivery: The competent school social worker utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.

Knowledge- The competent school social worker:

1. Understands empirically-based methods of individual, group, family, and crisis counseling.
2. Understands empirically-based methods of social work service delivery.
3. Understands and develops skills in advocacy, case management, community organization, consultation and in-service training.
4. Understands the application of social learning theories to identify and develop broad-based prevention and interventions, including "Response to Intervention." (RTI)

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5. Understands the interdisciplinary approach to service delivery within the educational environment.
6. Understands how to integrate content knowledge for service delivery.
7. Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.

Performance— The competent school social worker:

1. Develops and implements empirically-based prevention and intervention plans that enable the child to “respond to intervention” (RTI).
2. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.
3. Provides crisis intervention counseling and other services to the school community.
4. Provides consultation to teachers, administrators, parents, and community agencies.
5. Develops and provides training and educational programs in the school and community.
6. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.¹
7. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.
8. Mobilizes the resources of the school and community to meet the needs of children and their families.

¹ School social workers started as and remain an integral link between school, home, and community. Those who choose this particular field of social work provide direct services, as well as specialized services such as mental health intervention, crisis management and intervention, and facilitating community involvement in the schools. Working as an interdisciplinary team member, school social workers not only continue to provide services to school children and their families, but also continue to evaluate their role and consequently modify it to meet organizational or contextual needs and changes in policies and practice.

Social work assessment is an ongoing process of data collection aimed at identifying client strengths and problems. Specifically, assessment guides treatment planning, as well as informs intervention selection and monitoring as it relates to the social-emotional development of students in the educational system.(Mizrahi, T., Davis, L. E., & Henderson, D. M. (Eds.). (2009). *Encyclopedia of social work* (20th Ed.) Silver Springs, MD: National Association of Social Workers and Oxford University Press, Inc.)

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9. Reports suspected child abuse and neglect to the State's child welfare agency and/or law enforcement.

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Standard 3 – Planning: The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.

Knowledge - The competent school social worker:

1. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.
2. Understands the process of needs assessment, referral, and resource development.
3. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.
4. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.
5. Understands how to integrate and use technology for assessments, interventions, and information management.

Performance - The competent school social worker:

1. Assists in establishing expectations for student learning consistent with students' strengths and educational systems' goals.
2. Conducts needs assessments to plan for service delivery.
3. Assists students in creating long- and short-term plans to meet expectations for learning.
4. Creates and adapts from empirically-based learning opportunities and materials to provide effective interventions.
5. Plans interventions that integrate students' life experiences and future career goals.
6. Maintains relevant data to assist in planning, management and evaluation of school social work.
7. Collects, analyzes and interprets data to evaluate and modify interventions when necessary.
8. Supports approaches to learning that address individual student needs.
9. Integrates and uses technology for assessments, interventions, and information management.

Standard 4 - Assessment and Evaluation: The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

Knowledge - The competent school social worker:

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1. Understands strength-based assessments and practices that support growth and development.
2. Understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.
3. Understands multiple empirically-based assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.
4. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.
5. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:
 - The child's physical, cognitive, and social-emotional development;
 - Family history and factors that influence the child's overall functioning;
 - The child's behavior and attitude in different settings;
 - Patterns of interpersonal relationships in all spheres of the child's environment;
 - Patterns of achievement and adjustment at critical points in the child's growth and development;
 - Adaptive behavior and cultural factors that may influence learning.
6. Understands the social-developmental history with its focus on the student's functioning within the educational environment.
7. Understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.
8. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.
9. Is familiar with the diagnostic tools used by other professionals in the school.
10. Understands the use of empirically-based assessment and evaluation results to develop student interventions.

Performance- The competent school social worker:

1. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments to evaluate the understanding, progress, and performance of students' social-emotional development in the school environment.

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2. Uses social work assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies including “Response to Intervention” (RTI).
3. Uses empirically-based assessment and evaluation results to develop appropriate interventions, including recommendations for eligibility and placement.
4. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.
5. Presents social work assessment results in an easily understandable manner.
6. Documents social work assessment and evaluation results.
7. Collaborates with parents/guardians and other professionals regarding the assessment process.
8. Ensures parents/guardians are informed of their rights and the rights of students regarding assessment.
9. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.

Standard 5 - Consultation and Collaborative Relationships: The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students’ learning and well being.

Knowledge- The competent school social worker:

1. Understands the principles, practices, and processes of individual and organizational consultation.
2. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student’s educational functioning.
3. Understands the school’s role within the context of the larger community.
4. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
5. Understands the importance of audience and purpose when selecting ways to communicate ideas.
6. Understands language development, communication techniques, and the role of communication in the learning environment.

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7. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families
8. Understands the role of school personnel as mandated reporters of child abuse and neglect.

Performance - The competent school social worker:

1. Initiates, develops, and implements consultative relationships.
2. Models and promotes ethical practices for confidential communication.
3. Collaborates with colleagues, parents/guardians, and community personnel about students' needs.
4. Encourages relationships among colleagues to promote a positive learning environment.
5. Participates in collaborative decision-making and problem-solving to promote students' success.
6. Facilitates a collaborative relationship between general and special education systems to promote a unified system of education.
7. Models and promotes effective communication among group members or between groups.
8. Uses a variety of effective communication modes with diverse target groups.
9. Assist in the education of school personnel on mandated reporting of child abuse and neglect to the State's child welfare agency and/or law enforcement.
10. Makes mandated reports of child abuse and neglect as appropriate to the State's child welfare agency and/or law enforcement.

Standard 6 - Advocacy and Facilitation: The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.

Knowledge - The competent school social worker:

1. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.
2. Is familiar with available resources for students and families within the school and community.
3. Understands when and how to make referrals for programs and services at the district, community, and State levels.
4. Understands the need to improve access to services and resources.

Performance- The competent school social worker:

1. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
2. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.
3. Makes referrals to community and school resources.
4. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

Standard 7 - Learning Community: The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.

Knowledge - The competent school social worker:

1. Understands principles of and strategies for effective behavior and social management within the school environment.
2. Understands how people's attitudes within the educational environment influence behavior of individuals.
3. Understands how to help students work cooperatively and productively.
4. Understands the importance of parents'/guardians' participation in fostering students' positive development.
5. Understands dispute resolution strategies.
6. Understands the goals and objectives of educational organizations.
7. Understands how to work with administrators and other school personnel to make changes within the school.
8. Understands how service learning and volunteerism promote the development of personal and social responsibility.

Performance - The competent school social worker:

1. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.
2. Analyzes school environments and works effectively to create/enhance a supportive and safe learning climate.

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3. Develops strategies to encourage motivation and engagement through mutual respect and cooperation.
4. Develops dispute resolution programs within the school environment.
5. Develops needs assessments and works as a change agent to address the identified gaps in services.
6. Collaborates with community agencies in school-linked service learning projects or other programs.
7. Promotes the effective utilization of school social work services.
8. Promotes understanding of factors that affect the school environment and facilitates systems improvement.
9. Designs, implements, and evaluates programs that enhance a student's social participation in school, family, and community.
10. Promotes active parental/guardian participation within the educational environment.
11. Collaborates with community agencies to increase access to services and resources.

Standard 8 – Diversity: The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.

Knowledge - The competent school social worker:

1. Understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.
2. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
3. Understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.
4. Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.
5. Understands ways in which similar behaviors may have different meanings to people in different cultures.

Performance - The competent school social worker:

1. Facilitates a learning community in which individual differences are respected.

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2. Practices gender equity and avoid sex-role stereotyping.
3. Provides services that promote multi-cultural sensitivity.
4. Develops strategies to decrease negative effects of cultural barriers on education.
5. Utilizes students' diversity to enrich the educational experiences of all students.
6. Interprets information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.
7. Utilizes appropriate social work assessment tools and empirically-based intervention strategies that reflect diverse student needs.
8. Designs empirically-based intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.
9. Makes referrals for additional services or resources to assist students with diverse learning needs.

Standard 9 - Professional Conduct and Ethics: The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students' learning, safety, and well-being.

Knowledge - The competent school social worker:

1. Understands the current applicable professional codes of conduct and ethical practice guidelines.
2. Understands federal and state laws and regulations as they pertain to ethical school social work practice.
3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).
4. Understands the organization and operation of safe school systems.
5. Understands school policies and procedures as they relate to student learning, safety and well-being.
6. Understands legal issues in education, with special emphasis on: persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.
7. Understands the importance of active participation and leadership in professional education and social work organizations.

Performance- The competent school social worker:

1. Follows the professional code of conduct and ethical practice guidelines referred to in Standard 9, Knowledge Indicator 1.
2. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.
3. Participates in district activities such as policy design, curriculum design, staff development, and organizations involving parent/guardians and students.
4. Abides by current legal directives, school policies, and procedures.
5. Promotes the rights of all students in a safe environment.
6. Models and promotes ethical practices for confidential communication.

Standard 10 - Professional Development: The competent school social worker actively seeks opportunities to grow professionally.

Knowledge - The competent school social worker:

1. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.
2. Understands the impact of personal strengths and needs on service delivery.
3. Understands methods of inquiry and frameworks for self-assessment and self-improvement.
4. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.
5. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

Performance- The competent school social worker:

1. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.
2. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.
3. Uses self-assessment and performance evaluations to identify areas for professional growth.

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4. Actively seeks consultation to improve professional practice.
5. Maintains the limits and boundaries of the professional role of school social workers.
6. Participates in professional activities and organizations that promote and enhance school social work practice.

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SUBJECT

Proposed Rule - IDAPA 08.02.02.016, .021, .022, .023, .024, .029 Rules
Governing Uniformity

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254, 33-1258, and 33-114, Idaho Code

BACKGROUND/DISCUSSION

08.02.02.016.03 IDAHO EDUCATOR CREDENTIAL Renewal Requirement – Comprehensive Literacy

This addition to rule is necessary to remedy an oversight regarding renewal requirements for certificate holders. The Idaho Comprehensive Literacy requirements were amended and moved from statute into Administrative Rule in 2011. While interim and initial certification requirements were addressed, no specific language was promulgated to require the Idaho Comprehensive Literacy Course for those renewing Idaho certificates.

08.02.02.021. ENDORSEMENTS

This rule clarification is necessary in order to clearly stipulate that the Idaho Standards for Initial Certification of Professional School Personnel are the specific standards by which Idaho institutions must align their educator preparation programs in order to gain approval for teacher certification.

08.02.02.022.01, .04, .06 ENDORSEMENTS A – D Agriculture Science and Technology (6-12), Bilingual Education (K-12), Business Technology Education (6-12). 08.02.02.023.04, .05, .06 ENDORSEMENTS E - L English as a New Language (ENL) (K-12), Family and Consumer Sciences (6-12), Foreign Language (6-12 or K-12). 08.02.02.024.01, .01, .14, .15 ENDORSEMENTS M - Z Marketing Technology Education (6-12), Technology Education (6-12), World Language (6-12 or K-12)

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. In spring 2012 the Core Teacher Standards, Bilingual/English as a New Language Teacher standards, Foreign Language Teacher standards and Professional Technical Education Teacher standards were reviewed by committees of content experts. The Professional Technical Education Standards review also included the following enhancement standards: Agriculture Science and Technology, Business Technology Education, Family and Consumer Sciences, Marketing Technology Education, and Technology Education. All standards and endorsements were revised to better align with national standards and best practices; then presented to the Professional Standards Commission for consideration. The Professional Standards Commission has recommended approval of all of the committee's proposed revisions including renaming the Foreign Language standards and endorsement to World Language.

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08.02.02.029.01 and .02 CONSULTING TEACHER ENDORSEMENT

This rule revision is in response to two primary areas of deficit within the existing Consulting teacher endorsements.

Consulting teachers are teacher leaders who facilitate the design and implementation of sustained, intensive, and job-embedded professional learning for other teachers based on identified student and teacher needs.

As Idaho continues to recognize the need for teacher leaders, it is necessary to standardize content competencies. Amendment to the rule promotes consistency and rigor to more closely align with current Idaho standards and national best practices.

Teachers in these positions can support and inform school leaders, creating a culture of success that can reverberate across their districts and beyond. Working with their colleagues, teacher leaders can implement strategies that improve student learning. Research shows that collective leadership has a stronger influence on student achievement than individual leadership. The proposed teacher leader standards seek to generate collective leadership by fostering professional discussion about best practices and advancing new roles for teachers to serve.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02.016, .021, .022, .023, .024, .029

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BOARD ACTION

I move to approve the proposed rule amendment to Idaho Administrative Code IDAPA 08.02.02.016, .021, .022, .023, .024, and .029, Rules Governing Uniformity as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08.02.02...

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)

01. Renewal Requirement - Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction" shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the "Mathematical Thinking for Instruction" course in order to recertify: (4-7-11)

a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)

b. Each teacher holding a Standard Elementary Certificate (K-8); (3-29-10)

c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I classrooms; (3-29-10)

d. Each teacher holding a Standard Exceptional Child Certificate (K-12); and (3-29-10)

e. Each school administrator holding an Administrator Certificate (Pre K-12). (3-29-10)

02. Out-of-State Applicants. Out-of-state applicants shall take the state approved mathematics instruction course titled "Mathematical Thinking for Instruction" as a certification requirement. The "Mathematical Thinking for Instruction" course consists of three (3) credits (or forty-five (45) contact hours of in-service training). (3-29-10)

03. Renewal Requirement – Comprehensive Literacy. Completion of the Idaho Comprehensive Literacy Course or passing the Idaho Comprehensive Literacy Assessment is required for renewal of an Idaho professional education credential for anyone who holds a Standard Elementary or Standard Exceptional Child Certificate, regardless of their employment status at the time of renewal. ()

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021. ENDORSEMENTS.

Holders of a Secondary Certificate or a Standard Elementary Certificate, Exceptional Child Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. ~~(3-29-12)~~ ()

022. ENDORSEMENTS A - D.

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

a. Forty-five (45) semester credit hours including standards based 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 that relates to the appropriate area(s) 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. (4-11-06)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers 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. (4-7-11)

04. Bilingual Education (K-12). Twenty (20) to Forty-five (45) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: ~~six (6)~~ at least nine (9) upper division semester credits hours in one (1) Modern Languages other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines; cultural diversity; ~~three (3) semester credit hours in cross cultural or multi cultural course work;~~ ~~three (3) semester credit hours in~~ ENL/Bilingual Methods; ~~three (3) semester credit hours in Linguistics;~~ ~~three (3) semester credit hours in~~ second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, ~~Theory;~~ Testing/identification of Limited English Proficient Students; ~~one (1)~~ at least two (2) semester credit hours in Bilingual Practicum; and ~~one (1)~~ three (3) semester credit hours in a Bilingual Field Experience Education related elective (ex: linguistics, critical pedagogy, parent involvement). ~~(3-30-07)~~ ()

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).

a. Twenty (20) to Forty-five (45) semester credit hours to include standards based course work in each of the following areas: ~~Intermediate or Advanced Keyboarding;~~ Accounting; ~~and Business/Office Procedures~~

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computer and technical applications in business; economics; methods of teaching business education; Professional-Technical Student Organization (PTSO) leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidance. (3-16-04)()

b. Occupational teacher preparation that relates to the appropriate area(s) 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)

10. Drama (6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Drama Teachers, 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. To obtain a Drama (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theatre. (4-7-11)

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. (4-11-06)

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 (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education. (4-11-06)

03. 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)

04. English as a New Language (ENL) (K-12). Twenty (20) to Forty-five (45) semester credit hours leading toward competency as defined by Idaho Standards for ENL Teachers to include all of the following: at least four (4) semester credit hours in a modern languages other than English; ~~three (3) semester credit hours in~~ Cultural Diversity; ~~three (3) semester credit hours in~~ ENL Methods; ~~three (3) semester credits in~~ Linguistics; ~~three (3) semester credit hours in~~ second language acquisition theory and practice; Foundations of ENL/Bilingual

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Education, Federal and State Law, ~~Theory~~, Testing/Identification of Limited English Proficient Students; and at least one (1) semester credit in ENL Practicum or Field Experience; ~~and three (3) semester credit hours in an ENL related elective.~~ (3-30-07) ()

05. Family and Consumer Sciences (6-12) (3-16-04) ()

a. Thirty (30) to Forty-five (45) semester credit hours to include standards based coursework in each of the following areas: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; ~~Clothing~~ Apparel 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; Professional-Technical Student Organization (PTSO) leadership; and, Integration of Family Consumer Sciences or Family Consumer Science Methods. (3-16-04) ()

b. Occupational ~~Teacher Preparation~~ that relates to the appropriate area(s) as provided in Sections 034 through 038. (3-16-04) ()

~~**06. 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.~~
(4-11-06)

~~**07.6. 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.~~ (4-11-06)

~~**08.7. Geology (6-12).** Twenty (20) semester credit hours in the area of Geology.~~ (3-16-04)

~~**09.8. Gifted and Talented (K-12).** Twenty (20) semester credit hours, to include a minimum of 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. Remaining course work must be in the area of gifted education.~~ (5-8-09)

~~**10.9. Health (6-12 or K-12).** Twenty (20) semester credit hours to include course work in Organization/Administration/Planning of a School Health Program; Health and Wellness; Secondary Methods of Teaching Health; Elementary methods of Teaching Health; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work.~~ (4-7-11)

~~**11.10. 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.~~ (4-11-06)

~~**12.11. Humanities (6-12).** An endorsement in English, History, Music, Visual 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, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance.~~ (4-11-06)

~~**13.12. 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

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Journalism. (3-16-04)

~~14.~~ 13. Library Media Specialist (K-12). Twenty (20) semester credit hours in the field of Education Media or Library Science, including a minimum of: (5-8-09)

- a. Collection Development/Materials Selection; (5-8-09)
- b. Literature for Youth or Children; (5-8-09)
- c. Organization of Information (Cataloging and Classification); (5-8-09)
- d. School Library Administration/Management; and (5-8-09)
- e. Library Information Technologies and Information Literacy. (5-8-09)

~~15.~~ 14. Literacy (K-12). Twenty (20) semester credit hours in the area of Literacy including a minimum of three (3) semester credit hours in each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; Corrective/Diagnostic/Remedial Reading; and Teaching Writing. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. Remaining credits must be taken in the area of teaching literacy. (5-8-09)

024. ENDORSEMENTS M - Z.

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

a. Twenty (20) to Forty-five (45) semester credit hours to include standards based course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; Methods of Teaching Marketing Education; and Professional-Technical Student Organization (PTSO) Leadership, ~~and Curriculum and Materials Marketing,~~ with remaining credit hours in Entrepreneurship; Hospitality and Tourism; Finance; or Accounting. (~~3-16-04~~) ()

b. Occupational teacher preparation that relates to the appropriate area(s) 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 of 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. (4-11-06)

04. Music (6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (4-7-11)

05. Natural Science (6-12). Follow one (1) of the following options: (4-7-11)

a. Option I: Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows: (4-7-11)

- i. Existing Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of

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the following areas: Physics, Chemistry, and Earth Science or Geology. (4-7-11)

ii. Existing Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-7-11)

iii. Existing Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-7-11)

iv. Existing Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-7-11)

b. Option II: Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty (20) semester credit hours with at least four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (4-7-11)

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; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. (3-30-07)

08. Physical Education/Health. Must have an endorsement in both physical education and health. (3-30-07)

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. Social Studies (6-12). Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-10)

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

13. 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)

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

a. Twenty (20) to Forty-five (45) semester credit hours to include standards based course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation and other relevant emerging technologies; and Principles of ~~Technology~~ Engineering Design. ~~(3-16-04)~~ ()

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. ~~(3-16-04)~~ ()

15. World Language (6-12 or K-12). Twenty (20) to Forty-five (45) semester credit hours to include a minimum of 12 upper division credits in a specific world language taken within the last 10 years leading to a proficiency level as defined by a state-approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)). Standards based

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course work must include 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. ()

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029. CONSULTING TEACHER/TEACHER LEADER ENDORSEMENT.

Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. ~~They may also provide direct intervention for students with significant needs. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP).~~

~~(3-29-10)~~()

01. Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood /Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements: (3-29-10)

a. Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3). ~~Plus completion, in an accredited college or university, of and hold~~ a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: ()

_____ i. Assessment of learning behaviors; ()

_____ ii. Individualization of instructional programs based on educational diagnosis; ()

_____ iii. Behavioral and/or classroom management techniques; ()

_____ iv. Program implementation and supervision; ()

_____ v. Knowledge in use of current methods, materials and resources available and management and operation of media centers; ()

_____ vi. Ability in identifying and utilizing community or agency resources and support services; and ()

_____ vii. Counseling skills and guidance of professional staff. (4-11-06)()

b. Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-16-04)

c. Letter of Recommendation. ~~Provide a letter of recommendation from the superintendent of a school district that provides verification of demonstrated competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; knowledge in use of current methods, materials and resources available and management and operation of media centers; ability in identifying and utilizing community or agency resources and support services; and counseling skills and guidance of professional personnel and three (3) years of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools; and Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include:~~ (4-11-06)()

_____ i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and ()

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ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: ()

(1) Understanding Adults As Learners to Support Professional Learning Communities: ()

(2) Accessing and Using Research to Improve Practice and Student Achievement: ()

(3) Promoting Professional Learning for Continuous Improvement: ()

(4) Facilitating Improvements in Instruction and Student Learning: ()

(5) Using Assessments and Data for School and District Improvement: ()

(6) Improving Outreach and Collaboration with Families and Community: and ()

(7) Advocating for Student Learning and the Profession. ()

d. ~~Three (3) years~~ Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (4-11-06)

02. Mathematics Consulting Teacher - Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), a candidate must have satisfied the following requirements: (3-29-10)

a. Education Requirements. Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) and have demonstrated content competencies in the following areas through a minimum of twenty (20) semester credit hours of coursework. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (3-29-10)()

~~bi. The competencies are centered on four emphases:~~ Big Ideas in Mathematics; Structural Components of Mathematics ()

ii. Proof and Argumentation; Modeling, Justification, Proof and Generalization. ()

iii. Mathematics Knowledge for Teaching; Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008) and Rich Tasks. Coursework required includes the full series of Mathematics Thinking for Instruction (MTI), Geometry & Measurement, Algebraic Reasoning, and Data Analysis & Probability. (3-29-10)()

eb. Experience. Completion of a minimum of three (3) years' teaching experience. (3-29-10)

dc. ~~Assessment of Performance. Prior to being granted the Mathematics Consulting Teacher endorsement, candidates must have proof of successful performance through teacher portfolios. These portfolios will include both quantitative and qualitative measurements such as pre and post interviews, teacher knowledge inventories, classroom video, lesson plans, and student work samples.~~ Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (3-29-10)()

i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and ()

ii. The development and presentation of a culminating portfolio that provides evidence that

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knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: ()

(1) Understanding Adults As Learners to Support Professional Learning Communities; ()

(2) Accessing and Using Research to Improve Practice and Student Achievement; ()

(3) Promoting Professional Learning for Continuous Improvement; ()

(4) Facilitating Improvements in Instruction and Student Learning; ()

(5) Using Assessments and Data for School and District Improvement; ()

(6) Improving Outreach and Collaboration with Families and Community; and ()

(7) Advocating for Student Learning and the Profession. ()

d. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools .()

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SUBJECT

Proposed Rule – IDAPA 08.02.02. Rules Governing Uniformity, subsection 120 - 121, Local District Evaluation Policies

REFERENCE

February 16, 2012 State Board Approval of ESEA Waiver

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02 – Section 120,
Idaho Administrative code, IDAPA 08.02.02 – Section 121,

BACKGROUND/DISCUSSION

On February 21, 2012 the State Department of Education (SDE) submitted an ESEA waiver to gain relief from the mandates of No Child Left Behind. There were two application periods for waivers: November 2011 and February 2012. Idaho chose to apply in the second round so that the SDE was able to gather additional feedback from stakeholders.

SDE conducted extensive outreach. Once the draft application was completed, SDE met with stakeholders in person and through webinars to explain the waiver proposal. Along with the Institutional Research and Student Affairs Committee (IRSA), SDE presented its ideas to the Board's Accountability Committee for feedback and took public comment via its website.

Principle 3 of the waiver clearly outlined required elements of teacher and principal evaluation models. As a result, Idaho needs to make adjustments to the state's teacher evaluation model and adopt a principal evaluation model for the state. The excerpt below is from the cover page that accompanied the waiver which was presented and approved at the State Board Meeting on February 16, 2012:

Supporting Effective Instruction and Leadership:

Idaho developed a statewide framework for teacher evaluation. Schools also receive financial rewards for effective instruction as measured by student achievement. The State Department is currently creating a statewide framework for principal evaluation which should be completed by May 2012. The state will use their frameworks to then make necessary changes with teacher and administrator preparation programs.

The Administrator Evaluation Focus Group and the Evaluation Capacity Task Force, both of which are referenced throughout the ESEA Waiver, recommend the following rule changes for increased rigor and utility of teacher evaluations, as well as a new section specific to administrator evaluation.

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IMPACT

If the State Board of Education does not approve the changes, Idaho will be out of compliance with the requirements of the US Department of Education's ESEA Waiver application. If the waiver is not approved, Idaho schools will continue to be held accountable under the NCLB mandates rather than the new system of accountability approved by the State Board on February 16, 2012.

ATTACHMENTS

Attachment 1 – Revisions to IDAPA 08.02.02.120 and the addition of IDAPA 08.02.02.121 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

I move to approve the proposed changes to IDAPA 08.02.02, Rules Governing Uniformity, amending Subsection 120 and adding subsection 121 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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120. LOCAL DISTRICT EVALUATION POLICY – TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-10)(_____)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson’s Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a.** Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional ~~Goals~~ Outcomes; (3-29-12)(_____)
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Designing Student Assessments. (3-29-12)
- b.** Domain 2 - The Classroom Environment: (3-29-12)
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c.** Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating with Students; (3-29-12)
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. Using Assessment in Instruction; and (3-29-12)
 - v. Demonstrating Flexibility and Responsiveness. (3-29-12)
- d.** Domain 4 - Professional Responsibilities: (3-29-10)

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- i. Reflecting on Teaching; (3-29-10)
- ii. Maintaining Accurate Records; (3-29-10)
- iii. Communicating with Families; (3-29-10)
- iv. Participating in a Professional Community; (3-29-12)
- v. Growing and Developing Professionally; and (3-29-10)
- vi. Showing Professionalism. (3-29-10)

02. Parent Input. Input from the parents and/or guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees. For such certificated employees on a Category A, B or grandfathered renewable contract, this input shall be part of the first portion of the evaluation (as stipulated in 33-514(4), Idaho Code,) that must be completed before ~~February~~ March 1 of each year (Section 33-513 and 33-514, Idaho Code). ~~(3-29-12)~~

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees and based upon research. This student achievement portion of the evaluation shall be completed by the end of the school year ~~in which the evaluation takes place~~ (Section 33-513 and 33-514, Idaho Code), and must include growth in student achievement as measured by the Idaho Student Achievement Test (ISAT). ~~(3-29-12)~~

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16, ~~and each school nurse and librarian~~. Evaluations shall be differentiated for pupil personnel certificate holders in a way that aligns with the Framework for Teaching. Policies for evaluating certificated employees ~~should~~ shall identify the differences, if any, in the conduct of evaluations for certificated employees on a Category A, B or grandfathered renewable contract ~~nonrenewable contract personnel and renewable contract personnel~~. ~~(3-29-12)~~

05. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility ~~should~~ shall have received training in evaluation and after September 1, 2014, shall have proof of proficiency in evaluating teacher performance. ~~(4-1-97)~~

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation ~~should~~ shall be included as one (1) source of data. ~~(4-1-97)~~

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

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g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards for evaluators/administrators and teachers on the district's evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be the basis for the district's Needs Assessment in determining district-wide professional development. Individual performance data shall be the foundation of an Individual Professional Learning Plan for all teachers. Individual Professional Learning Plans shall be used in the annual evaluation as a means of measuring professional growth. Districts shall implement the use of Professional Growth Plans no later than September 1, 2014. (3-29-10)

n. Individualizing teacher evaluation rating system -- A plan for how evaluations will be used to identify proficiency and record growth over time. No later than March 01, 2014, districts shall have established an individualized teacher evaluation rating system with a ranking of unsatisfactory being equal to "1", basic being equal to "2", proficient being equal to "3", and distinguished being equal to "4". Districts shall ensure that an Individualized Professional Learning Plan is created for each teacher based upon evaluation findings, and shall be used in subsequent years as the baseline measurement for professional development and growth define a process that identifies and assists teachers in need of improvement. (3-29-10)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2) formative observations and/or evaluative discussions. (3-29-12)

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation of are research based and aligned with the Framework for Teaching. Once developed, each district shall

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submit the system of evaluation to the State Department of Education for approval prior to formal adoption. By January 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. ()

121. LOCAL DISTRICT EVALUATION POLICY - ADMINISTRATIVE CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for administrator performance evaluation in which criteria and procedures for the evaluation of administratively certificated personnel are research based. The process of developing criteria and procedures for administrator evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the administrator for whom it is written. ()

01. Standards. Each district administrator evaluation model shall be aligned to state minimum standards, including proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching. Proof of proficiency in evaluating teacher performance shall be required of all administrators no later than September 1, 2014. Administrator evaluation standards shall additionally address the following domains and components: ()

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning. ()

i. School Culture - Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. ()

ii. Communication - Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. ()

iii. Advocacy - Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. ()

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He/She uses research and/or best practices in improving the education program. ()

i. Shared Leadership - Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. ()

ii. Priority Management - Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. ()

iii. Transparency - Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions. ()

iv. Leadership Renewal - Administrator strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others. ()

v. Accountability - Administrator establishes high standards for professional, legal, ethical, and fiscal accountability self and others. ()

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared

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and supported by the school community. He/She provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. ()

i. Innovation - Administrator seeks and implements innovative and effective solutions that comply with general and special education law. ()

ii. Instructional Vision - Administrator insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject. ()

iii. High Expectations - Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. ()

iv. Continuous Improvement of Instruction - Administrator has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. ()

v. Evaluation- Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. ()

vi. Recruitment and Retention -Administrator recruits and maintains a high quality staff. ()

02. Parent Input. Input from the parents and/ or guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees (as stipulated in 33- 514(4), Idaho Code). ()

03. Student Achievement. All administrative employees must receive an evaluation in which at least fifty percent (50%) of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees and based upon research. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code) and must include growth in student achievement as measured by the Idaho Student Achievement Test (ISAT). ()

04. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: ()

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional leadership, personnel decisions. ()

b. Evaluation criteria -- statements of the general criteria upon which administratively certificated personnel will be evaluated. ()

c. Evaluator -- identification of the individuals responsible for appraising or evaluating administratively certificated personnel performance. The individuals assigned this responsibility shall have received training in evaluation. ()

d. Sources of data -- description of the sources of data used in conducting administratively certificated personnel evaluations. Proficiency in conducting observations and evaluating effective performance shall be included as one (1) source of data. ()

e. Procedure -- description of the procedure used in the conduct of administratively certificated personnel evaluations. ()

f. Communication of results -- the method by which administratively certificated personnel are informed of the results of evaluation. ()

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g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. ()

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of administrator evaluations. ()

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. ()

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's administrator evaluation system. ()

k. Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards and process. ()

l. Funding -- a plan for funding ongoing training and professional development for evaluators of administrators. ()

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Individual performance data shall be the foundation of an Individual Professional Learning Plan for all administrators. Individual Professional Learning Plans shall be used in the annual evaluation as a means of measuring professional growth with an emphasis on instructional leadership. Districts shall implement the use of Professional Growth Plans no later than September 1, 2014. ()

n. Individualizing administrator evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than March 01, 2014, districts shall have established an individualized administrator evaluation rating system with a ranking of unsatisfactory being equal to "1", basic being equal to "2", proficient being equal to "3", and distinguished being equal to "4". Districts shall ensure that an Individualized Professional Learning Plan is created for each administrator based upon evaluation findings, and shall be used in subsequent years as the baseline measurement for professional development and growth. ()

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their administrator evaluation plan. ()

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all administrative personnel on a fair and consistent basis. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, two (2) formative observations and evaluative discussions. ()

06. Evaluation Policy - Personnel Records. Permanent records of each administrator evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). ()

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for administrator performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. Once developed, each district shall submit the system of evaluation to the State Department of Education for approval prior to formal adoption. By January 1, 2014 an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. ()

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SUBJECT

Proposed Rule – IDAPA 08.02.02 Rules Governing Thoroughness, subsection 004
English Language Proficiency Standards – Incorporated by Reference.

REFERENCE

August 10, 2006 The Idaho English Language Development Standards
were adopted by the State Board of Education on
August 10, 2006.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.004, Incorporation by Reference.

BACKGROUND/DISCUSSION

Title III Part A of the Elementary and Secondary Education Act requires states to have English language development/proficiency standards in place for Limited English Proficient (LEP) students. In 2006, Idaho adopted English Language Development Standards (ELD) in Language Arts followed by the Math and Science ELD standards in 2008. Extensive ongoing training and technical assistance has been provided for districts to help ensure effective rollout and implementation of these standards.

With the shift to the Common Core State Standards (CCSS) in Language Arts and Mathematics, Idaho must either augment its current ELD standards in order to align to the CCSS, or adopt new standards that are already in alignment.

The State Department of Education has chosen to adopt the 2012 World-Class Instructional Design and Assessment (WIDA) Standards as they have already been aligned to the CCSS. The notion that student outcomes will be improved through coherent systems of expectations is central to the WIDA Standards. WIDA's alignment study, conducted by the University of Oklahoma's Department of Educational Training, Evaluation, Assessment and Measurement, analyzed and confirmed the relationship between English language development standards and academic content through the Common Core State Standards.

Alignment to the Common Core (CC) includes, but is not limited to:

- Standards for individual grades;
- Topical vocabulary that reflects grade-level language related to the example topic;
- Context for language use' situates the strand of model performance indicators within informational and narrative text reflective of multiple text types/genres that are listed in standards documents;
- Cognitive Function and Example Context for Language Use are added; and
- Connections to a specific CC standard are made for each ELD standard.

The WIDA Standards are for grades Pre-K through 12th and are aligned to the following academic subject areas: Language Arts, Mathematics, Science, and Social Studies. In addition to these subject areas, WIDA has strands in various

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other subject areas such as Social and Instructional Language, Technology and Engineering, Health and Physical Education, and Music and Performing Arts.

Each standard has key elements of mastery for each language level, is explicitly connected to the CCSS, and has Topical Academic Vocabulary, Cognitive Function, and Example Context for Language Use specific to each subject area.

Idaho has also joined the Assessment Services Supporting ELs through Technology Systems (ASSETS) consortium for the “next generation” of language proficiency tests. Twenty nine states will work together to build a new language proficiency assessment based on the 2012 WIDA standards.

Idaho’s English Language Proficiency Standards Implementation Timeline

- August 2012: Present the WIDA ELD Standards to the State Board of Education.
- January 2013: Board Rules to adopt WIDA ELD Standards to Idaho Legislature.
- School year 2013-2014: Implementation of the WIDA ELD standards. Continued Professional Development will be provided.

