STATE DEPARTMENT OF EDUCATION
NOVEMBER 19, 2012

TAB	DESCRIPTION	ACTION
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2	PENDING RULE: DOCKET NO. 08-0202-1202 MATHEMATICAL THINKING FOR INSTRUCTIONAL WAIVER	Motion to Approve
3	PENDING RULE: DOCKET NO. 08-0202-1203 CERTIFICATION STANDARDS, TEACHER LEADER	Motion to Approve
4	PENDING RULE: DOCKET NO. 08-0202-1204 ENDORSEMENTS, LITERACY, CONSULTING TEACHER	Motion to Approve
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7	PENDING RULE: DOCKET NO. 08-0203-1204 08.02.03.128, CURRICULAR MATERIAL APPROVAL	Motion to Approve
8	PENDING RULE: DOCKET NO. 08-0203-1205 WIDA STANDARDS	Motion to Approve
9	PENDING RULE: DOCKET NO. 08-0203-1206 DEFINITION OF PROFESSIONAL DEVELOPMENT	Motion to Approve
10	RESCIND AND VACATE RULE: DOCKET NO. 08-0201-1201 – FRACTIONAL ADA - REPEALED VACATE RULE: DOCKET NO. 08-0202-1205 TEACHER AND PRINCIPAL EVALUATIONS – NEED ADDITIONAL TIME FOR STAKEHOLDER INPUT	Motion to Approve

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SUBJECT
Pending Rule with changes – Docket No. 08-0202-1201

REFERENCE

April 19, 2012	Board approved proposed rule change to IDAPA 08.02.02.023, .024, .026, and .028, Rules Governing Uniformity.
August 11, 2010	Board approved proposed rule changes to IDAPA08.02.02.023.10 Endorsements E - L Health (6-12 or K-12), 08.02.02.024.07 Endorsements M - Z Physical Education (PE) (6-12 or K-12).

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1254, 33-1258, and 33-114, Idaho Code

BACKGROUND/DISCUSSION
No public comments were received on the pending rule clarifications for IDAPA 08.02.02.023.10 Endorsements E - L Health (6-12 or K-12), and 08.02.02.024.07 Endorsements M - Z Physical Education (PE) (6-12 or K-12), or the pending rule amendment to IDAPA 08.02.02.028.02 Generalist Endorsement (K-12), therefore the Professional Standards Commission is resubmitting these three pending rules for final approval by the State Board of Education.

Multiple public comments were received in opposition to the pending rule amendment to IDAPA 08.02.02.026.03 Director of Special Education and Related Services Endorsement (Pre-K-12). The Professional Standards Commission discussed the opposing comments during their October 2012 meeting and agreed that this pending rule amendment should not be brought forward for final State Board of Education approval.

08.02.02.023.10 Endorsements E - L Health (6-12 or K-12)
This rule clarification is in response to a simple oversight. The 2011 approved language currently indicates that all candidates, regardless of the endorsement grade level, shall take an elementary health methods course. The intent of the endorsement is that only candidates seeking the K-12 option shall take an elementary methods course, which this change reflects.

08.02.02.024.07 Endorsements M - Z Physical Education (PE) (6-12 or K-12)
This rule clarification is in response to a simple oversight. The language currently indicates that all candidates, regardless of the endorsement grade level, shall take an elementary PE methods course. The intent of the endorsement, and common practice since its approval in 2007, has been that only candidates seeking the K-12 option shall take an elementary PE methods course, which this change reflects.

08.02.02.028.02 Generalist Endorsement (K-12)

Department of Education staff recently noted that the IDAPA language for the special education Generalist K-12 endorsement does not specify that an internship is required, but it is implied, and is common practice. The Standards Committee of the Professional Standards Commission requested that State Department staff add the necessary clarifying language "field work to include an internship and student teaching in a special education setting" to the Generalist K-12 endorsement language in IDAPA .

The full Commission approved the Standards Committee's recommendation to clarify the field work requirement and, therefore, requested that Department of Education staff clarify IDAPA language to reflect this requirement and submit it to the State Board of Education for final approval.