IMPACT

The adoption of the 2012 WIDA standards comes at no cost to the state. The Idaho Department of Education has entered into a Memorandum of Understanding (MOU) with WIDA for licensing and use of the standards. Currently Idaho funds professional development for standards implementation within the districts in the state. This cost for professional development will continue at the same rate. No additional expenses will be incurred.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.03 Incorporation by Reference	Page 3
Attachment 2 – WIDA Standards	Page 5
Attachment 3 – WIDA Standards MOU	Page 95

BOARD ACTION

I move to approve adoption of the 2012 WIDA English Language Proficiency Standards, as the English Language proficiency standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate the 2012 WIDA English Language Proficiency Standards by reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (4-5-00)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)

02. Scope. These rules shall govern the thorough education of all public school students in Idaho. (4-5-00)

002. WRITTEN INTERPRETATIONS.

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702. (3-15-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.” (4-5-00)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)

- a.** Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- b.** Health, as revised and adopted on April 17, 2009. (3-29-10)
- c.** Humanities Categories: (3-29-10)
 - i.** Art, as revised and adopted on April 17, 2009; (3-29-10)
 - ii.** Dance, as revised and adopted on April 17, 2009; (3-29-10)
 - iii.** Drama, as revised and adopted on April 17, 2009; (3-29-10)
 - iv.** Interdisciplinary, as revised and adopted on April 17, 2009; (3-29-10)
 - v.** Music, as revised and adopted on April 17, 2009; (3-29-10)
 - vi.** World languages, as revised and adopted on April 17, 2009. (3-29-10)
- d.** English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)
- e.** Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)

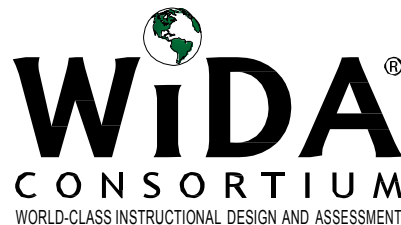
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- f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)
- g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)
- h. Science, as revised and adopted on April 17, 2009. (3-29-10)
- i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)
- j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)
- 02. The Idaho English Language Proficiency Development Standards.** ~~The World Class Instructional Design and Assessment (WIDA) Idaho English Language Proficiency Development Standards as adopted by the State Board of Education on August 16, 2012. 10, 2006. Copies of the document can be found on the WIDA website at www.wida.us/standards/elp.aspx. State Board of Education website at www.boardofed.idaho.gov. (4-2-08)~~
- 03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov (4-7-11)
- 04. The Idaho English Language Assessment (IELA) Achievement Standards.** The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at www.sde.idaho.gov. (4-7-11)
- 05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards.** Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)
- 06. The Idaho Extended Content Standards.** The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at www.boardofed.idaho.gov. (5-8-09)
- 07. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-12)
- 08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)
- 09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

The English Language Development Standards

Kindergarten

Draft Release, September 2011



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Kindergarten

Amplified Strand

Standard 1-Social & Instructional Language

		Connection					Level 6- Reaching
		<i>Common Core Speaking and Listening Standards #3 (Kindergarten):</i> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.					
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Classroom cooperation	Repeat simple statements about working collaboratively with a group of students following a model structure (e.g., call and response chant)	Modify simple statements about working collaboratively with a group of students using environmental print	Produce simple statements about working collaboratively with a partner using sentence starters	Produce detailed statements about working collaboratively with a partner	Connect related ideas about working collaboratively with a group of students in small groups according to audience and situation	
	Cognitive Function: Students at all levels of English language proficiency REMEMBER strategies for working collaboratively with their peers.						

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Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	<p>Is this the yellow group? Yes, we are. Is this the yellow group? Yes, we are.</p> <p>Who is the leader? I am! Who is a helper? I am! I am!</p> <p>What do you do? I help my yellow group share. What do you do? I help my yellow group take turns. What do you do? I help my yellow group clean up.</p>	<p>I am in the yellow group. Cristina is in my group.</p> <p>My best friend is in the red group.</p> <p>Jack and Marco are in the blue group.</p> <p>I like to be the leader.</p> <p>I like to help the teacher.</p>	<p>My job today/this week was _____</p> <p>I can help my friends/the teacher...</p> <p>I do the lunch count/weather/calendar.</p>	<p>This is the _____ center.</p> <p>At this center, we _____.</p> <p>It is my turn _____ (to do lunch count/to be line leader/for share time/for show and tell).</p>	<p>In our classroom we have different jobs.</p> <p>We work together in centers. Our groups have different colors. I am in the yellow group.</p> <p>At this center, we are working on math. We count together and put things in groups. Everyone helps to clean up.</p> <p>To clean up, first, you _____. Then, you _____.</p>
	Language Forms & Conventions	<p>Yes, _____.</p> <p>I _____.</p>	<p>I <u>am</u> v. Cristina <u>is</u> v. Jack and Marco <u>are</u></p> <p>I like <u>to...</u></p>	<p>my</p> <p>is → was</p>	<p>This is...</p> <p>At...</p> <p>It is...</p>	<p>our</p> <p>working working <u>on</u></p> <p>First,... Then,...</p>

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	Vocabulary Usage	yellow green red blue	best friend like help	job I can I do lunch count calendar weather	center my turn line leader share time/show and tell	together different everyone
		group leader helper share clean up				
		Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: taking turns, cooperation, job, today, tomorrow				
	Example Context for Language Use: Students give family members a classroom tour on parent/teacher conference night and explain how students work collaboratively.					

Kindergarten

Amplified Strand (continued)

Standard 1-Social & Instructional Language

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Kindergarten

Standard 2-Language of Language Arts

LISTENING	Connection	Common Core Reading Standards: Foundational Skills #1 (Kindergarten): Demonstrate understanding of the organization and basic features of print; a. Follow words from left to right, top to bottom, and page by page, b. Recognize that spoken words are represented in written language by specific sequences of letters, c. Understand that words are separated by spaces in print				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Print concepts	Select a feature of text based on instructions involving a choice following a model (e.g. "Is <i>this</i> the title or is <i>this</i> the title?")	Identify features of texts based on simple oral commands following a model (e.g., "Show me the title.")	Answer Wh- questions about features of texts through pointing or speaking and following a model (e.g., "Who wrote this book?")	Answer expanded Wh- questions about features of texts through pointing or speaking and following a model (e.g., "Where do you find the author's name on the title page?")	Identify features of texts based on multi-step oral instructions following a model (e.g., "Find the author's name and underline the upper case letters.")
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: title, turn the page, front/back cover, left to right, author, illustrator, first name, last name, spaces, lower/upper case letters					
	Cognitive Function: Students at all levels of English language proficiency REMEMBER concepts about print. Example Context for Language Use: Students follow directions to identify concepts about print (e.g., in a large group the teacher gives instructions and students respond using a fly-swatter mask).					Level 6 - Reaching

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Kindergarten

Standard 3-Language of Mathematics

SPEAKING	Connection	Common Core Standards for Mathematics, Measurement and Data #1-2 (Kindergarten): Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.; Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Attributes of objects	Indicate attributes of objects (e.g., “big,” “small”) using gestures and words in small groups	Specify attributes of objects (e.g., “a small ball,” “a big ball”) using gestures and words in small groups	Describe attributes of objects in relation to others using phrases (e.g., “the smaller ball”) in small groups	Compare attributes of a group of objects using simple sentences (e.g., “This is the biggest ball.”) in small groups	Tell about similarities and differences in attributes of objects in multiple related simple sentences or a compound sentence (e.g., “The chalk and the crayon are short. The pencil is longer.”) in small groups
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: bigger, smaller, heavier, lighter, longer/taller, shorter					
	Cognitive Function: Students at all levels of English language proficiency ANALYZE the attributes of objects.					
	Example Context for Language Use: Students talk with classmates about real-life objects at a math center and decide how these objects are the same and different.					
Level 6 - Reaching						

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Kindergarten

Standard 4-Language of Science

READING	Connection	<i>National Science Education Standards C.1 Life Science: The Characteristics of Organisms (Grades K-4):</i> Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Body parts & senses	Associate pictures with modeled language about body parts and senses using illustrations and environmental print (e.g., word wall)	Identify initial letter in labeled pictures with modeled language about body parts and senses using illustrations and environmental print	Identify strings of letters (e.g., "no" in "nose") in labeled pictures with modeled language about body parts and senses using illustrations and environmental print	Associate labeled pictures with modeled language about body parts and senses using environmental print	Associate illustrated text with experiences related to body parts and senses using environmental print
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: senses, see, smell, taste, touch, hear, human body, body part	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the functions of human body parts and senses.				
		Example Context for Language Use: Students will reread a story to a partner after completing an interactive/shared reading lesson of an informational book about human body parts and their functions with the whole class.				

Level 6 - Reaching

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Kindergarten

Standard 5-Language of Social Studies

		Alaska: Cultural Standards A: Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community. 2) Recount their own genealogy and family history.				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	Self & family	Draw family members and copy or trace the first letter of words describing relationships using illustrated text (e.g., word walls, picture dictionaries)	Draw family members and copy or trace words describing relationships using illustrated text	Draw family members from models or photographs and label people and relationships with invented spellings using word walls	Draw and distinguish among characteristics of family members (e.g., age, gender, etc.) in words or phrases with invented spellings using word walls	Produce illustrated “stories” about family characteristics and relationships using phrases or short sentences with invented spellings
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: family, family tree, family members					
		Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the relationships between family members.				
		Example Context for Language Use: Students create visual representations (e.g., portraits, family trees, picture books) of their families and determine the relationships between individuals. Using teacher models and various resources, they add text to their work.				
Level 6 – Reaching						

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Kindergarten

Complementary Strand: Language of Music & Performing Arts

		National Standards for Music Education #2 (K-4): Performing on instruments, alone and with others, a varied repertoire of music: Students echo short rhythms and melodic patterns.					
Connection							
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Lyrics and Rhythm	Follow one step teacher directions to re-create rhythms and musical patterns following a model (e.g., “Tap the table two times with me. Pause. Clap one time with me.”)	Respond to one step teacher directions to re-create the rhythm of a musical piece supported by models and visuals (e.g., “Clap three times. Pause. Strum the side of the notebook.”)	Respond to two step teacher directions to re-create the rhythm of a musical piece supported by peer models and visuals (e.g., “Stomp two times and clap three beats.”)	Follow multi-step teacher directions to re-create the rhythm of a musical piece supported by peer models (e.g., “Clap two beats, stomp three beats, and slide.”)	Follow multi- step teacher directions to re-create the rhythm of a musical piece supported by peer models (e.g., “Tap softly on the edge of the desk two times and loudly three times. Then clap two beats and slide.”)	Level 6 - Reaching
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: tap, clap, soft, loud, stomp , brush, strum, beats						
	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND rhythms.						
	Example Context for Language Use: Students follow directions from the teacher on how to move their body to re-create rhythms and musical patterns using everyday classroom objects.						

The English Language Development Standards

Grades 1-2

Draft Release, September 2011



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Grade 1

Standard 1-Social & Instructional Language

		Connection					Level 6 - Reaching	
		Common Core Standards for English Language Arts, Reading Standards for Informational Text, Craft and Structure, Integration of Knowledge and Ideas #6-7 (Grade 1): Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustrations and details in a text to describe its key ideas.						
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
READING	Recreational activities	Match icons or pictures to written and oral directions for games or activities with a partner	Place labeled pictures by corresponding written and oral directions for games or activities with a partner	Identify key words in written directions for games or activities with visual support and a partner	Identify key phrases in written directions for games or activities with visual support and a partner	Follow written directions for games or activities with visual support and a partner		
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: share, teamwork, first, next							
	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND directions.							
	Example Context for Language Use: Students read directions in order to participate in a variety of cooperative activities to build a classroom community.							

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Grade 1

Standard 2- Language of Language Arts

		Connection					Level 6 - Reaching				
		<i>Common Core Writing Standards #1-3 (Grade 1):</i> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.; Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.; Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.									
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding		Level 5 Bridging			
WRITING	Text elements	Trace, copy or produce words pertaining to text elements using illustrated models and templates (e.g., parts of a letter)	List words or phrases pertaining to text elements using illustrated models and templates (e.g., character and setting)	Produce phrases or sentences pertaining to text elements following models and templates (e.g. beginning, middle, end)	Produce a series of sentences pertaining to text elements using environmental print and following a model	Produce a series of related sentences pertaining to text elements using environmental print					
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: fact, paragraph, topic sentence, main idea, detail, “tell me more”										
	Cognitive Function: Students at all levels of English language proficiency CREATE original texts.										
	Example Context for Language Use: Students produce texts incorporating text elements based on a prompt (e.g., “My best day ever...”) to create displays for parent-teacher conferences.										

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Grade 1

Amplified Strand

Standard 3- Language of Mathematics

	Connection	Common Core Standards for Mathematics, Measurement and Data #1 (Grade 1): Order three objects by length; compare the lengths of two objects indirectly by using a third object.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Measurement of objects	Match objects with their lengths based on oral discourse with a partner and following a model	Order objects or measurement tools according to their length based on oral discourse with a partner and following a model	Categorize objects according to their lengths and corresponding measurement tools based on oral discourse with a partner and following a model	Follow oral instructions to compare the lengths of objects with a partner and a template	Follow multi-step oral instructions and respond to grade-level oral discourse to compare the lengths of objects with a partner
		Cognitive Function: Students at all levels of English language proficiency ANALYZE the lengths of objects.				

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Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	<p>Martin measures his desk and his book with a ruler (teacher points to desk, book, and ruler). His desk is 30 inches long, his book is 10 inches long. Which one is 30 inches long? (student points to desk)</p> <p>Martin measures his desk and his book with a popsicle stick (teacher points to desk, book, and popsicle stick). His desk is 6 popsicle sticks long, his book is 2 popsicle sticks long. Which object is 2 popsicle sticks long? (student points to book).</p>	Look at your measurement tools. The paper clip is short. The popsicle stick is longer. The ruler is longest. Put them in order from shortest to longest.	<p>This piece of string is shorter than this piece of string. Show me the longest one. (Student holds up longer piece of string.) The student desk is easier to measure with the shortest string. The teacher desk is easier to measure with the longer string.</p> <p>Why do you think this is? (student explains)</p>	Find the length of the desk using the best measurement tool. Remember, it's easier to measure a long object with a longer measurement tool (Teacher models measuring his/her desk with a popsicle stick, then a ruler). Then measure another object the same way. Don't forget to write down your measurements! Your chart will show the difference in length between the two objects.	First, cut a string as long as your foot. Use the string to find how many of your feet fit across the room (students follow direction). Now, find how many yard sticks (or meter sticks) fit across the room. Write down your measurements and compare them with your partner's measurements (students follow direction). Did you get the same results? Why? (student explains) Why not? (student explains) Explain which measurement tool works best. Which gave you the same measurements, the standard tool (teacher shows yard/meter stick) or the non-standard tool (teacher shows string)?	
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	Language Forms & Conventions	one inch two inches I measure Martin measures	short, shorter, shortest long, longer, longest	longer <u>than</u> , the longest <u>one</u> shorter <u>than</u> , the shortest <u>one</u> easier	and, but measure, measuring measured.	First,... then,... <u>as long as</u>
	Vocabulary Usage	desk, book paper clip popsicle stick string ruler yard/meter stick	short long measurement tools	piece of shorter than longer than measure with	length of ____ another object	find how many across results
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, standard, non-standard, units					
	Example instructional/assessment task (content):	Identify objects that are best measured with a certain tool	Fill in an illustrated chart listing the lengths of different objects from shortest to longest, according to measurement tool	Create charts listing the lengths of different objects according to measurement tool	Measure the same object with multiple tools and decide which tool provides the best measurement	Measure the same object with multiple tools and decide which tool provides the best measurement
Example Context for Language Use: Students work independently or with a partner to explore the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).						

Grade 1

Amplified Strand (continued)

Standard 3- Language of Mathematics

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Grade 1

Standard 4- Language of Science

		Connection <i>National Science Education Standards, Physical Science Standards (Grades K-4) #B2, Position and motion of objects: An object's motion can be described by tracing and measuring its position over time. The position and motion of objects can be changed by pushing or pulling. The size of the change is related to the strength of the push or pull.</i>				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Topic					
	Force & motion	Construct an experiment on force and motion based on simple oral commands using realia and illustrations in small groups (e.g. "Get the blocks. [Pause] Get the ramp. [Pause] Put the ramp on the blocks. [Pause] Put the ball on the ramp. [Pause] See it move.")	Construct an experiment on force and motion based on simple segmented instructions supported by illustrations in small groups	Construct an experiment on force and motion based on a series of oral statements supported by illustrations in small groups	Construct an experiment on force and motion based on oral discourse supported by illustrations in small groups	Construct an experiment on force and motion based on grade level oral discourse with a partner (e.g. "How can we move this ball? Work together to design a ramp that will move the ball the length of three desks. Think about what materials you will need and how you will put them together.")
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: push, pull, faster, force					
		Cognitive Function: Students at all levels of English language proficiency CREATE experiments on force and motion. Example Context for Language Use: Students listen as the teacher gives directions about constructing experiments related to force and motion and negotiate their own plan in small groups.				
		Level 6 - Reaching				

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 1

Standard 5-Language of Social Studies

		Common Core Standards (Grade 1): Speaking and Listening Standards K–5 Comprehension and Collaboration: 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Presentation of Knowledge and Ideas, 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Neighborhoods/ Communities	Name community workers and their job sites (e.g., “teacher-school,” “police officer-police station,” “librarian-library”) using photos or illustrations	Answer Wh-questions about community workers using photos or illustrations (e.g., “What do firefighters do?” “Firefighters fight fires.”)	Describe the work of community workers using photos or illustrations (e.g., “Firefighters ride a truck and use a hose to fight fires.”)	Explain the specific roles and characteristics of community workers using visual support (e.g., “Firefighters are brave and work as a team to put out fires.”)	Discuss the significance of community workers’ roles (e.g., “The firefighters are important because they protect our community and save lives. For example...”)	Level 6 - Reaching
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: community, neighborhood, responsibility						
		Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the roles of community members/workers.					
		Example Context for Language Use: Students prepare brief oral presentations for the class about different members of their community (e.g., using information from classroom guest speakers, videos, or posters).					

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 1

Complementary Strand: The Language of Multiculturalism

READING	Connection	<i>Alaska Standards for Culturally Responsive Students, B1, D5, E4:</i> Acquire insights from other cultures without diminishing the integrity of their own. Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems. Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Cultural diversity	Identify what is the same and different between cultural artifacts using illustrated word banks in small groups	Identify what is the same and different between cultural artifacts from illustrated texts in small groups	Identify the similarities and differences in the uses of cultural artifacts from illustrated texts using word banks in small groups	Compare and contrast the uses of cultural artifacts from illustrated text in small groups	Compare and contrast the meaning of cultural artifacts from illustrated texts in small groups
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: tradition, culture, same, different, respect					
	Cognitive Function: Students at all levels of English language proficiency ANALYZE cultural artifacts. Example Context for Language Use: Students engage with a variety of narrative and expository texts to identify artifacts to include in a multicultural museum representing the diversity in the classroom (e.g., heritage, language, family customs, religion).					Level 6 – Reaching

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 2

Standard 1-Social & Instructional Language

		Common Core Speaking and Listening Standards #2 (Grade 2): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.					
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	School areas, personnel, & activities Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: across from, down the hall, in the corner, upstairs, custodian, second grade teacher, book fair, computer lab, fire drill	Match school areas to personnel or activities using icons or manipulatives with a partner based on oral statements	Categorize school areas to personnel and activities using graphic organizers and labeled icons based on oral descriptions (e.g., main office: principal talks to parents, secretary answers phone, nurse takes your temperature)	Make charts of school areas by personnel and activities using graphic organizers and based on oral descriptions	Complete maps of school areas including personnel and activities following a model based on descriptive oral discourse in small groups	Produce maps of school areas including personnel and activities based on extensive oral discourse in small groups	Level 6 - Reaching
	Cognitive Function: Students at all levels of English language proficiency ANALYZE oral directions.						
	Example Context for Language Use: Students go on a tour of the school and create maps incorporating school areas, personnel and activities based on oral descriptions.						

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AUGUST 16, 2012

Grade 2

Standard 2-Language of Language Arts

Connection		Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Storytelling/Experiential recounting	Point to and tell parts of stories events in story using photos/illustrations or wordless picture books with a partner (e.g., “ go to park, play with friends”)	Describe parts of stories (e.g., characters, settings) using photos/ illustrations or wordless picture books with a partner	Retell stories including main events, characters and settings using photos, illustrations, or wordless picture books with a partner	Tell detailed stories using photos, illustrations, or wordless picture books with a partner	Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: order, details, word choice, voice	Cognitive Function: Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.				
		Example Context for Language Use: Students draw or make collages and then orally share stories with a beginning, middle and end about events with their peers.				
Level 6 - Reaching						

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 2

Standard 3-Language of Mathematics

READING	Connection	<i>Common Core Standards for Mathematics, Measurement and Data #8 (Grade 2):</i> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Money	Identify key words or phrases related to money and value using realia with a partner (e.g., “buy”, “give”, “take away”)	Identify key words and phrases related to money and value and act out exchange of money using realia with a partner	Identify key words and phrases related to money and value in simplified word problems (e.g., written in present tense with familiar contexts) using realia with a partner	Identify language related to money and value in word problems using realia with a partner	Identify details that do not relate to resolution in word problems related to money and value with a partner
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: cents, dollars, pennies, nickels, dimes, quarters	Cognitive Function: Students at all levels of English language proficiency will ANALYZE the relevance of information presented in word problems related to money				
		Example Context for Language Use: Students read real-life mathematics problems related to money in small groups.				

Level 6 - Reaching

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 2

Standard 4-Language of Science

WRITING	Connection	National Science Education Standards C.2 (Grades K-4): Plants and animals have life cycles that include being born, developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms. Plants and animals closely resemble their parents.					Level 6 - Reaching
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
	Life cycles	Label drawings about stages of life cycles using illustrated word banks (e.g., seed, sprout)	Complete sentences about stages of life cycles using illustrated word banks (e.g., “First, _____. Then, _____”)	Describe the stages of life cycles using illustrated word banks	Describe the sequence of stages of life cycles using illustrations	Compare the stages of life cycles using illustrations	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: life cycle, stages	Cognitive Function: Students at all levels of English language proficiency will ANALYZE the changes in a life cycle.					
	Example Context for Language Use: Students sequence and write about the stage within life cycles of plants and animals to create displays.						

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 2

Amplified Strand

Standard 5- Language of Social Studies

		Common Core Standards, Key Ideas and Details #2 (Grade 2): Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Historical events, people, and symbols	Match pictures with information about historical events, people or symbols following a model	Sort information about historical events, people or symbols using visual support and graphic organizers	Compare and contrast information about historical events, people or symbols from illustrated text using a table	Summarize information about historical events, people or symbols from illustrated text using a template	Interpret information about historical events, people or symbols from illustrated text
	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the connection between different historical events, people, and symbols of their community.					
Level 6- Reaching						
Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	Our community had many blacksmiths in 1920.	Our region has copper and nickel mines. In the past, the mines gave blacksmiths metal for tools.	Recently, some community members started to worry about pollution from the mines. But the mining companies said they do not harm the environment.	The copper and nickel from mines in this region give many people jobs. So, many community members want to keep the mines open. But others are afraid the mines are polluting nearby rivers.	Companies began mining valuable metals in 1910. Since then, miners dug up many tons of copper and nickel. Blacksmiths used this metal to create different objects. Some community members fear metals from the mines are polluting our local rivers. The mining companies disagree.

Level 6- Reaching

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	Language Forms & Conventions	our has → had In 1910	mines <u>s</u> , metals <u>s</u> give → gave for	Recently, <u>Started/began to</u> But they companies <u>ies</u>	<u>in this</u> region <u>So,</u> others mines' <u>are</u> polluting nearby	mine v. min <u>ing</u> since then dig up → dug up
	Vocabulary Usage	community blacksmiths	region copper nickel tools	members worry pollution harm environment	support economy nearby	valuable tons different objects disagree
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: founded in..., settlement, landmark, heritage					
Example Context for Language Use: Students will read informational text about the different historical events, people and symbols that have been important for the development of their community in preparation for creating a timeline poster.						

Grade 2

Amplified Strand (continued)

Standard 5- Language of Social Studies

STATE DEPARTMENT OF EDUCATION
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Grade 2

Complementary Strand: The Language of Visual Arts

Connection		National Visual Arts Standard 2 (Grades K-4): Students know the differences among visual characteristics and purposes of art in order to convey ideas. Students describe how different expressive features and organizational principles cause different responses.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Visual characteristics	Point to and name visual characteristics of models of art forms using graphic support (e.g., palette of colors) with a partner	Categorize visual characteristics of models of art forms (e.g., shades of color) using graphic support with a partner	Describe variation in visual characteristics of models of art forms using graphic support with a partner	Discuss variation in visual characteristics of models of art forms using graphic support with a partner	Explain variation in visual characteristics using graphic support with a partner
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: shades of color, form, materials, style, palette, artist	Cognitive Function: Students at all levels of English language proficiency ANALYZE visual characteristics of art forms.				
		Example Context for Language Use: Students, identifying themselves as artists, relate the visual characteristics of their art work to peers and communicate how the visual attributes or materials lend themselves to different ideas.				

Level 6 - Reaching

The English Language Development Standards

Grades 3-5

Draft Release, September 2011



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Grade 3

Standard 1-Social & Instructional Language

WRITING	Connection	Common Core Standards for Writing #8 (Grade 3): Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.					Level 6 - Reaching
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
	Information gathering	List key ideas and details related to a specific topic using an illustrated semantic web with a partner	Outline key ideas and details related to a specific topic using graphic organizers with a partner	Paraphrase key ideas and details related to a specific topic using graphic organizers with a partner	Describe key ideas and details related to a specific topic using a model with a partner	Summarize key ideas and details related to a specific topic	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: main ideas, supporting details, important, category	Cognitive Function: Students at all levels of English language proficiency ANALYZE text for key ideas and take notes.					
	Example Context for Language Use: As a prewriting activity, students take notes on main ideas and details as they research a topic.						

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AUGUST 16, 2012

Grade 3

Amplified Strand

Standard 2-Language of Language Arts

	Connection	Common Core Standards for Writing #5 (Grade 3): With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	Revising & editing	Supply words for sentences about revising and editing from models	Complete sentences about revising and editing from models	Compose sentences about revising and editing from models	Suggest original ideas for revising and editing using a word bank	Provide comprehensive feedback for revising and editing
		Cognitive Function: Students at all levels of English language proficiency EVALUATE writing.				

Level 6- Reaching

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	Discourse Complexity	<p>My favorite part of the story was the _____. (beginning, middle, end)</p> <p>You did a _____ job.</p> <p>I suggest adding _____. (information, humor, etc.)</p>	<p>The best part of your story was...(the setting/ the characters)</p> <p>I enjoyed... because....</p> <p>To make your story better,...(add... tell me more about..., etc.)</p>	<p>In the story about your dog, I really liked the sentences about your dog's size, color, and fur. The details helped me know what she looks like. One thing you can improve is to write more about the place where you and your dog like to play games.</p>	<p>Great job on the story about your dog. I liked the title you chose, "Life with Sum mer." You described your dog very well, so I can see her in my mind. I also have some suggestions. First, instead of using the word type, use breed because it is more specific. Second, please explain the phrase, "She is my alarm clock." What does she do to wake you up?</p>	<p>Overall, I think your writing was very interesting. You were good at describing the qualities of your main character. To improve your writing, I suggest you include more details about the problems you came across when you left your dog alone. Also, the long sentences in the paragraph about the things you did with your dog during the summer were hard to follow. I recommend you reword these sentences. As you revise, I suggest you read your own writing aloud. This will help you find anything that does not make sense.</p>	
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Criteria from the Performance Definitions (Example expectations)	Language Forms & Conventions	is → was do did	your, my, his, hers better, best enjoy→enjoy <u>ed</u> because	really about dog's where	“Life with Summer” choose→chose also and so First/Second “She is my alarm clock”	Overall, To ..., Also, As you revise,
	Vocabulary Usage	beginning, middle, end favorite information humor	setting, characters enjoyed add tell me more	sentences looks like write more	suggestions several instead breed specific phrase	interesting qualities aloud recommend make sense
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: edit, revise, delete, paraphrase, reword, elaborate, details					
Example Context for Language Use: Students revise a personal narrative based on feedback received in peer and teacher writing conferences.						

Grade 3

Amplified Strand (continued)

Standard 2-Language of Language Arts

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 3

Standard 3-Language of Mathematics

		<p><i>Common Core Standards for Mathematics, Measurement and Data #5-6 (Grade 3):</i></p> <p>5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ul style="list-style-type: none"> A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. <p>6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<p>Connection</p> <p>Example Topic</p>					
	<p>Area</p> <p>Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: square unit, unit square, length, width, area</p>	Recognize simple oral suggestions to design models or floor plans using models and manipulatives (e.g., “Make a square like this.”)	Respond to simple oral suggestions to design models or floor plans using manipulatives and illustrations (e.g., “Make a 3 x 5 rectangle.”)	Follow simple oral suggestions to design models or floor plans using manipulatives and illustrations	Follow oral suggestions to design models or floor plans using manipulatives	Interpret oral suggestions with detailed specifications to design models or floor plans
		<p>Cognitive Function: Students at all levels of English language proficiency CREATE floor plans or models combining personal and suggested ideas</p> <p>Example Context for Language Use: Students listen to ideas from peers to incorporate in collaboratively-created floor plans or models for a building.</p>				
		Level 6 – Reaching				

STATE DEPARTMENT OF EDUCATION
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Grade 3

Standard 4-Language of Science

Connection		National Science Education Standards B.3 Light, heat, electricity, and magnetism (Grades K-4): Electricity in circuits can produce light, heat, sound, and magnetic effects. Electrical circuits require a complete loop through which an electrical current can pass.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Electricity	Select and name reasons for outcomes of experiments on electricity performed using visual representations of possible outcomes (e.g., “electricity goes”, “electricity stops”)	State reasons for outcomes of experiments on electricity performed using visual representations and sentence starters (e.g., “The bulb turned on because...”, “The balloons attracted/ repelled because...”)	Describe reasons for outcomes of experiments on electricity using visual representations and graphic organizers	Summarize reasons for outcomes of experiments on electricity using visual representations	Draw conclusions about experiments on electricity
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: static electricity, charge, attract, repel					
		Cognitive Function: Students at all levels of English language proficiency ANALYZE experimental observations.				
		Example Context for Language Use: Students discuss their observations and draw conclusions about the outcomes of electricity experiment in small groups.				
Level 6 – Reaching						

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 3

Standard 5- Language of Social Studies

READING	Connection	New Mexico- Civics and Government III-A: 1. Explain the basic structure and functions of local governments. 2. Describe and give examples of “public good.” 3. Explain how New Mexico helps to form a nation with other states.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Purposes, structures, and functions of government	Match labeled pictures of people participating in the government to visual representations of their functions (e.g. mayor to city government; governor to state government; president to national government) with a partner in L1 or L2	Pair labeled pictures of people participating in the governments and illustrated descriptions of their functions with a partner in L1 or L2	Connect labels of people participating in the government to short descriptions of their functions with a partner	Relate labeled pictures of people participating in the government to detailed descriptions of their functions with a partner	Associate labeled pictures of people participating in the government to detailed descriptions of their functions
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: court system, citizenship, Constitution, rights, rules					
	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the various functions of government					
	Example Context for Language Use: Students read expository texts about different ways people participate in local, state and national government and create visual references to represent them.					
Level 6 - Reaching						

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 3

Complementary Strand: Language of Health & Physical Education

LISTENING	Connection	<i>National Health Education Standards #1, Health Promotion and Disease Prevention (Grades K-4):</i> Students will comprehend concepts related to health promotion and disease prevention. Describe relationships between personal health behaviors and individual well being. Identify indicators of mental, emotional, social, and physical health during childhood. Describe the basic structure and functions of the human body systems. Describe how the family influences personal health. Describe how physical, social, and emotional environments influence personal health.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Healthy habits	Point to healthy options from simple visually-supported oral discourse following a model	Select healthy options from visually-supported oral discourse using graphic organizers	Rank healthy options from oral discourse using graphic organizers	Identify details related to healthy options from oral discourse using graphic organizers	Justify healthy options from extended oral discourse
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: consequences, healthy decisions, decision making, habits, self-control, stress, dental flossing, sun protection					
		Cognitive Function: Students at all levels of English language proficiency EVALUATE different habits to decide if they are healthy or not.				
		Example Context for Language Use: Students listen to role plays (e.g., videos or performances) about healthy and unhealthy habits and identify good decisions.				
		Level 6 – Reaching				

STATE DEPARTMENT OF EDUCATION
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Grade 4

Standard 1-Social & Instructional Language

		<p>Connection</p> <p><i>Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1 (Grade 4):</i> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><i>Alaska Standards for Culturally-Responsive Schools, Cultural Standards for Students #C4, D3, E7, E8:</i> Enter into and function effectively in a variety of cultural settings; determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds</p>														
		<p>Example Topic</p> <table><tr><th>Level 1 Entering</th><th>Level 2 Emerging</th><th>Level 3 Developing</th><th>Level 4 Expanding</th><th>Level 5 Bridging</th></tr><tr><td>Name differences in points of view in a variety of cultural settings using labeled photographs and personal experiences following a model with a partner</td><td>Describe points of view in a variety of cultural settings using labeled photographs and personal experiences in small groups</td><td>Compare points of view in a variety of cultural settings using print and visual resources and personal experiences in small groups</td><td>Paraphrase multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups</td><td>Summarize in detail multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups</td></tr></table>					Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Name differences in points of view in a variety of cultural settings using labeled photographs and personal experiences following a model with a partner	Describe points of view in a variety of cultural settings using labeled photographs and personal experiences in small groups	Compare points of view in a variety of cultural settings using print and visual resources and personal experiences in small groups	Paraphrase multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups	Summarize in detail multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging												
Name differences in points of view in a variety of cultural settings using labeled photographs and personal experiences following a model with a partner	Describe points of view in a variety of cultural settings using labeled photographs and personal experiences in small groups	Compare points of view in a variety of cultural settings using print and visual resources and personal experiences in small groups	Paraphrase multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups	Summarize in detail multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups												
SPEAKING	Cross-cultural communication	<table><tr><td colspan="5">Cognitive Function: Students at all levels of English language proficiency ANALYZE cultural perspectives.</td></tr><tr><td colspan="5">Example Context for Language Use: Students participate in discussions around culturally-sensitive scenarios or real life situations (e.g., class meetings) in order gain cross-cultural perspectives.</td></tr></table>					Cognitive Function: Students at all levels of English language proficiency ANALYZE cultural perspectives.					Example Context for Language Use: Students participate in discussions around culturally-sensitive scenarios or real life situations (e.g., class meetings) in order gain cross-cultural perspectives.				
	Cognitive Function: Students at all levels of English language proficiency ANALYZE cultural perspectives.															
	Example Context for Language Use: Students participate in discussions around culturally-sensitive scenarios or real life situations (e.g., class meetings) in order gain cross-cultural perspectives.															
Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: cultural differences, point of view, respect, issues, personal experiences																
		Level 6 - Reaching														

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 4

Standard 2-Language of Language Arts

		Common Core State Reading Standards, Foundational Skills #4. (Grade 4): Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Fluency strategies	Distinguish between fluent and non-fluent oral reading from visually-supported models or excerpts from familiar text (e.g., language experience stories)	Recognize fluency strategies (e.g., emphasis of key words and expressions) in oral reading of visually-supported text with a partner	Self-assess when oral reading visually supported text and identify fluency strategies with a partner	Discuss use of fluency strategies when orally reading visually-supported text with a partner	Explain how to apply fluency strategies, including how to self-correct, when reading orally with a partner
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: fluency strategy, self-assess, self-correct					
		Cognitive Function: Students at all levels of English language proficiency UNDERSTAND fluency strategies to gain comprehension of text.				
		Example Context for Language Use: Students exchange information from grade-level factual and fictional readings related to fluency strategies.				
Level 6 - Reaching						

STATE DEPARTMENT OF EDUCATION
AUGUST 16, 2012

Grade 4

Standard 3-Language of Mathematics

WRITING	Connection	Common Core Standards for Mathematics, Geometry #1-2 (Grade 4): Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Lines & angles	Label lines and angles according to their properties using manipulatives and graphic support	Categorize lines and angles according to their properties using manipulatives and graphic support	Describe lines and angles according to their properties using manipulatives and graphic support	Compare and contrast lines or angles according to their properties using manipulatives and graphic support	Define lines and angles according to their properties (e.g., "My desk has four right angles on the top, which are 90 degrees. Each leg of the desk has two acute angles of 55 degrees each and two obtuse angles of 125 degrees each.")
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: obtuse, acute, right angle; parallel and perpendicular lines, end points, rays, vertex, line segment, degrees, protractor					
		Cognitive Function: Students at all levels of English language proficiency ANALYZE lines and angles according to their properties.				
		Example Context for Language Use: Students write about the types and properties of lines and angles they find, measure, and classify in their school, home, or community.				