ATTACHMENTS

Pending Rule – Docket No. 08-0202-1201 with proposed changes to IDAPA 08.02.02.023, .024, .028,   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The only changes to Docket No. 08-0202-1201 between the proposed and pending stages is the removal of language added to IDAPA 08.02.03 subsection 026.03 during the proposed stage. These changes were made based on public input. Board staff recommends approval as submitted.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0202-1201 with changes to IDAPA 08.02.02.023, .024, and .028, Rules Governing Uniformity as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.
All rules in IDAPA 08.02.02, "Rules Governing Uniformity," are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-02)

(BREAK IN CONTINUITY OF SECTION)

021. ENDORSEMENTS.
Holders of a Secondary Certificate or a Standard Elementary Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. 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. (3-29-10)

022. ENDORSEMENTS A - D.

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

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

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

    02. American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (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) semester credit hours to include six (6) upper division credits in Modern Languages, including writing and literature; 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 Foundations, Federal and State Law, Theory, Testing/identification of Limited English Proficient Students; one (1) semester credit hour in Bilingual Practicum; and one (1) semester credit hour in Bilingual Field Experience. (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).** (3-16-04)

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

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

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

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

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; and Drama/Theater Arts. (3-16-04)

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

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) semester credit hours to include four (4) semester credit hours in Modern Languages; three (3) semester credit hours in Cultural Diversity; three (3) semester credit hours in ENL Methods; three (3) semester credits in Linguistics; three (3) semester credit hours in Foundations, Federal and State Law, Theory, Testing/Identification of Limited English Proficient Students; 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 Science (6-12)**. (3-16-04)

a. Thirty (30) semester credit hours to include coursework in each of the following: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Clothing and Textiles, Cultural Dress, Fashion Merchandising, or Design Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; and, Integration of Family Consumer Sciences or Family Consumer Science Methods. (3-16-04)

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

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

09. **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. **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. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. ~~(4-7-11)~~

11. **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. **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. **Journalism (6-12)**. Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)

b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

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

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

   02.   **Mathematics - Basic (6-12)**. Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours 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 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.   <u>To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course.</u>   ~~(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) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation; and Principles of Technology.   (3-16-04)

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

025.   AMERICAN INDIAN LANGUAGE (SECTION 33-1280, IDAHO CODE).
Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers.   (4-9-09)

01.   **Process the Application**. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher.
(4-9-09)

02.   **Approval Has Been Received**. Once an application with Tribal approval has been received, it

will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar ($40) fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. (4-9-09)

03. **Office of Certification**. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (4-9-09)

026. **ADMINISTRATOR CERTIFICATE.**
Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-30-07)

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

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

b. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-30-07)

c. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-30-07)

d. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. (3-30-07)

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

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

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

b. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-30-07)

c. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in

grades Pre-K-12.   (3-30-07)

d.   Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in additional to the competencies in the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership.   (3-30-07)

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

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

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

b.   Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. ~~A minimum of three (3) years of classroom experience working with special needs populations is required.~~   (3-16-04)

c.   Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership.   (3-30-07)

d.   Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping.   (3-30-07)

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

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

027.   PUPIL PERSONNEL SERVICES CERTIFICATE.
Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify.   (3-16-04)

01.   Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement.   (5-8-09)

a.   Hold a master's degree and provide verification of completion of an approved program of graduate study in school guidance and counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five

percent (75%) of which must be in a K-12 school setting. Substantial amounts of this K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. (5-8-09)

b. An institutional recommendation is required for a Counselor K-12 Endorsement. (5-8-09)

02. School Psychologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-16-04)

a. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

b. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

c. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (5-8-09)

03. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 027.03.a. or 027.03.b. in addition to the requirement of Subsection 027.03.c. (3-29-10)

a. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution. (5-8-09)

b. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (5-8-09)

    i. Health program management; (5-8-09)

    ii. Child and adolescent health issues; (5-8-09)

    iii. Counseling, psychology, or social work; or (5-8-09)

    iv. Methods of instruction. (5-8-09)

c. Additionally, each candidate must have two (2) years' full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (5-8-09)

04. Interim Endorsement - School Nurse. This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate - will be issued for three (3) years while the applicant is meeting the educational requirements,

and it is not renewable. (3-29-10)

05. **Speech-Language Pathologist Endorsement**. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

06. **Audiology Endorsement**. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

07. **School Social Worker Endorsement**. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options: (3-16-04)

a. A master's degree in social work from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out-of-state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

b. A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. (3-16-04)