Level 6 - Reaching

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Grade 4

Amplified Strand

Standard 4-Language of Science

		<i>National Science Education Standards, Earth and Space Science, D, Properties of Earth Materials:</i> Earth materials are solid rocks and soils, water, and the gases of the atmosphere. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials, as sources of fuel, or for growing the plants we use as food. Earth materials provide many of the resources that humans use... Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time... The surface of the earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Earth history/materials	Match the process or event with its effect on earth materials based on oral descriptions with a partner in L1 or L2 using photos or illustrations	Identify and sort the effect of processes or events on earth materials based on oral descriptions with a partner in L1 or L2 using photos, illustrations, or animations	Categorize the effects of processes or events on earth materials based on oral descriptions with a partner using photos, illustrations, or animations and graphic organizers	Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or animations	Interpret the effects of processes or events on earth materials based on grade-level oral discourse
		Cognitive Function: Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.				

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	Discourse Complexity	<p>Did you see erosion in the video? (waits for students to respond) Yes? How did you know it was erosion? (Teacher paraphrases responses) Right. Erosion is when water-like in a storm (shows picture of a storm) or a tornado (shows picture of a tornado) removes earth materials (points to a poster showing different earth materials). Weathering also breaks rocks. We talked about weathering yesterday (points to an illustrated poster about weathering). But it is different. See? Weathering does not move the rocks; erosion does. Look at this graphic organizer. When I show you a picture, decide with your partner if the picture shows erosion (teacher points to illustrated definition) or weathering (point to illustrated definition). Tell me why. You can use English or your native language.</p>	<p>The video was about erosion (points to an illustrated definition of erosion.) This is when wind or water removes earth materials; see the picture? What other examples did you see? (Students provide examples like tornados or storms, and the teacher repeats each example while pointing at the corresponding picture.) Yesterday, we talked about weathering (points to an illustrated definition of weathering). Weathering breaks rocks like erosion. That's how they are the same. Weathering does not move materials; that's how weathering is different from erosion. Look at this graphic organizer. When I show you a picture, you need to decide with your partner if the picture shows erosion (teacher points to illustrated definition) or weathering (point to illustrated definition). Tell me why.</p>	<p>We watched a video about erosion. Erosion is when wind or water removes earth materials. What examples did you see in the video? (Students provide examples like tornados or storms and the teacher repeats each example while pointing at the corresponding pictures). Tornados, right. Storms, here is a picture of a storm. Weathering is different. It breaks rocks, but it does not move earth materials. Now, I will show you more pictures. Decide with your partner if the picture is an example of erosion (points to the word erosion) or weathering (points to the word weathering). You need to tell me why.</p>	<p>The video showed examples of erosion. Erosion happens when wind or water removes earth materials. What examples did you see in the video? (Students provide other examples like tornados, storms) Good. We also know what weathering is. It is similar to erosion because it breaks rocks. But it is different than erosion because it does not move any materials. Now, I am going to show you some pictures. You may work with a partner and tell me: is the picture an example of weathering or erosion? You will need to tell me why.</p>	<p>Did you notice examples of erosion in the video we just watched? Remember that erosion occurs when earth materials are removed by natural phenomena- like wind, water, and what else? (Students provide other examples like tornados, storms, etc). Good. Now remember, weathering is a bit different, isn't it? Weathering is similar to erosion because it breaks up rocks, but weathering doesn't move any materials. Now, I am going to show you some pictures and I would like you to decide which ones are examples of weathering and which are examples of erosion. Be ready to tell me why you think they are examples of one or the other, okay? Remember to provide some evidence.</p>	
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Criteria from the Performance Definitions (Example expectations)	Language Forms & Conventions	<u>Erosion</u> /removes materials. <u>Weathering</u> /does not <u>move</u> materials.	Weathering is <u>the same as</u> erosion. Weathering is different than	It breaks rocks, <u>but</u> it does not move materials	Weathering is the <u>same because</u> it breaks up rocks	Weathering is <u>similar to</u> erosion <u>because</u> it breaks up rocks
	Vocabulary Usage	rocks move tornado storm	materials remove tornado storm	earth materials remove why/because	earth materials remove similar to/different than	earth materials evidence occurs similar to/different
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: weathering, erosion, volcanic eruption, landslide					
	Example Context for Language Use: Students listen to their teacher talk about how the surface of the earth has changed while watching a demonstration or video (e.g., demonstrating processes of erosion or weathering).					

Grade 4

Amplified Strand (continued)

Standard 4-Language of Science

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Grade 4

Standard 5-Language of Social Studies

LISTENING	Connection	New Mexico Social Studies Standards, Strand: Geography, Content Standard II-A, #1-3 (Grade 4): Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps; translate geographic information into a variety of formats such as graphs, maps, diagrams and charts; draw conclusions and make generalizations from geographic information and inquiry.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Maps & globes/ Locations	Follow routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g. "North two [pause] east one.")	Identify routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g. "Free slaves went North.")	Identify routes on maps based on oral descriptions using illustrated word banks (e.g. "Florence Nightingale traveled southeast from London to Crimea.")	Record routes on maps based on multi-step oral directions using visual supports (e.g. "Columbus sailed southwest. His first stop was the Canary Islands. Then he continued west to San Salvador.")	Record routes on maps based on detailed multi-step oral descriptions (e.g., "The starting point of the trade route was in modern-day Ghana. From there, traders set out for a city located at 30 degrees north latitude and 30 degrees east longitude. Which city is it?")
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: map key, compass rose, cardinal directions, intermediate directions, locator, map scale, equator, hemisphere, continent					
	Cognitive Function: Students at all levels of English language proficiency APPLY understanding of map concepts and skills.					
	Example Context for Language Use: Students identify locations on a variety of maps (e.g., political maps, physical maps, time zone maps) by listening to a partner's descriptions.					

Level 6 - Reaching

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Grade 4

Complementary Strand: The Language of Technology & Engineering

		International Society for Technology in Education National Educational Technology Standards for Students, #4 (Technology Communication Tools): Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.					
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Multimedia publishing	Label images/illustrations/icons that show the steps for creating a multimedia presentation using illustrated word banks	Describe the steps for creating a multimedia presentation using graphic organizers and illustrated word banks	Describe the process for creating a multimedia presentation using graphic organizers and word banks	Detail the process for creating a multimedia presentation using word banks	Produce a manual/brochure describing the process for creating a multimedia presentation	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: software program, file name, tool bar, icons, formatting, image, clip art, slides						
	Cognitive Function: Students at all levels of English language proficiency CREATE procedural directions.						
		Example Context for Language Use: Students create a manual/brochure for a specified audience describing the procedures for creating a multimedia presentation as part of a collaborative project.					
		Level 6 - Reaching					

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Grade 5

Amplified Strand

Standard 1-Social & Instructional Language

		<i>Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4-5 (Grade 5):</i> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.					
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Peer assessment of presentations	Share ratings of a peer's effectiveness in giving a presentation using simple illustrated sentence starters and a word bank	Tell about a peer's effectiveness in giving a presentation using more varied and complex illustrated sentence frames	Describe a peer's effectiveness in giving a presentation using templates	Elaborate on a peer's effectiveness in giving a presentation and suggest improvements using templates	Explain reasons for evaluation of a peer's presentation using templates	Level 6- Reaching
	Cognitive Function: Students at all levels of English language proficiency EVALUATE their classmates' presentations and give oral feedback.						

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Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	I can see your eyes. I can hear you. You talk fast. You have good visuals.	I can always see your eyes. You were easy to hear because you were loud. I liked your visuals. I liked the pictures best.	Good job on your presentation. I liked when you told us about koala bear habitats. You showed pictures that helped me understand. One thing you could improve is not reading your notes so much but your voice was clear.	Your presentation showed you understand the topic very well. Your map about different habitats was interesting. You spoke with a very clear voice but sometimes you spoke too fast. I suggest you focus on looking at each member of your audience because you looked down a lot.	Overall, I think your presentation was really strong. You were particularly good at highlighting unusual facts and details about animals and their habitats. To improve your presentation, I suggest slowing down a little and increasing your volume. At times, I missed part of the idea because you spoke too quickly or too softly. Next time, I recommend practicing in front of a mirror to get more comfortable giving a presentation.
	Language Forms & Conventions	you → your <u>eyes</u> <u>visuals</u>	Like → <u>liked</u> are → were because	I liked <u>when</u> (what/how/that) You <u>could</u> but	very well (not good) too	Overall, At times, Next time, really particularly quickly softly

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	Vocabulary Usage	see	always/ sometimes/ never	presentation	topic	highlighting
		hear		improve	spoke	recommend
		talk	easy	voice	suggest	increasing volume
		fast/slow	loud	clear	focus on	
		visuals	best		member	
					audience	
Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: eye contact, voice projection, pace, visual aid						
Example Context for Language Use: Students provide coaching or feedback to peers' presentations.						

Grade 5

Amplified Strand (continued)

Standard 1-Social & Instructional Language

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Grade 5

Standard 2-Language of Language Arts

		Common Core State Reading Standards for Literature & Informational Text, Key Ideas and Details #1 (Grade 5): Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
LISTENING	Explicit & inferential information	Identify character traits or emotions based on explicit information from text read aloud, prompted by visual cues, physical movement, and tone of voice	Identify details related to character traits based on information from text read aloud, prompted by visual cues and tone of voice (e.g., “Sam is adventurous because...”)	Identify character traits based on explicit and inferential information from text read aloud using visual cues (e.g., “How did Sam feel when his brother won the award? How do you know?”)	Connect events to show character development over time based on explicit and inferential information from text read aloud using visual support (e.g., flow chart, timeline, story map)	Predict a character’s reaction to a hypothetical situation based on inferential information from text read aloud	Level 6 – Reaching	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: character traits, characterization, provide evidence, direct quotations, I infer that...	Cognitive Function: Students at all levels of English language proficiency ANALYZE information about characters in a text.						
		Example Context for Language Use: Students listen to a teacher read-aloud and discuss character traits gleaned from the text with a partner.						

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Grade 5

Standard 3-Language of Mathematics

		<p>Common Core State Standards for Mathematics, Geometry #1-2 (Grade 5): Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate); Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	<p>Coordinate plane</p> <p>Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: horizontal and vertical axes, coordinates, coordinate plane</p>	<p>Ask and answer yes/no questions related to coordinate plane maps using teacher oral scaffolding and visual supports (e.g., "Is the house at (2,3)?")</p>	<p>Ask and answer simple wh- questions related to coordinate plane maps using sentence frames and visual supports (e.g., "Where is the school?")</p>	<p>Describe the relationship between two points on coordinate plane maps using a word bank and visual support (e.g., "The school is 4 blocks east of the library.")</p>	<p>Describe the relationships among multiple points on coordinate plane maps using visual support (e.g., "The new park will be one block from the school and 4 blocks from the bank. It will be located at (4,7).")</p>	<p>Explain how to plot points and navigate distances between locations on coordinate plane maps</p>
		<p>Cognitive Function: Students at all levels of English language proficiency UNDERSTAND how to plot points on a coordinate plane.</p>				
		<p>Example Context for Language Use: Students give directions for navigating to and from locations on the map with a partner to practice referring to axes and coordinates.</p>				
		Level 6 – Reaching				

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Grade 5

Standard 4-Language of Science

READING	Connection	National Science Education Standards, Life Science, C, Reproduction and Heredity (Grades 5-8): Reproduction is a characteristic of all living systems; because no individual organism lives forever, reproduction is essential to the continuation of every species. Some organisms reproduce asexually. Other organisms reproduce sexually... Every organism requires a set of instructions for specifying its traits. Heredity is the passage of these instructions from one generation to another... The characteristics of an organism can be described in terms of a combination of traits. Some traits are inherited and others result from interactions with the environment.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Reproduction & heredity	Identify the main steps in the process of flowering plants' reproduction process from illustrated texts (media, posters) with a partner	Define the main steps in the process of flowering plants' reproduction process from illustrated texts (books, media, posters) using a graphic organizer with a partner	Describe the main steps in the process of flowering plants' reproduction from a variety of texts (illustrated books, media, posters) using a graphic organizer with a partner.	Explain the main steps in the process of flowering plants' reproduction from a variety of texts (books, media, encyclopedias) with a partner	Summarize the process of flowering plants' reproduction from a variety of texts(e.g., books, media, encyclopedia)
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: species, inherited traits	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND how flowering plants reproduce.				
		Example Context for Language Use: Students read a variety of informational to learn about how flowering plants reproduce to participate in a debate about the benefits and disadvantages of commercial pollination.				
Level 6 - Reaching						

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Grade 5

Standard 5-Language of Social Studies

WRITING	Connection	Minnesota: Social studies Standards I. U.S. History B. Pre-history through 1607 (Grade 5): The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nations. 2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Exploration	Represent personal view of impacts of exploration using graphic organizers (e.g., T-chart, concept map) and illustrated word banks	State personal view of impacts of exploration using illustrated word banks	Describe personal view of impacts of exploration using graphic organizers	Explain personal view of impacts of exploration using graphic organizers and word banks	Critique impacts of exploration using graphic organizers (e.g., regarding global advancement and distribution of wealth)
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: colonization, explorers, discovery, conquest, push and pull factors					
		Cognitive Function: Students at all levels of English language proficiency EVALUATE information about exploration.				
		Example Context for Language Use: Students write about the impacts of exploration on both the old and new worlds (e.g., pretend you are an explorer writing a letter home or in your journal).				
Level 6 - Reaching						

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Grade 5

Complementary Strand: Language of Music & Performing Arts

		<p>Connection</p> <p><i>The National Standards for Arts Education #1, Singing, Alone and with Others, A Varied Repertoire of Music (Grades 5-8): Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory. Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed. Students sing music written in two and three parts. Students who participate in a choral ensemble sing with expression</i></p>							
		<p>Example Topic</p> <table><tr><th>Level 1 Entering</th><th>Level 2 Emerging</th><th>Level 3 Developing</th><th>Level 4 Expanding</th><th>Level 5 Bridging</th></tr></table>					Level 1 Entering	Level 2 Emerging	Level 3 Developing
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging					
LISTENING	Breathing techniques	Follow breathing exercises from models and oral directions using visual support	Follow breathing exercises from simple oral directions using visual support	Complete breathing exercises from oral directions using visual support	Complete breathing exercises from oral descriptions using visual support	Perform breathing exercises from oral descriptions	Level 6 - Reaching		
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: diaphragm, head voice, chest voice	Cognitive Function: Students at all levels of English language proficiency with UNDERSTAND breathing basics for singing.							
	Example Context for Language Use: Students listen and respond to teacher's guidelines and advice on how to control their breathing while singing alone or with others.								