08. **Interim Endorsement-Speech Language Pathologist**. This certificate will be granted for those who do not meet the educational requirements but who hold a bachelor's degree in Speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)

028. **EXCEPTIONAL CHILD CERTIFICATE.**
Holders of this certificate work with children who have been identified as having an educational impairment. (3-16-04)

01. **General Education Requirements**. Completion of the general education requirements at an accredited college or university is required. (3-30-07)

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

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

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

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as

part of an approved special education program. (3-16-04)

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

03. Early Childhood Special Education Endorsement (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: (4-7-11)

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8) Parent-teacher relations; and, Field work to include an internship and student teaching at the Pre-K - 3 grades. (4-7-11)

04. Hearing Impairment Endorsement (K-12). Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Hearing Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)

a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)

c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)

d. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Hearing Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)

05. Visual Impairment Endorsement (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)

a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)

c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)

d. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)

SUBJECT
Pending Rule – Docket No. 08-0202-1202

REFERENCE
June 21, 2012   Board approved proposed rule changes to IDAPA
                       08.02.01.250 Rules Governing Administration

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Administration Code - IDAPA 08.02.02.016
Section 33-1204, Idaho Code,

BACKGROUND/DISCUSSION
There were no comments during the public comment period

As part of the Idaho Math Initiative, teachers and administrators must take the Mathematical Thinking for Instruction class (MTI) as part of their certification renewal requirements.

IMPACT
The proposed rule ensures that state resources that go toward the cost of the MTI course go toward teachers that are currently teaching in an Idaho school. Therefore, the proposed rule would offer a waiver to those educators who are not currently employed or live outside of the state of Idaho from taking the MTI course. The rule also offers a standard three year interim certificate for those educators who move to the state and haven't taken the MTI course to be certified while they take the course.

ATTACHMENTS
Attachment 1 – Pending Rule – Docket No. 08-0201-120.   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
There have been no changes to Docket No. 08-0202-1102 between the proposed and pending rule stages.

Board staff recommends approval.

BOARD ACTION
I move to approve Pending Rule – Docket No. 08-0202-1102 as submitted.
.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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THE FOLLOWING IS THE TEXT OF THE PROPOSED RULE OF DOCKET NO. 08-0202-1202

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), <u>including all school district and public charter school administrators</u> *(3-29-10)(_____)*

02. Out-of-State Applicants.

<u>**a**</u>. 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)

b. <u>Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three (3)-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement.</u> (_____)

03. Waiver of Mathematics In-Service program. <u>When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual who lives outside of the state of Idaho or who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period.</u> (_____)

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SUBJECT

Pending Rule – Docket No. 08-0202-1203

REFERENCE

August 16, 2012   Board approved proposed rule changes to IDAPA
                         08.02.01.004 Incorporation by Reference.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

No public comments were received for this pending rule during the public comment period. As a result, the rule should be approved as originally proposed.

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

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0202-1203 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

004.   INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules:

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)*(_____)

02.   Standards for Idaho School Buses and Operations as approved on June 23, 2011. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State Street, Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/transportation/ library.htm.   (3-29-12)

03.   Operating Procedures for Idaho Public Driver Education Programs as approved on November 17, 2010. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State Street, Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/driver_edu/forms_curriculum.htm.   (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)~~

Standards for Initial Certification of Professional School Personnel
Table of Contents

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. The~~se 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 *understand*s 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.

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

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.

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.~~

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.

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.~~

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.~~

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.

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.

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~~

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.

                                                                    TAB 3 Page 22

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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.

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

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 assure~~ds~~ 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~~ <u>federal and state legal mandates</u> 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 <u>and the implications for implementation</u> in bilingual ~~programs~~ and ENL approaches <u>and models</u> ~~(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,~~ <u>and is able to</u> distinguish~~ing~~ between <u>forms,</u> functions<u>,</u> and contextual usage of social and academic language.

5. (Bilingual only) The teacher possesses ~~the~~ language ~~competency and fluency~~ <u>proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines</u> in listening, speaking,

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.

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.

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

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 ~~I~~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 <u>and difference</u> between levels of language proficiency and students' academic ~~performance~~ <u>achievement</u>.