The English Language Development Standards

Grades 6-8

Draft Release, September 2011



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Grade 6

Standard 1-Social & Instructional Language

Connection		Common Core State Standards for English Language Arts, Reading Standards for Informational Text, Key Ideas and Details #2 (Grade 6): Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Social etiquette	Restate context for polite behavior based on visually supported text (e.g. “Where do these rules apply?”)	Reword single polite behaviors prescribed in a simple instructional text (e.g., “Show me how to sit in an assembly.”)	Paraphrase information about behavioral expectations from illustrated handbooks and texts in a small groups	Summarize information about behavioral expectations from handbooks and grade-level texts in a small group	Interpret information about behavioral expectations from handbooks and grade-level texts
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: posture, etiquette, manners, setting, social interactions	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND behavioral expectations.				
		Example Context for Language Use: Students read information about behavioral expectations (e.g. school handbook, classroom syllabus, etc.) to create environmental print for their classroom/school community.				
Level 6 - Reaching						

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Grade 6

Standard 2-Language of Language Arts

		<i>Common Core State Language Standards, Conventions of Standard English #1-2 (Grade 6):</i> Demonstrate command of the conventions of standard English grammar when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.								
		Connection	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
WRITING	Conventions & mechanics			Propose revisions of written text through short comments (e.g. on sticky notes, notes on the margin, etc.) using models and environmental print	Recommend revisions of written text through comments (e.g. on sticky notes, notes on the margin, etc.) using models and environmental print	Suggest revisions of written text through extended comments (e.g. response templates, response journals, etc.) using models and environmental print	Explain suggestions for revision of written text through detailed comments (e.g. response journals, letters to peers, etc.) using models and environmental print	Justify suggestions for revision of written text through detailed feedback (e.g. response journals, letters to peers, etc.) using models and environmental print	Level 6 - Reaching	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: edit, dependent/independent clause, prepositional phrase, appositive, semicolon			Cognitive Function: Students at all levels of English language proficiency APPLY their knowledge of English conventions and mechanics.						
				Example Context for Language Use: Students provide written feedback to each other about their use of conventions and mechanics on original written texts (e.g. compositions, journals, essays, etc).						

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Grade 6

Amplified Strand

Standard 3-Language of Mathematics

		Connection <i>Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):</i> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed... c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.						
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
WRITING	Ratio & rate	List choices for use of rate in real-life situations using templates with a partner	Record choices for use of rate in real-life situations using templates with a partner	Describe choices for use of rate in real-life situations using graphic organizers with a partner	Explain choices for use of rate in real-life situations using charts with partners	Justify choices for use of rate in real-life situations with partners		
	Cognitive Function: Students at all levels of English language proficiency EVALUATE their options and make choices.							

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Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	We choose <u>the tablet</u> . It costs <u>\$500</u> . The discount is <u>20%</u> . It is <u>cheap</u> .	Selection: We <u>picked the computer</u> . Price: <u>It costs \$750</u> . Discount: <u>Today it is only 15%</u> . Reason: The discount rate <u>is better today</u> .	There are many phones. We selected the smart phone. Flip phones are cheaper, but the smart phone is more useful. The original price is \$400 plus sales tax. It was on sale for 15% off.	We chose to buy the tablet because it was a better deal. It was more expensive than the computer, however, it had a bigger percentage off. The tablet was \$495 and the computer was \$450. The rate of discount on the tablet was 20% and the rate of discount of the computer was 10%, so the tablet was a better value.	We had a choice of buying a tablet or a smart phone. We selected the tablet because it was the best value at the discount rate and we wanted to use it to watch movies. The estimated price of the tablet, including the discount and sales tax, was \$495. We figured we could go to the library if we wanted to use the computer. Plus, we can use the tablet to do searches on the internet.
	Language Forms & Conventions	cheap expensive	cheaper than the cheapest	Flip phones are cheaper, <u>but...</u>	more expensive <u>than the computer</u> , <u>however...</u> discount <u>on</u> <u>so the tablet</u>	The estimated price of the tablet, <u>including the discount and sales tax</u> , was \$495.
	Vocabulary Usage	discount costs	price discount rate	sales tax on sale	percent off better deal	best value estimated price
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion					
Example Context for Language Use: Students justify their choices of real-life situations in their daily notes (e.g., choosing items to buy based on discounts and local tax, selecting players for a fantasy team based on sports average, or determining best living option based on salary and local taxes.)						

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Grade 6

Standard 4-Language of Science

LISTENING	Connection	National Science Education Standards, Life Science, C, Populations and Ecosystems (Grades 5-8): A population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem. Populations of organisms can be categorized by the function they serve in an ecosystem. Plants and some micro-organisms are producers—they make their own food. All animals, including humans, are consumers, which obtain food by eating other organisms. Decomposers, primarily bacteria and fungi, are consumers that use waste materials and dead organisms for food. Food webs identify the relationships among producers, consumers, and decomposers in an ecosystem.					
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Ecosystems	Verify key elements and features of ecosystems from oral information using L1 or L2 and illustrated word banks	Label key elements and features of ecosystems from oral information using a template and illustrated word banks	Record key elements and features of ecosystems from oral information using a template and word banks	Take notes of key elements and features of ecosystems from oral information using word banks	Take detailed notes of key elements and features of ecosystems from oral information	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: deciduous forest, coniferous forest, temperate, rain forest, biomes, savannah	Cognitive Function: Students at all levels of English language proficiency will REMEMBER elements of different ecosystems.					
	Example Context for Language Use: Students will listen to oral descriptions (e.g. video clips, lecture, peer groups etc.) and recognize key elements of various ecosystems to prepare real-life models of them to display in their classrooms.						
							Level 6 - Reaching

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Grade 6

Standard 5-Language of Social Studies

SPEAKING	Connection	National Curriculum Standards for Social Studies, Standard 6: Power, Authority, and Governance (Middle Grades): Learners will understand: fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity); The ideologies and structures of political systems that differ from those of the United States; The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Forms & organization of government Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: branches, legislative, judicial, executive, branches, local and federal separation of powers	Name similarities and differences among forms of government in different countries using graphic organizers and sentence starters	Describe similarities and differences among forms of government in different countries using graphic organizers	Give examples of similarities and differences among forms of government in different countries using a self-constructed graphic organizer	Compare and contrast among forms of government in different countries using a self-constructed diagram	Explain with details similarities and differences among forms of government in different countries using student notes
	Cognitive Function: Students at all levels of English language proficiency ANALYZE the structure of international governments.					
	Example Context for Language Use: Students similarities and differences among the forms of governments in other countries to the class.					
Level 6 - Reaching						

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Grade 6

Complementary Strand: Language of Multiculturalism

		Connection <i>Alaska Cultural Standards for Students D (K-12):</i> Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. 4. Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Example Topic Interpretation of oral histories Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: accumulated specific knowledge, interpretation, local conventions, cultural significance	Name events and traditions of the local community and their significance from notes taken using graphic organizers and illustrated environmental print	Describe events and traditions of the local community and their significance using note cards and illustrated environmental print	Explain events and traditions of the local community and their significance using note cards	Discuss events and traditions of the local community and their significance using notes from interviews	Interpret the significance of events and traditions of the local community using notes from interviews
		Cognitive Function: Students at all levels of English language proficiency ANALYZE traditional ways of knowing and interpreting information with events and traditions of the local community Example Context for Language Use: Students discuss the cultural significance of different community activities based on information from interviews with elders or long-term residents of the local community to identify relevant information to include in student-created resources (e.g. websites; publications, etc.) about their community.				
		Level 6 - Reaching				

STATE DEPARTMENT OF EDUCATION
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Grade 7

Standard 1-Social & Instructional Language

LISTENING	Connection	Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4-5 (Grade 7): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. d. Acknowledge new information expressed by others and, when warranted, modify their own views.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Collaboration	Identify opinions or points of view on a particular contemporary issue from oral statements with a partner	Classify opinions or points of view on a particular contemporary issue using a graphic organizer	Compare opinions or points of view on a particular contemporary issue based on oral statements with a partner	Modify personal opinions or points of view on a particular contemporary issue based on oral discussion in small groups	Interpret oral scenarios on opinions or points of view on contemporary issues through role play or dramatization
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: active listening, mutual respect, debate, disagree, articulate, stale mate, contemporary issue, concur					
	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND diverse views on contemporary issues.					
	Example Context for Language Use: Students listen to each other and interact in a classroom discussion on a contemporary issue (e.g., poverty, school rules) and consider how their opinion evolved.					

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Grade 7

Standard 2-Language of Language Arts

		Common Core State Speaking and Listening Standards, Comprehension and Collaboration #2. (Grade 7): Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Main ideas	Respond to yes or no questions about the main idea with visual support (e.g. captioned illustrations of plot, characters, etc.)	Identify main idea using graphic organizer (e.g., story map, plot line) with a partner or small group	Explain main idea using graphic organizer (e.g., story map, plot line) to a partner or small group	Distinguish between the main idea and supporting details using graphic organizer and examples from the text	Discuss the main idea using extended discourse
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: supporting details, theme, thesis					
		Cognitive Function: Students at all levels of English language proficiency ANALYZE main ideas of short stories and novels.				
		Example Context for Language Use: Students discuss main idea of short stories and novels with partners or in small groups.				
Level 6 – Reaching						

STATE DEPARTMENT OF EDUCATION
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Grade 7

Standard 3-Language of Mathematics

READING	Connection	Common Core State Standards for Mathematics, Expressions and Equations #4 (Grade 7): Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example, As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Algebraic equations (linear equations)	Recognize words and phrases that provide key information to solve real-life mathematical problems using manipulatives, visual, and graphic supports	Recognize language that provides key information to solve real-life mathematical problems using visual and graphic supports	Identify language that provides key information to solve real-life mathematical problems using visual and graphic supports	Interpret language that provides key information to solve real-life mathematical problems using visual and graphic supports	Identify key implicit information to solve real-life mathematical problems
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: inequality, linear equation, non-linear, simplify the expression, input/output					
		Cognitive Function: Students at all levels of English language proficiency APPLY their algebraic knowledge to solve real-life problems.				
	Example Context for Language Use: Students read real-life problems and construct mathematical equations to find their solutions in small groups.					

Level 6 - Reaching

STATE DEPARTMENT OF EDUCATION
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Grade 7

Standard 4-Language of Science

WRITING	Connection	National Science Education Standards, Science as Inquiry, A, Understandings about Scientific Inquiry (Grades 5-8): Different kinds of questions suggest different kinds of scientific investigations. Some investigations involve observing and describing objects, organisms, or events; some involve collecting specimens; some involve experiments; some involve seeking more information; some involve discovery of new objects and phenomena; and some involve making models. Current scientific knowledge and understanding guide scientific investigations. Different scientific domains employ different methods, core theories, and standards to advance scientific knowledge and understanding... Scientific explanations emphasize evidence, have logically consistent arguments, and use scientific principles, models, and theories. The scientific community accepts and uses such explanations until displaced by better scientific ones. When such displacement occurs, science advances.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Scientific inquiry	Illustrate and label control group and experimental group before and after the experiment using a graphic organizer	Complete summaries of the results of the control group and experimental group using graphic organizers	Describe the results of the control group and experimental group using graphic organizers	Compare and contrast the control group and experimental group before and after the experiment using graphic organizers	Interpret and summarize the results of the control group and experimental group after the experiment using a graphic organizer
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: constants, control group, experimental group, hypothesis, hypothesis testing, data analysis, independent/dependent variable	Cognitive Function: Students at all levels of English language proficiency will UNDERSTAND how to interpret and represent the results of scientific inquiry.				
		Example Context for Language Use: Students summarize the results of a science experiment in a lab report.				

Level 6 - Reaching

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Grade 7

Amplified Strand

Standard 5-Language of Social Studies

	Connection	Common Core Reading Standards for Literacy in History/Social Studies, Integration of Knowledge & Ideas #7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Agriculture	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text
		Cognitive Function: Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.				
Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	Corn and bananas grow in Brazil. Corn and bananas are agricultural products.	Rice, an agricultural product, is an important crop. It grows in the wet flat lands of China.	Coffee grows in countries with high mountains that are near the equator, while olives grow near warm seas. As a consequence, coffee is a major agricultural product of Ecuador while olives are important to the Mediterranean region.	Grains are significant agricultural products grown in the flatlands, or plains, of Russia. There are a variety of grains cultivated there. However, wheat accounts for over half of Russia's grain production while barley is Russia's second major grain.	Orange trees require the moist, nutrient-rich soil of tropical climates. In contrast, wheat prospers in cooler, arid climates with drier soil. Notice how agricultural productivity varies from region to region in Kenya. One requirement of successful agricultural production is selecting crops that are well-suited to the climate and soil of the region.

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	Language Forms & Conventions	Coffee, corn, rice v. olives <u>s</u> , bananas <u>s</u> , oranges <u>s</u>	Rice grows <u>s</u> ... Bananas <u>s</u> grow....	Corn grows... <u>while</u> olives grow...	...grown in the flatlands, <u>or</u> plains,....	One <u>requirement</u> of successful agricultural production is....
	Vocabulary Usage	crop rice corn bananas coffee olives wheat barley orange trees point to show	important crop farming region wet flat land locate	near the equator or near warm seas major consequence Mediterranean region while	accounts for cultivated significant a variety of grains plains	In contrast agricultural productivity/ production moist, tropical climates; cooler, arid climates well-suited
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: renewable, non-renewable, resource allocation					
Example Context for Language Use: Students read informational texts and related websites about crops or agricultural products to use maps or create charts.						

Grade 7

Amplified Strand (continued)

Standard 5-Language of Social Studies

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Grade 7

Complementary Strand: Language of Visual Arts

LISTENING	Connection	The National Standards for Arts Education #1, Understanding and Applying Media, Techniques, and Processes (Grades 5-8): Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Media (Materials)	Identify materials that could be used to communicate different ideas and experiences from pictures and oral statements (e.g, “paper maché,” “clay”)	Match different qualities of materials with their ability to communicate different ideas and experiences with a partner	Categorize the different qualities of materials according to their effectiveness to communicate different ideas and experiences in a small group using a graphic organizer	Compare the effectiveness of different materials in their ability to communicate different ideas and experiences	Infer reasons for artist’s selection of media from extended oral discourse
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: design, representation					
		Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.				
		Example Context for Language Use: Students listen to oral descriptions (e.g., teacher talk, video, pod cast, etc.) to determine the effectiveness of different materials or media.				
Level 6 - Reaching						

STATE DEPARTMENT OF EDUCATION
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Grade 8

Standard 1: Social & Instructional Language

WRITING	Connection	Common Core State Standards for English Language Arts, Writing, Text Type and Purposes #2-3 (Grade 8): Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content... Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Peer Pressure	Draw and label storyboards about feelings and decisions influenced by peer pressure using illustrated word banks	Complete dialogues for storyboards or scripts about feelings and decisions influenced by peer pressure using model sentences	Describe actions for scripts about feelings and decisions influenced by peer pressure following models	Compose scripts about feelings and decisions influenced by peer pressure following models	Compose scripts about feelings and decisions influenced by peer pressure
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: attitudes, behaviors, peer pressure, belonging, membership, strength of character					
		Cognitive Function: Students at all levels of English language proficiency CREATE a script.				
		Example Context for Language Use: Students work in groups to prepare a script for a presentation (e.g., skit, video, multimedia) for incoming students focusing on peer pressure.				
		Level 6 - Reaching				

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Grade 8

Standard 2-Language of Language Arts

Connection		<i>Common Core Speaking and Listening Standards #3 (Grade 8):</i> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Analysis of an argument	Answer yes/no questions about an argument with illustrations	Identify key words or phrases related to an argument using a word bank	Match claims with supporting evidence in an argument using a graphic organizer	Categorize information in an argument using graphic organizers (e.g., relevant/irrelevant; pros/cons)	Recognize strengths and weaknesses in an argument
	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the difference between making a claim and providing evidence.					

Level 6- Reaching

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Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	The main character, Loretta, is kind. She is also stubborn. She helps her best friend, but she does not go with her to the pond.	I think Loretta shows courage in chapter two. For example, she goes to the magical forest alone. She also does not run away from the dragon. So, I believe Loretta is brave.	In general, Loretta is a strong character. She is both faithful and fearless. As a companion, for instance, she never leaves Sandra's side. Additionally, Loretta challenges the dragon in the forest.	Of all the protagonists in the story, I think Loretta is the star. She frequently faces scary creatures when she wants to flee. More specifically, she conquers the dragon and prevents the goblins from hurting Sandra.	Undeniably, Loretta represents the heroine of the tale. She not only defeats wicked monsters throughout the story, but she also proves herself as a loyal friend, except when she leaves her cousin behind. In addition to having admirable character traits, she is physically strong whenever she has the magical powers. In terms of leadership qualities, Loretta shows others how to do the right thing.
	Language Forms & Conventions	she is/does v. she is not/does not but	shows For example, also So,	In general, both ..., for instance,... never Additionally,	Of all... rather than More specifically,	Undeniably, Not only...but also In addition <u>to</u> In terms of
	Vocabulary Usage	kind tough best friend pond	I think... courage magical dragon I believe	faithful fearless companion challenge	frequently flee conquer prevent	represents defeat serve character traits leadership
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: relevant, irrelevant, evidence, premise, assumption, claim, persuasive					
Example Context for Language Use: Students listen to oral arguments to differentiate between claims and evidence about literature.						