5. <u>The teacher is familiar with the state English language proficiency assessment.</u>

6. <u>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.</u>

7. <u>The teacher understands appropriate accommodations for language learners being tested in the content areas.</u>

8. <u>The teacher understands how to use data to make informed decisions about program effectiveness.</u>

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 <u>appropriate program services for language learners</u> ~~pre-referral, referral, and placement for the purpose of accessing bilingual/ENL programs~~.

3. <u>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.</u>

4. <u>The teacher uses appropriate accommodations for language learners being tested in the content areas.</u>

5. <u>The teacher uses data to make informed decisions about program effectiveness.</u>

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.

<u>**Knowledge**</u>

1. <u>The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.</u>

<u>**Performance**</u>

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

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~~ famil~~ies~~y 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 cultur~~al~~e ~~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

<u>**Inflectional Endings**</u>
<u>Grammatical markers or suffixes used in standard conventional language production</u>

~~**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.~~ <u>The usage of language in a particular social context</u>

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

<u>**Additional Resources**</u>

<u>**National Clearinghouse for English Language Acquisition**</u>

<u>www.ncela.gwu.edu</u>

<u>**Center for Research on the Educational Achievement and Teaching of English Language Learners**</u>

<u>www.cal.org/create</u>

<u>**CREDE**</u>

<u>www.crede.org</u>

<u>**NABE**</u>

<u>www.nabe.org</u>

<u>**TESOL**</u>

<u>www.tesol.org</u>

<u>**CARLA**</u>

<u>www.carla.umn.edu</u>

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).

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.

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.

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

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

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.

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.

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.

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 **S**ciences, **T**echnology, **E**ngineering, 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,

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.

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.

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

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).

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.

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.

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.

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.

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).

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

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

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.

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 develops students' use of standard mathematical terms, notations, and symbols.

5. The teacher uses and encourages the students to use a variety of representations to communicates 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).

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).

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

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.

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".

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, postest, 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.

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.

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 <u>and that aligns with articulation requirements and course competencies</u>.

7. <u>The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.</u>

8. The teacher discusses <u>innovation and</u> the entrepreneurial role in the workforce <u>and incorporates them where possible</u>.

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 <u>and PTSOs</u> across ~~high school~~ <u>secondary</u> and postsecondary technical curricula.

2. <u>The teacher knows how to identify community and industry expectations and access resources.</u>

Performance
1. The teacher designs ~~a technical curriculum~~ <u>instruction</u> that aligns with ~~high school~~ <u>secondary</u> and postsecondary ~~technical~~ curricula <u>that develops technical competencies</u>.

2. The teacher designs ~~curriculum~~ <u>instruction</u> 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. <u>The teacher understands how evaluation connects to instruction.</u>

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.

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.

3. The teacher demonstrates ~~good classroom/lab~~ <u>effective</u> 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 <u>models and</u> reinforces effective work and safety habits.

5. <u>The teacher incorporates PTSOs as intracurricular learning experiences.</u>

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

Knowledge
1. The teacher understands workplace <u>employability skills and related</u> issues ~~(e.g., diversity, productivity, and human resource law and policy)~~.

2. The teacher understands ~~how to help students balance~~ <u>the issues of balancing</u> work and personal ~~life~~ responsibilities.

3. The teacher ~~knows~~ <u>understands</u> how to promote career awareness.

Performance
1. The teacher designs instruction~~al strategies~~ that address<u>es</u> <u>employability skills and related</u> workplace issues ~~(e.g., diversity, productivity, human resource law and policy)~~.

2. The teacher ~~prepares students to cope with competing~~ <u>discusses how to balance</u> demands between work and personal ~~life~~ responsibilities.

3. The teacher provides opportunities for career awareness <u>and exploration</u>.

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).

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.

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.

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.

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.

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 <u>Technology</u> Teachers

In addition to the standards listed here, marketing <u>technology</u> 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~~ <u>possesses a foundational level of knowledge about</u> a broad range of ~~introductory~~ business subjects ~~(e.g.~~ <u>for example,</u> ~~accounting, economics, information systems, communications, management, marketing, merchandising, retailing, business law, and international business).~~ <u>accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.</u>

2. The teacher ~~is~~ <u>possesses knowledge in</u> ~~knowledgeable of~~ areas related to marketing ~~(e.g., personal finance, career education, entrepreneurship, mathematics, and interrelationships in business).~~ <u>, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.</u>

3. <u>The teacher possesses knowledge of appropriate technology</u>.

4. <u>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.</u>

Performance
1. The teacher demonstrates ~~business and~~ industry-standard skill levels ~~in promotions, advertising, accounting, and coordination techniques.~~ <u>required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.</u>

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. <u>The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.</u>

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. <u>The teacher demonstrates the various phases of the engineering design process.</u>

5. <u>The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.</u>

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 with in the context of the Idaho Science Content Standards with in 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 waist 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.

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.

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).

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.

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.

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 <u>AND</u>*

3. *Idaho Standards for Biology Teachers <u>OR</u>*

4. *Idaho Standards for Earth and Space Science Teachers <u>OR</u>*

5. *Idaho Standards for Chemistry Teachers <u>OR</u>*

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.

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, commonalties, 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.

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.

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 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.

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.

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.

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.

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.

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.

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.

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.

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

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.
-
- **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.

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, transliteraters, 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.
-
- **Performance**
1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliteraters) 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

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

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

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

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.

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.

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.

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 <u>or exceed</u> 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~~ <u>World</u> 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 <u>assures attainment of the standards and</u> 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. <u>The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.</u>

   ~~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 <u>demonstrates</u> the way(s) in which they compare to English communication patterns.

3. 4. The teacher knows the history<u>, arts,</u> and literature of the target culture(s).

4. 5. The teacher know~~s~~ 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.~~ 6. The teacher <u>understands how the U.S. culture perceives the target language and culture(s).</u>~~understands the impact of the target language and culture(s) on American society.~~

7. 7. <u>The teacher understands how the U.S. is perceived by the target language culture(s).</u>

8. ~~8.~~ The teacher <u>understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.</u> ~~knows the similarities and differences between the students' language and culture(s) and the target~~ <u>language and</u> ~~culture(s), including commonly held stereotypes of the target culture(s).~~

9. ~~9. The teacher demonstrate knowledge of~~ <u>understands</u> the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, writing, and culture.

Performance

1. <u>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.</u>

2. The teacher incorporates <u>into instruction the following activities in the target language:</u> listening, speaking, reading, writing, and culture ~~into instruction~~.

3. The teacher <u>promotes</u> ~~articulates~~ the value <u>and benefits</u> of ~~foreign~~ <u>world</u> language learning to students, educators, and the community.

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and <u>provides opportunities for</u> ~~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 <u>and vice-versa.</u>

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.

2. The teacher understands that ~~the development of~~ cultural knowledge is essential for <u>the development of</u> second language acquisition.

3. The teacher <u>understands the skills necessary</u> ~~understandsing of how~~ to create an instructional environment that encourages students to take the risks <u>needed</u> ~~necessary~~ for successful language learning.

4. <u>The teacher knows the methodologies and theories specific to second language acquisition.</u>

5. <u>The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.</u>

Performance

1. <u>The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.</u>

2. <u>The teacher integrates cultural knowledge into language instruction.</u>

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

4. <u>The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.</u>

5. <u>The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.</u>

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, <u>sexual orientation, religious beliefs</u> and other factors play a role in how individuals perceive and relate to their own culture and that of others.

2. <u>The teacher understands that students' diverse learning styles affect the process of second-language acquisition.</u>

Performance

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

2. <u>The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.</u>

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 ~~s~~ methodolog~~y~~ies continue~~s~~ 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.

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 assess~~ing 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.

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.

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.

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.

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.

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.

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

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.

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.

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.

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.

- **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.

- *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.

- *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.

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.

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

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.

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.

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 statues and state statues 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.

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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.

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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.

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.

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 views 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.

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)

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.

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[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.)

9. Reports suspected child abuse and neglect to the State's child welfare agency and/or law enforcement.

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:

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.

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.

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.

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.

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.

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.

SUBJECT

Pending Rule with changes – Docket No. 08-0202-1204

REFERENCE

August 16, 2012   Board approved proposed amendments to IDAPA
                         08.02.02.007, .016, .021, .022, .023, .024, .029 Rules
                         Governing Uniformity, Endorsements.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254, 33-1258, and 33-114, Idaho Code

BACKGROUND/DISCUSSION

Public comments were received requesting clarification of the pending rule
IDAPA 08.02.02.016.03 Idaho Educator Credential Renewal Requirement –
Comprehensive Literacy. The pending rule has been revised to more clearly
align with other credential renewal requirements and to more clearly reflect the
intent of the requirement.