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Grade 8

Standard 3-Language of Mathematics

LISTENING	Connection	Common Core State Standards for Mathematics, Geometry #3-4 (Grade 8): Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Two-dimensional figures	Adjust the position of figures from transformations identified orally (e.g., “rotate,” “reflect,” etc.) using models and manipulatives	Match the original and new position of figures from transformations described orally (e.g. “reflection over the y-axis”) using models and manipulatives	Select the new position of figures from transformations described orally (e.g. translate 3 units on the x-axis and 2 units on the y-axis) using graphic organizers and visual supports	Find the new position of figures from transformations described orally using notes and visual supports	Determine the new position of figures from transformations described orally
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: geometric transformation, rotation, scale factor					
		Cognitive Function: Students at all levels of English language proficiency UNDERSTAND how changing an equation affects the position of figures in the coordinate plane.				
	Example Context for Language Use: Students listen to oral instructions to complete transformations (e.g. dilations, translations, rotations, and reflections) of two-dimensional figures in a coordinate plane.					
Level 6 - Reaching						

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Grade 8

Standard 4: The Language of Science

	Connection	National Science Education Standards, Physical Science, B, Transfer of Energy (Grades 5-8): Energy is a property of many substances and is associated with heat, light, electricity, mechanical motion, sound, nuclei, and the nature of a chemical. Energy is transferred in many ways...In most chemical and nuclear reactions, energy is transferred into or out of a system. Heat, light, mechanical motion, or electricity might all be involved in such transfers.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Forms of energy	Name the types of energy transferred using visual supports (e.g., heat, light, sound)	Give examples of the types of energy transferred using sentence frames and visual supports (e.g., "The _____ produces ____")	Describe the types of energy transferred using graphic organizers and visual supports	Compare and contrast the types of energy transferred using graphic organizers and visual supports	Discuss the types of energy transferred using visual supports
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: heat wave, sound wave, conservation of matter, kinetic energy, potential energy					
	SPEAKING	Cognitive Function: Students at all levels of English language proficiency will ANALYZE energy transfer.				
		Example Context for Language Use: Students decide with peers the types of energy transfers that occur in various situations from everyday life experiences (e.g. ice packs, thunderstorms, simple engines).				
		Level 6 - Reaching				

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Grade 8

Standard 5-Language of Social Studies

READING	Connection	Common Core State Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Text Type and Purposes #1 (Grades 6-8): Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Globalization Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: interdependence, worldwide, network, transnational	Match visually-supported words or phrases related to different effects of globalization with a partner using graphic organizers in L1 or L2	Classify words or phrases related to the effects of globalization with a partner using graphic organizers in L1 or L2	Compare examples of the effects of globalization based on visually-supported text using graphic organizers (e.g., "Cell phones are a more significant part of globalization because...")	Compare changes over time in the effects of globalization based on visually-supported text (e.g., "At first, the Internet was only common in wealthy countries. Now it is everywhere. This is important because")	Draw nuanced conclusions about the effects of globalization from grade-level text (e.g., "As a result of these changes, our world is more connected than ever. This phenomenon also brings certain risks such as identity theft and loss of local culture.")
		Cognitive Function: Students at all levels of English language proficiency EVALUATE the effects of globalization around the world and in their local community. Example Context for Language Use: Students read informational articles on globalization to consider its impact on various parts of life (e.g., Internet, Coca-Cola, cable TV and movies).				

Level 6 - Reaching

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Grade 8

Complementary Strand: The Language of Health & Physical Education

		The National Physical Education Standards #6, Setting Goals for Good Health (Grades 5-8): Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health—Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Analyze how health-related decisions are influenced by individuals, family, and community values. Predict how decisions regarding health behaviors have consequences for self and others. Apply strategies and skills needed to attain personal health goals. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. Develop a plan that addresses personal strengths, needs, and health risks.				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	Personal health goals	Classify personal health goals, decisions, or consequences using word banks or graphic organizers in L1 or L2	Describe personal health goals, decisions, or consequences using a word bank	Explain personal health goals, decisions, or consequences using sentence starters (e.g., "I chose _____ because _____.")	Describe progress toward personal health goals using a model (e.g., "My body mass index has decreased but I have not lost weight. This may be because...")	Relate progress toward personal health goals to grade-level content (e.g., "I know that I need to add more cardio instead of just weight lifting because I don't have the highest metabolism...")
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: nutritional content, body mass index, calories, food pyramid, metabolism	Cognitive Function: Students at all levels of English language proficiency EVALUATE choices for a healthy lifestyle.				
		Example Context for Language Use: Students design a fitness plan including a food and exercise diary to self-monitor their progress over time.				
		Level 6 - Reaching				

The English Language Development Standards

Grades 9-12

Draft Release, September 2011



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Grades 9-10

Standard 1-Social & Instructional Language

		Connection					<i>Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1.C (Grade 9-10):</i> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
		Example Topic					
SPEAKING	Leadership	Make statements identifying responses to community challenges using visuals and word banks in small groups (e.g., point out examples of evidence of leadership in pictures of community scenes)	Provide examples of responses to community challenges using sentence frames in small groups (e.g., “A leader could _____ to solve the problem.”)	Pose questions about responses to community challenges using expanded sentence frames in small groups	Explain and elaborate on responses to community challenges in small groups	Defend responses to community challenges in small groups	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: delegate, compromise, represent, motivate, inspire, set an example						
	Cognitive Function: Students at all levels of English language proficiency APPLY interpersonal and leadership strategies to current issues.						
Example Context for Language Use: Students role play community leaders negotiating plans for how they would respond to current school or community challenges.							

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Grades 9-10

Standard 2- Language of Language Arts

READING	Connection	<i>Common Core State Standards, English Language Arts, Reading: Informational Text, Integration of Knowledge and Ideas #8 (Grades 9-10): Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</i>				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Point of view	Identify examples of facts from visually supported captions (e.g. of newspaper or magazine photographs) with a partner in L1 or L2	Identify examples of point of view from visually supported captions (e.g. of political cartoons) with a partner in L1 or L2	Sort visually supported text according to point of view, and share with a partner	Identify evidence of point of view (e.g., word choice, tone) in various texts, and share in small groups	Compare and contrast various sources according to how point of view is expressed
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: bias, claim, evidence, argument, valid, stereotype, tone, perspective, judgment					
		Cognitive Function: Students at all levels of English language proficiency will ANALYZE author's point of view.				
		Example Context for Language Use: Students read a variety of texts (e.g., speech transcripts, websites, editorials) to identify author's point of view and choose appropriate sources for a research project.				
		Level 6 – Reaching				

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Grades 9-10

Standard 3-Language of Mathematics

WRITING	Connection	Common Core State Standards for Mathematics, Geometry, Similarity, Right Triangles and Trigonometry #6-8 (Grade 9-10): Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. Explain and use the relationship between the sine and cosine of complementary angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Right triangles	Sequence elements of right triangle word problems using illustrated phrase banks with a partner	Complete right triangle word problems using sentence frames and word banks (e.g., sine, cosine, tangent, right triangle)	Modify right triangle word problems using textbook models	Compose right triangle word problems using textbook models and rubrics	Compose right triangle word problems
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: Trigonometric functions (sine, cosine, tangent), Pythagorean Theorem, Hypotenuse, opposite, adjacent	Cognitive Function: Students at all levels of English language proficiency CREATE word problems requiring the use of trigonometric ratios and the Pythagorean Theorem to solve. Example Context for Language Use: Students write word problems that can be solved by using right triangles (e.g., finding the height of a tree by using its shadow), and trade with a classmate to solve each other's problems.				
Level 6 – Reaching						

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Grades 9-10

Amplified Strand

Standard 4-Language of Science

	Connection	<i>National Science Education Standards, Science as Inquiry, A2, Design and Conduct Scientific Investigations (Grades 9-12):</i> The investigation may also require student clarification of the question, method, controls, and variables; student organization and display of data; student revision of methods and explanations; and a public presentation of the results with a critical response from peers.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Dependent & independent variables	Identify the effect of modifying variables using illustrated word banks in small groups	Give examples of the effect of modifying variables using illustrated word banks in small groups	Describe the effect of modifying variables using graphic organizers in small groups	Compare and contrast the effect of modifying variables using graphic organizers in small groups	Report on the effect of modifying variables in small groups
SPEAKING		Cognitive Function: Students at all levels of English language proficiency ANALYZE the effect of changing variables in an experiment.				

Level 6- Reaching

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Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	<p>Illustrated Word Bank: CO₂ Carbon dioxide = stayed the same Δ changed</p> <p>Students speak underlined language:</p> <p>The independent variable was <u>carbon dioxide</u>.</p> <p>In the control experiment, the reaction <u>stayed the same</u>.</p> <p>In the experiments with different proportions of carbon dioxide to water, the reaction <u>changed</u>.</p>	<p>The independent variable was carbon dioxide.</p> <p>We used the same amount of water and carbon dioxide. The reaction occurred.</p> <p>We used less carbon dioxide than water. The reaction occurred slowly.</p> <p>We took away carbon dioxide. The reaction did not occur.</p> <p>Carbon dioxide affected the reaction.</p>	<p>Carbon dioxide was the independent variable. We knew how much CO₂ to use in the experiment because we had the chemical equation for photosynthesis. In the control experiment, we used the amount of carbon dioxide in the equation. In the other experiments, we changed the amount of carbon dioxide. We observed the reaction slow down with less carbon dioxide.</p>	<p>We tested the impact of changing the amount of carbon dioxide in our experiment. To get carbon dioxide, we dissolved sodium bicarbonate in water. In our control experiment, we used the same proportion of carbon dioxide to water that the chemical equation for photosynthesis shows. We recorded the amount of water and carbon dioxide used in multiple experiments as well as our observations of what occurred. We found that when you use less carbon dioxide, the reaction rate slows down.</p>	<p>Several variables, including temperature and carbon dioxide influence the rate of photosynthesis. In our experiment, we tested the impact of varying amounts of carbon dioxide in the photosynthesis reaction. We dissolved sodium bicarbonate in water to obtain carbon dioxide. The proportion of carbon dioxide to water used in the control group matched the proportion shown in the chemical equation of photosynthesis. We changed the amount of carbon dioxide in the experimental groups and compared their reaction rates to that of the control group. Using data, we found the proportion of carbon dioxide to water affects the reaction rate.</p>	
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	Language Forms & Conventions	Reaction in beaker A is <u>slower than</u> reaction in beaker B. Reaction in beaker B is <u>faster than</u> reaction in beaker A. Reaction in beaker A is the <u>same as</u> reaction in beaker C.	variable <u>was</u> carbon dioxide We <u>used</u> The reaction <u>occurred</u> . Carbon dioxide <u>affected</u>	We <u>knew...</u> because? We <u>saw...</u> In the...	<u>Changing</u> a variable affects... <u>Using</u> different amounts of...	<u>In our experiment</u> , we tested <u>Using data</u> , we found...
	Vocabulary Usage	stay the same/ change same/different slow/fast	amount slowly rapidly affect	chemical equation photosynthesis observed	dissolve proportion reaction rate record	influence test (as a verb) obtain varying impact reaction rate
	Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data					
Example Context for Language Use: Students will discuss the design of an experiment to test the effect of changing a variable. Groups will perform the experiment and record their observations on the impact of the specific variable. Finally, the group will discuss the results and collaborate in reporting them.						

Grades 9-10

Amplified Strand (continued)

Standard 4-Language of Science

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Grades 9-10

Standard 5- Language of Social Studies

LISTENING	Connection	Minnesota Economics Standards VI. Economics, A. The Market Economy (Micro Economics) (Grades 9-12): The student will understand the basic characteristics of markets and the role of prices in modern market economies. 1. Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services. 3. Students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Supply & demand	Point to key terms related to supply and demand using illustrated word banks with a partner	Select terms related to supply and demand to complete graphic organizers using word banks	Complete information related to supply and demand in a small group using a note-taking template	Give examples of changes in supply and demand from notes and share with a partner	Infer reasons for changes in supply and demand
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: supply, demand, consumption	Cognitive Function: Students at all levels of English language proficiency will UNDERSTAND the economic concept of supply and demand.				
		Example Context for Language Use: Students listen to a video or oral presentation about supply and demand of a popular product and take notes.				
		Level 6 - Reaching				

STATE DEPARTMENT OF EDUCATION
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Grades 9-10

Complementary Strand: Language of Technology & Engineering

READING	Connection	National Technology Standards #5, Digital Citizenship (Grades K-12): Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: advocate and practice safe, legal, and responsible use of information and technology				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Information technology Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: cyber bullying, social media, ethical implications	Classify effects of new technologies in visually supported text (e.g., charts and graphs) using L1 and L2 with a partner	Organize information about the effects of new technologies using graphic organizers (e.g. word webs) and L1 and L2 in a small group	Find evidence of the effects of new technologies in visually supported text with a partner	Identify author’s perspective on the effects of new technologies by reading visually supported text	Infer information about the effects of new technologies in today’s society from scientific research
		Cognitive Function: Students at all levels of English language proficiency ANALYZE the effects of new technologies in today’s society.				
		Example Context for Language Use: Students read articles on the social effects of new technologies (e.g. social media use in the teenage population).				

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Grades 11-12

Amplified Strand

Standard 1-Social & Instructional Language

		<p>Connection</p> <p><i>Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #3 (Grade 11-12):</i> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><i>Reading for Informational Texts, Integration of Knowledge & Ideas #7:</i> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>						
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
READING	Informed decisions (College & career)	Sort materials based on self- selected criteria for post-secondary opportunities with a partner using materials with graphic support and strong headlines	Identify important information within materials (e.g., by highlighting) related to self-selected criteria for post-secondary opportunities in materials with graphic support	Categorize options related to self-selected criteria for post-secondary opportunities in materials with graphic support	Compare and contrast potential options according to self-selected criteria for post-secondary opportunities using graphic organizers	Justify selection of post-secondary opportunities based on evidence from materials		
	<p>Cognitive Function: Students at all levels of English language proficiency EVALUATE post-secondary options with supporting data.</p>							

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Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	<p><u>The University:</u> <u>Quick Facts</u></p> <ul style="list-style-type: none"> • Founded in 1910 • 27,000 students from 41 states and 60 countries • Located in Townville, U.S. • Named "Best Value U" by Ratings Magazine for 3 straight years <p><u>Residential Life</u> First- and second-year students reside in campus housing. Living opportunities include 12 residence halls, 35 theme houses, and nine apartment complexes.</p> <p><u>Scholarships and Financial Aid</u></p> <ul style="list-style-type: none"> • More than \$150 million in scholarships and financial aid each year • Awarded for need, merit, and/or talent <p><u>Majors</u> Accounting, Anthropology, Art, Biochemistry, Biology, Business...</p> <p>Visit Campus <u>The best way</u> to decide if the University is right for you is by visiting campus. Schedule your visit at university.edu/admission or call 1-800-I-VISIT-U.</p>	<p><u>Career Description</u> Individuals who enjoy working with tools and their hands to repair machinery may be interested in work as a mechanic. Today, mechanics often use computer diagnostic equipment to find and fix problems, so mechanics also need to continually learn about changes in technology. Most mechanics specialize in at least one area such as automotive, aircraft, small engine, air conditioning and refrigeration, or industrial machinery.</p> <p>Mechanics generally have a love for machines or vehicles, but many also like customer service and feel a sense of accomplishment from helping people.</p> <p><u>Education</u> Typically, only a high school diploma or GED is required and most training occurs on the job. However, mechanics with some formal training from a trade school or community college will find more opportunities and better paying jobs. Most training programs take from 6 months to 2 years to complete.</p>	<p><u>Close, Interesting:</u> <u>The Creative Institutes</u> This system of schools offers real-world education in the areas of culinary arts, fashion, film, graphic design, and more. With over 50 schools in 30 states, you can earn an associate degree or technical diploma in one of these subjects at a campus near you!</p> <p><u>Close, Affordable:</u> <u>Convenient College</u> For over 15 years, Convenient College has offered affordable student-centered, quality, career-focused education. Our online program offers bachelor's degrees tailored to meet your personal needs at a pace that is right for you. Possessing current experience in business, criminal justice, health care, and psychology, our faculty is here for you. At Convenient College, you will find a warm, friendly community with small class sizes and staff dedicated to your advancement.</p> <p><u>Interesting:</u> <u>Teacher College</u> Our Early Childhood program combines hands-on field work with academic coursework. Success depends on a caring attitude, flexibility, dependability, and strong communications skills. If this sounds like a fit for you, the time is right to apply!</p>	<p><u>Pre-law</u> Are you driven to earn top grades? Are you interested in student government? Can you picture yourself as an intern in a law office? Are you committed to studying for the LSAT?</p> <p>Since pre-law is rarely offered as a major, a pre-law advising program will help you stay on track as you prepare for law school. It helps to be a good communicator and you'll be more likely to succeed in law school if you are an analytical thinker who enjoys problem solving. Though many pre-law students choose majors like English or political science, you can major in anything at all!</p> <p><u>Nursing Aides</u> Nursing aides' responsibilities range from bathing patients to taking their temperature to leading a group card game. If you are attracted to the many virtues of nursing but not the time it takes to become an RN, a nursing aide position may be right for you. And if you are thinking of becoming a nurse, this job may help you decide if you want to continue your education and training. Nursing aides can work days, nights, and/or weekends, and some jobs require use of your own transportation.</p>	<p>Choosing a career is a big decision for recent graduates and seasoned professionals alike. With so many options and factors to consider, some individuals feel overwhelmed or pressured to settle on the career path that seems most convenient. Unfortunately, hastily selecting an occupation often leads to personal and professional dissatisfaction within months or years. Although it may seem like an insurmountable challenge, with a bit of time, energy, and self-examination, choosing a career path can be exhilarating. A strategic plan for accomplishing career goals is the first step to a successful career. Here are some important steps to consider in creating a plan that's right for you:</p> <ol style="list-style-type: none"> 1. Look within: what are your values, interests, and objectives? What do others perceive as your greatest strengths? Consider trying career assessments or even career counseling to answer these questions. 2. Make a list of possibilities: Look at educational requirements, the job description, earnings, and opportunities for advancement before adding a job to your list. 3. Narrow down your list according to the criteria you value most. 4. Set reasonable goals and create an action plan.
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	Language Forms & Conventions	founded in... located in... named a...	but however,...	tailored to	If... An RN range from _____ to _____ to _____	Although it may... ...or even
	Vocabulary Usage	University residence hall financial aid major campus	equipment specialize formal training, certification, diploma customer service	real-world education affordable student-centered career-focused meet your needs pace warm community advancement flexibility, dependability, strong communication skills the time is right	picture yourself advising program stay on track analytical thinker problem solving anything at all virtues	seasoned professionals Settle on a career path factors hastily insurmountable challenge exhilarating look within perceive as Narrow down criteria you value most
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: vocation/trade, merit scholarship, cost of living, room and board, professional reference, resumé-building					

Example Context for Language Use: Students review college or career marketing materials (e.g., print or online) according to self-selected criteria (e.g., affordability, location, time commitment, requirements, interest) to make personal informed decisions on post-secondary options.