No public comments were received for section S.021, 022, .023, .024, .029
during the public comment period. As a result, they are being submitted as
originally proposed.

08.02.02.007.10 DEFINITIONS

This addition to rule was requested to add a definition of Teacher Leader

**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.

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 – Pending rule changes to IDAPA 08.02.02.007, .016, .021, .022, .023, .024, .029   Page 5

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0202-1204 with changes to Idaho Administrative Code IDAPA 08.02.02.007, .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…

007. DEFINITIONS.

01. **Active Teacher**. K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom/school. (3-16-04)

02. **Alternative Routes**. Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the para-educator profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-16-04)

03. **Credential**. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

04. **Endorsement**. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

05. **Idaho Student Achievement Standards**. Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

06. **Institutional Recommendation**. Signed form or written verification from an accredited institution with an approved teacher preparation program stating that an individual has completed the program and is now being recommended for state certification. (3-16-04)

07. **Orientation**. School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)

08. **Para-Educator**. Aides and assistants employed by school districts to supplement instruction and provide additional assistance to students. (3-16-04)

09. **Pedagogy**. Teaching knowledge and skills. (3-16-04)

10. <u>**Teacher Leader**</u>. <u>A master teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.</u> (3-16-04)

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. – Mathematical Thinking for Instruction** 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.~~   ( )

03.   **Renewal Requirement – Idaho Comprehensive Literacy Course.** Successful completion of a state approved Idaho Comprehensive Literacy 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 016.03.a. through 016.03.c. shall successfully complete an Idaho Comprehensive Literacy course in order to recertify: (- -)

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);   (- -)

b.   Each teacher holding a Standard Elementary Certificate (K-8); and   (- -)

c.   Each teacher holding a Standard Exceptional Child Certificate (K-12)   (- -)

04.   **Out-of-State Applicants– Idaho Comprehensive Literacy Course.** Out-of-state applicants shall take a state approved Idaho Comprehensive Literacy Course as a certification requirement.   (- -)

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 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) 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 credit*s* hours in one (1) Modern Language*s* 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).**   (3-16-04)

> **a.**   Twenty (20) semester credit hours to include course work in each of the following areas: *Intermediate or Advanced Keyboarding; A*accounting; *and Business/Office Procedures* 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) 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 language~~s~~ 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 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 Science~~s~~ (6-12)**. *(3-16-04)* (_____)

a. Thirty (30) semester credit hours to include 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 ~~T~~teacher ~~P~~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 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 semester credit hours to include 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 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) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation and 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) semester credit hours to include a minimum of twelve (12) upper division credits in a specific world language taken within the last ten (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 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. (		)

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 (5) 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. The 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   (   )

  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)~~( )

  ~~b~~i. ~~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)~~( )

  ~~e~~**b.** Experience. Completion of a minimum of three (3) years' teaching experience. (3-29-10)

  ~~d~~**c.** ~~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. The 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

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 mathematics teacher working with classroom teachers in elementary or secondary schools .(   )

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SUBJECT
Pending Rule – Docket No. 08-0203-1202 - Rules Governing
Thoroughness

REFERENCES

June 21, 2012	Board approved temporary and proposed rule changes to IDAPA 08.02.01.160, Safe Environment and Discipline
October 20, 2011	Presentation given to the Board on proposed language.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-116, 33-1612, Idaho Code

BACKGROUND/DISCUSSION
There were no changes made between the proposed rule stage and the
pending rule stage based on the positive responses expressed in public
comment.

At the October 19-20, 2011 State Board of Education meeting, the Idaho
Coalition Against Sexual and Domestic Violence and the State
Department of Education (SDE) presented local and national data about
the critical issue of adolescent relationship abuse and its effects on Idaho
students. At that time, SDE indicated that it would come before the Board
at a later meeting with a proposed rule change to address the prevention
of and response to adolescent relationship abuse and sexual assault in
Idaho schools.

Adolescent relationship abuse and sexual assault is a serious problem
receiving national and local attention. According to the Centers for
Disease Control and Prevention (CDC), "one in five women and nearly
one in seven men who experienced rape, physical violence, and/or
stalking by an intimate partner, first experienced some form of violence
between 11 and 17 years of age" (CDC, 2011). Approximately one in
three adolescent girls in the United States is a victim of physical,
emotional, or verbal abuse from a dating partner (Davis, 2008). In 2011,
8.7% of Idaho high school students were hit, slapped, or physically hurt on
purpose by their boyfriend or girlfriend (CDC, 2011). Almost half of all
female victims who have been raped experienced their first rape before
age 18 (30% between 11 and 17) (CDC, 2011). Promoting healthy
adolescent relationships can reduce adolescent risk behaviors,
relationship abuse and sexual assault, early sexual activity, alcohol and
drug abuse, and other forms of violence (Wolfe et al., 2006). Adolescent
relationship abuse and sexual assault, along with other risk behaviors,
rarely occurs in a vacuum. Rather, these behaviors almost always take

place within a relationship. It is critical for communities and schools to promote healthy relationships and teach adolescents the skills they need to negotiate relationship issues, including responding to pressure to participate in risky behaviors (Wolfe et al., 2006).

Over 40 percent of young people who report they are victims of relationship abuse say that the incidents occurred in a school building or on school grounds (Molidor & Tolman, 1998). In addition to becoming involved in other risky behaviors, victims of relationship abuse or sexual assault are more likely to be truant, have lower grades, and drop out of school (Futures Without Violence, 2011). Students who don't feel safe can't learn effectively. It is imperative that school personnel, in concert with parents and the community, have the knowledge and skills to teach healthy adolescent relationship skills and to respond to incidents of abuse.

IMPACT

This rule will help to ensure that Idaho public schools provide and support a safe environment conducive to learning that promotes healthy relationship skills and opportunities for Idaho students and addresses the growing problem of adolescent relationship abuse and sexual assault in Idaho schools. Local districts will add adolescent relationship abuse and sexual assault prevention to their comprehensive Safe Environment and Discipline policies and procedures and review these policies annually in light of current research and practice. Training, sample policy language, and resource information/materials will be supported by SDE and community partners, including the Idaho Coalition Against Sexual and Domestic Violence and its project, the Center for Healthy Teen Relationships.

ATTACHMENTS

Attachment 1 – Pending Rule – Docket No. 08-0203-1202   Page 3
Attachment 2 – References   Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The Department has reported no negative comments regarding Docket No. 08-0203-1202. No changes have been made to the rule between the proposed and pending stages of the rule.

Board staff recommends approval of Docket No. 08-0203-1202 as submitted.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0203-1202 as submitted

Moved by _____ Seconded by _____Carried Yes _____ No _____

08.02.03.160-161 Rules Governing Thoroughness

160.   SAFE ENVIRONMENT AND DISCIPLINE.
Each school district will have a comprehensive districtwide policy and procedure encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Gun-free Schools
Substance Abuse – Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment
Drug-Free School Zones
Building Safety including Evacuation Drills
Relationship Abuse and Sexual Assault Prevention and Response

Districts will conduct an annual review of these policies and procedures.   (See Section 33-1612)

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REFERENCES

Black, Michele C., Kathleen C. Basile, Matthew J. Breiding, Sharon G. Smith, Mikel L. Walters, Melissa T. Merrick, Jieru Chen, & Mark R. Stevens. *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report.* Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2011. Print.

Center for Disease Control. *2011 Youth Risk Behavior Survey Results Idaho High School Survey.* Atlanta: CDC. 2011. Print.

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Futures Without Violence. "The Facts on Reproductive Health and Partner Abuse." Retrieved from http://www.futureswithoutviolence.org/userfiles/file/Children_and_Families/Reproductive.pdf

Molidor, Christian, Richard M. Tolman. "Gender and contextual factors in adolescent dating violence." *Violence Against Women* 4:2 (1998): 180-94. Print.

Wolfe, David A., Peter G. Jaffe, and Claire V. Crooks. *Adolescent Risk Behaviors: Why Teens Experiment and Strategies to Keep Them Safe.* New Haven: Yale University Press, 2006. 25. Print.