Grades 11-12

Amplified Strand (continued)

Standard 1-Social & Instructional Language

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Grades 11-12

Standard 2- Language of Language Arts

		Connection					<i>Common Core State Standards, English Language Arts, Reading: Literature, Craft & Structure #6 (Grades 11-12):</i> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
		Example Topic					
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Satire	Recognize satirical patterns and expressions supported by visual cues in L1 or L2	Classify speech samples as satirical or non-satirical with a partner in L1 or L2	Compare literal meaning and satirical meaning using graphic organizers with a partner	Interpret the satirical content of visually supported speech working with a partner	Infer the speaker's purposes in satirical speech	Level 6 - Reaching
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: satire, satirical humor, reading between the lines, juxtaposition, ridicule	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the elements and purpose of culturally-relevant satire.					
		Example Context for Language Use: Students listen to performances of satirical plays and use observations about intonation patterns to understand underlying meaning.					

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Grades 11-12

Standard 3-Language of Mathematics

		<p>Connection</p> <p><i>Common Core State Standards for Mathematics, Functions, Interpreting Functions #4-6 (Grades 11-12):</i> For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i> Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p>				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	<p>Mathematical relations & functions</p> <p>Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola</p>	Name key properties of functions using graphs and equations in L1 or L2	Give examples of key properties of functions using graphs and equations with a partner	Summarize how key properties of a function are represented using labeled graphs and equations, or a word bank	Explain with details representations of key properties of functions in small groups (e.g., think aloud)	Provide reasons why key properties of functions relate to real-world events. (e.g., the periodicity of a pendulum, range of data for lunar cycles)
		Cognitive Function: Students at all levels of English language proficiency UNDERSTAND properties of functions.				
		Example Context for Language Use: Students explain, in pairs or small groups, how mathematical abstractions in equations and graphs can represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion.)				
		Level 6 - Reaching				

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Grades 11-12

Standard 4-Language of Science

		National Science Education Standards, Physical Science, B3, Chemical Reactions (Grades 9-12): Chemical reactions occur all around us, for example in health care, cooking, cosmetics, and automobiles. Complex chemical reactions involving carbon-based molecules take place constantly in every cell in our bodies...A large number of important reactions involve the transfer of either electrons (oxidation/reduction reactions) or hydrogen ions (acid/base reactions) between reacting ions, molecules, or atoms. In other reactions, chemical bonds are broken by heat or light to form very reactive radicals with electrons ready to form new bonds...Catalysts, such as metal surfaces, accelerate chemical reactions. Chemical reactions in living systems are catalyzed by protein molecules called enzymes.				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Chemical reactions	Match information about chemical reactions from a chart to a graphic organizer with a partner	Locate information about chemical reactions on a data chart and/or graphic organizer in small groups	Sort results of chemical reactions from data charts using a graphic organizer	Interpret the results of chemical reactions using data on charts	Draw conclusions based on written results of chemical reactions given a data chart (e.g., "Would you want this chemical in your kitchen? Would this chemical be a problem in a natural waterway?")
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: reactant, endothermic exothermic, chemical nomenclature, oxidation-reduction, catalyst, single/double replacement reaction					
		Cognitive Function: Students at all levels of English language proficiency ANALYZE the chemical properties of substances.				
		Example Context for Language Use: Students use charts and graphic organizers (e.g. dichotomous keys) to determine the identity of unknown chemicals in chemical reactions.				

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Grades 11-12

Standard 5- Language of Social Studies

WRITING	Connection	<i>Common Core State Standards for English Language Arts, Writing, Research to Build & Present Knowledge #7-9 (Grade 11-12):</i> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Draw evidence from informational texts to support analysis, reflection, and research.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Historical figures & times	Identify the significance of individuals' leadership in politics, economics, or society using graphic organizers or sentence frames with a partner	Take notes about roles of significant individuals or ideologies in politics, economics, or society with a partner using graphic organizers	Organize notes about roles of significant individuals or ideologies in politics, economics, or society using primary source text, photographs, and graphic organizers	Describe the impact of significant individuals and ideologies on politics, economics, or society using primary source text, photographs, and writing rubrics	Discuss in detail the impact of individuals and ideologies on historical times in politics, economics, or society using primary source text, photographs, and writing rubrics
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: plagiarism, database, reliable source, social construct, key figure	Cognitive Function: Students at all levels of English language proficiency EVALUATE historical information and points of view from multiple sources.				
	Example Context for Language Use: Students write up the results of research on a historical time period or event (e.g., What was the purpose and origins of the American eugenics movement?).					

Level 6 - Reaching

Complementary Strand: Language of Music and Performing Arts

TAB 5 Page 93

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WIDA English Language Proficiency Standards License

This license agreement is between the Idaho State Department of Education (ISDE) and the Board of Regents of the University of Wisconsin System, on behalf of the University of Wisconsin-Madison's Wisconsin Center for Education Research (WCER).

WCER is the organizational home of the WIDA Consortium (WIDA), a multi-state coalition of state departments of education that acts in collaboration to research, design and implement a standards-based educational system that promotes equitable educational opportunities for English language learners in pre-kindergarten through grade twelve. The *WIDA English Language Proficiency Standards Pre-Kindergarten through Grade 12* (the "WIDA ELP Standards") form the base of this system. The WIDA ELP Standards include the four recognized domains of speaking, listening, reading, and writing, and are based on the academic language content of preK-12 students.

Title III of the Federal Elementary and Secondary Education Act (The No Child Left Behind Act of 2001 or NCLB) require a State educational agency ("SEA") to establish standards and objectives for raising the level of English proficiency of limited English proficient students that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards

ISDE, on behalf of the Idaho State Board of Education, desires to adopt the WIDA ELP Standards to serve as the State's English language development standards and to obtain a license to use the WIDA ELP Standards for State of Idaho purposes and WCER, as owner of the WIDA ELP Standards copyright desires to provide ISDE with a license to use the WIDA ELP Standards.

Therefore, the Parties agree as follows:

TERM

This license shall remain in effect as long as the Idaho State Board of Education elects to use the WIDA ELP Standards as the State's English language development Standards.

SPECIAL ACKNOWLEDGEMENTS

ISDE Acknowledges the following:

1. The WIDA ELP Standards are a unique set of English Language Proficiency Standards based on the principles of academic language learning that employ a specific format and

transformative elements for indicating a student's performance level of academic language proficiency for any given language domain and proficiency standard. The principles, format and elements of the WIDA ELP Standards (the "concepts") are described in detail in the WIDA Consortium publication: *English Language Proficiency Standards and Resource Guide PreKindergarten through Grade 12*, 2007 Edition (and including future editions);

2. That both parties have a common interest in ensuring that the WIDA ELP Standards are implemented by classroom teachers and other educational professionals in a manner that is consistent with the concepts of the WIDA ELP Standards;
3. That WIDA promotes, through publications, trainings and other goods and services instructions, skills and strategies for implementing its ELP Standards for classroom use by teachers and for curriculum, instructional and assessment planning by teachers and other educational professionals throughout the United States; and
4. That WIDA offers assessment services to several state departments of education, the WIDA Consortium, through the development and distribution of the English language proficiency assessment, entitled ACCESS for ELLs, which is based on and aligned to the WIDA ELP Standards.

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DISCLAIMER


The parties acknowledge that the Idaho Legislature, Idaho State Board of Education, ISDE and Idaho's LEAs set and implement the educational policy for the State of Idaho, including, but not limited to, the determination of how ISDE and Idaho's LEAs will meet Idaho's and Idaho's LEAs' federal requirements under NCLB.

THE WIDA ELP STANDARDS OFFERED UNDER THIS LICENSE WERE DEVELOPED AS PART OF THE NON-PROFIT RESEARCH AND EDUCATIONAL ACTIVITIES OF THE UNIVERSITY OF WISCONSIN-MADISON, AND ARE PROVIDED TO ISDE AS PART OF THE UNIVERSITY'S MISSION OF OUTREACH AND SERVICE TO THE EDUCATIONAL COMMUNITY. THE UNIVERSITY HAS NO REASON TO BELIEVE THAT THE WIDA ELP STANDARDS INFRINGE ON THE INTELLECTUAL PROPERTY RIGHTS OF ANY THIRD PARTY, OR ARE UNFIT FOR THE PURPOSES DESCRIBED IN THIS LICENSE; HOWEVER, DUE TO THE NON-COMMERCIAL NATURE OF THE UNIVERSITY IT CAN NOT PROVIDE WARRANTIES FOR THE WIDA ELP STANDARDS, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT. NEITHER PARTY SHALL BE LIABLE UNDER THIS LICENSE FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT OR INCIDENTAL DAMAGES.

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This license agreement will become effective once ISDE and WCER both sign it. The date of this license shall be the date on which it is signed by the last party to sign it.

For Idaho Department of Education



Name Jason Hancock
Title Dep. Chief of Staff
Idaho Department of Education M G M

5/8/12
Date

For WCER


~~Don Miner~~ Martha Kerner
Assistant ~~Associate~~ Vice Chancellor
University of Wisconsin-Madison

5/25/12
Date


Tim Boals, Ph.D.
Executive Director - WIDA Consortium
Wisconsin Center for Education Research (WCER)

5/18/2012
Date

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Proposed Rule - IDAPA 08.02.03.008, Rules Governing Thoroughness-Definitions H-S

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105 and 33-1627, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1627, Idaho Code establishes a mobile computing device program for high school teachers, beginning in the 2012-2013 school year, and students, beginning in the 2013-2014 school year. It also allows school districts that already have a mobile computing program to receive an allocation of funds equal to the cost of purchasing mobile computing devices, in lieu of receiving such devices. Therefore, the state needs a framework to determine whether or not a school district meets the goal of the one-to-one mobile computing device program before discretionary funds in lieu of devices are allocated.

The definition in the proposed rule was crafted to take into account the need for every student and teacher to have access to the device all day—rather than a lab with limited devices— and the need for the devices to have connectivity, full functionality and mobility.

The definition in the proposed rule was crafted at the recommendation of the Technology Task Force, in order to define a holistic approach to professional development that is well planned and administered to develop and promote effective instructional practices. The definition ensures the incorporation high academic standards, data driven analysis and review, individualized course offerings or opportunities, and developing professional learning communities.

ATTACHMENTS

Attachment 1- Proposed changes to IDAPA 08.02.03.008

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BOARD ACTION

I move to approve proposed rule changes to IDAPA 08.02.03.008, Rules Governing Thoroughness, defining one to one mobile computing devices and professional development as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

008. DEFINITIONS H - S.

01. Interdisciplinary or Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (4-11-06)

03. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post-graduation goals. (4-11-06)

05. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

06. Norm-Referenced Assessment. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

07. On-Demand Assessment. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

08. One-to-One Mobile Computing Program. Each student and teacher has possession of their own district- or state-funded mobile computing device that can wirelessly connect to the Internet, operate productivity tools, and facilitate collaborative online work, at any time during the school day while at school. The Program must also incorporate Professional Development that addresses, at a minimum, technological and pedagogical attributes to support effective integration into instruction. ()

08.09. Online Course. A course in which at least eighty percent (80%) of the course content is delivered over the Internet or through the use of technology. An online course may be asynchronous or synchronous. Online teachers may perform the course work from an alternate location while a paraprofessional or other school staff member supervises students in a computer lab environment. (3-29-12)

09.10. Online Learning. Education in which the majority of course content is delivered online or through the use of technology. Courses may be delivered in an asynchronous or synchronous course format and may include blended or hybrid course models or fully online course models. (3-29-12)

a. Online learning does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone education software programs that do not have a significant internet-based instructional component. (3-29-12)

b. Online learning is not simply computer based instruction, but rather requires that the online

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teacher and the student have ongoing access to one another for purposes of teaching, evaluating, and providing assistance to the student throughout the duration of the course. (3-29-12)

d. All online learning must meet the Idaho content standards. (3-29-12)

40.11. Online Teacher (Instructor). The teacher of record who holds an appropriate Idaho certification and provides the primary instruction for an online course. (3-29-12)

41.12. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

42.13. Performance-Based Assessment. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

43.14. Performance Criteria. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

44.15. Phonics. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

45.16. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

17. Professional Development. A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which: ()

a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and state standards. ()

b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes. ()

c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators. ()

d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources. ()

e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community. ()

46.18. Print Awareness. In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

47.19. Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

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18-20. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

19-21. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

20-22. Service Learning. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

21-23. Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

22-24. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (4-2-08)

23-25. Standardization. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

24-26. Standards-Based Education. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

25-27. Structured Work Experience. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

26-28. Student Learning Goals (Outcomes). Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

27-29. Synchronous Course. A course in which the teacher and students interact at the same time. May be applied to both traditional and technology based courses. (3-29-12)

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SUBJECT

Idaho's New Accountability System

REFERENCE

September 23, 2011	President Barack Obama announces the US Department's plans to offer waivers from No Child Left Behind.
October 20, 2011	Board members review U.S. Department of Education's published guidance for the waiver.
December 7, 2011	Superintendent Luna reviews progress on Idaho's waiver application with Board members.
December 21, 2011	Members of the Accountability Committee provide feedback on waiver concepts.
January 10, 2012	Idaho Department of Education releases draft document of Idaho's proposed waiver.
January 20, 2012	Members of Instruction, Research, and Student Affairs review waiver.
February 16, 2012	State Board Approval of First Draft of ESEA Waiver
June 20, 2013	State Board Approval of College Entrance and Placement Exam benchmarks

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03 – Section 112, Accountability

BACKGROUND/DISCUSSION

The State Board of Education approved Idaho's Elementary and Secondary Act Waiver Application on February 16, 2012. Following that approval, the State Department of Education submitted Idaho's ESEA Waiver Application to the US Department of Education and has continued to work with them to make recommended changes to Idaho's application based on peer and US Department of Education staff recommendations. The sections of the waiver tracked in red are changes that were previously submitted. The changes tracked in purple are changes that have been made since our most recent conversations with the US Department of Education on July 16 and July 26, 2012. Changes tracked in red

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are changes that were based off of previous conversations with the US Department of Education. The attached document constitutes what will be submitted to the US Department of Education on August 2, 2012.

Significant changes to the waiver include:

- A change in the allocation of points in the Postsecondary and Career Readiness measures. The US Department of Education required Idaho to increase the amount of points associated with graduation rate thereby decreasing the number of appoints allocated to advanced opportunities and college entrance exams.
- The US Department of Education requested that we include harsher penalties for school's that do not test 95% of their students on the ISAT. As a result, a Five Star School that does not test 95% of their students will drop to a 3 Star School. All other Star Ratings will drop one Star if the school does not test 95% of their students. This ensures that the highest Star Rating that any school can receive if they do not test 95% of their students is a 3 Star.
- The US Department of Education is requiring that Idaho add language to IDAPA 08.02.03.105 that stipulates that of the 50% of the evaluation that is based on student achievement, a percentage must be based on growth in student achievement as measured on the ISAT in all grades and subjects (Attachment 31).
- Idaho removed all of the language within the waiver that would have excluded all English Learners in their second and third years being new to the U.S. school from the reading and language arts achievement calculations. The US Department of Education notified us that this was not among the waivers that comprise ESEA flexibility and that we would need to file a separate waiver if we still wanted to pursue this flexibility.
- Idaho changed the way we calculate growth for subgroups by combining all subgroups into one at-risk subgroup and only counting each student one time despite that student potentially being identified in multiple subgroups. This change was made to ensure that more schools would reach the N count of 25 which would avoid schools not having to be accountable for subgroups and it ensures that larger schools that do have 25 students in each subgroup are not being penalized multiple times for the same student.
- The US Department of Education required Idaho to add Annual Measurable Achievement Objectives (AMAOs) to our waiver. To address this request, any Four or Five Star schools that has three consecutive years in which they have gaps in achievement between their at-risk subgroup and their overall student population greater than the statewide average, must submit a Continuous Improvement Plan that addresses that gap and the measures the school will take to address it.
- The US Department of Education asked Idaho to add a provision to our waiver that ensured that we would be identifying our lowest 5% of Title I schools as Focus Schools and our next lowest 10% of Title I Schools as

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Priority Schools in the first year by adjusting our cut points for what constitutes each star rating.

- The US Department of Education required Idaho to provide further analysis related to our growth calculations and demonstrate how our system and the US Department of Education's definition for Focus and Priority Schools were identifying the same schools (ESEA Waiver Attachments 30 and 32).
- The waiver required the State Board of Education to set College Entrance and Placement Exam benchmarks for the ACT, SAT, COMPASS and Accuplacer exams. These benchmarks were approved by the State Board of Education during the June meeting.

IMPACT

If the State Board of Education does not approve Idaho's application, Idaho schools will continue to be held accountable using NCLB matrix. Once the application is approved by the Board it will be submitted to the U.S. Department of Education for approval.

ATTACHMENTS

Attachment 1– Idaho's ESEA Flexibility Application

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STAFF COMMENTS AND RECOMMENDATIONS

This section will be completed by Board staff.

BOARD ACTION

I move to approve Idaho's application for ESEA Flexibility.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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