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SUBJECT
> Pending Rule – Docket No. 08-0203-1203

REFERENCE

June 21, 2012	Board approved temporary and proposed rule changes to IDAPA 08.02.03.105, Rules Governing Thoroughness
April 19, 2012	The Board approved a temporary and proposed rule allowing students who have met certain criteria to waive math in their senior year.
February 16, 2012	The Board approved a waiver for high school Graduation requirements Idaho Administrative Code, IDAPA 08.02.03.105.01 for one student
February 16, 2012	Board approved a temporary rule amending the online learning graduation requirement
November 3, 2011	Board approved Pending Rule Docket 08-0203-1102 - Rules Governing Thoroughness, Online Learning Graduation Requirement

APPLICABLE STATUTE, RULE, OR POLICY
> Idaho Administrative code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements

BACKGROUND/DISCUSSION
> This rule revision addresses two areas of high school graduation requirements that must be addressed in the same section of administrative code.
>
> The first is a requirement for students to take two online courses. At the February 2012 Board meeting the Board approved a temporary rule amending the online learning graduation requirement. The amendments allowed for either an asynchronous or synchronous course to be used to meet the two (2) credit requirement.
>
> On November 6, 2012, Idaho Code, Chapter 33, Section 1627 which directed the State Board of Education to promulgate rules for an online learning requirement for the class of 2016 and beyond was overturned through Propositions 1, 2 and 3. The rejection of Proposition 3 does not automatically remove the online graduation requirement because the board has the ability to create state graduation requirements. As a result, the State Board of Education must make a decision to approve the proposed changes and keep the online learning requirement or remove it from the rule.

The second is related to High School Redesign. In 2007, the State Board of Education approved a number of revisions to IDAPA 08.02.03.105 that were collectively known as High School Redesign. These revisions, in part, require students to take three years of Mathematics. Two of the six credits must be taken in the student's final year of high school revisions, in part, require students to take three years of Mathematics.

During the February 16 State Board Meeting held at Boise State University, the Boise School District brought three appeals forward, requesting that three students be allowed to waive the requirements outlined in IDAPA 08.02.03.105.01.d.iv which require that two credits of the required six credits of mathematics be taken in a student's last year of high school. At that time, the State Board requested that the State Department of Education put together a temporary and proposed rule that would allow the local school board to waive this requirement if a student had met a certain level of proficiency in mathematics and thereby meeting the intent of the rule.

During the public comment period, no public comments were received related to this rule.

IMPACT

The proposed change concerning online graduation requirements will allow those students graduating in 2016 to use either asynchronous or synchronous online classes to fulfill their online learning graduation requirement.

For the math graduation requirements, students will be able to appeal to their local school district board of trustees to not take math in their senior year of high school if they have meet the requirements as outlined in the proposed revisions.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The part of the question posed to the voters in Proposition 3 clearly included the repeal of online learning as a graduation requirement. While the Board has the authority to promulgate rules setting minimum high school graduation requirements, the failure of proposition three removed the statutory requirement that they include online learning for the class of 2016. Due to the fact that the Department initiated rule making amending the graduation requirements, including the online learning requirement, the Board may consider removing the requirement at this time rather than initiating a separate rule making at a later date. Attachment 1 is the Pending rule Docket 08-0203-1203 with no changes to the rule between the proposed and pending stage. Attachment 2 is the Pending rule with the removal of the online learning requirement.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0203-1203 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve Pending Rule with changes – Docket No. 08-0203-1203 as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Attachment 1

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

007.   DEFINITIONS A - G.

   01.   Achievement Standards. Define "below basic," "basic," "proficient," and "advanced" achievement levels on the Idaho Standards Achievement Tests (ISAT) and "beginning," "advanced beginning," "intermediate," "early fluent" and "fluent" on the Idaho English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade.   (4-2-08)

   02.   Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, Tech Prep, or International Baccalaureate programs.   (4-11-06)

   03.   Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at http://www.collegeboard.com. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing.   (4-11-06)

   04.   All Students. All students means all public school students, grades K-12.   (4-11-06)

   05.   Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios.
                                                                                                                              (4-5-00)

   06.   Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance.   (4-5-00)

   07.   Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the "Standards for the Assessment of Reading and Writing."   (4-5-00)

   08.   Asynchronous Course. An online course in which an online platform is used to deliver all curricula. The majority of communication exchanges occur in elapsed time and allow students and teachers to participate according to their schedule. Asynchronous courses do not prohibit the use of a paraprofessional, certificated staff or other staff member being present at the physical location during instructional periods where instruction takes place, such as a school's computer lab.   (3-29-12)

   09.   Authentic. Something that is meaningful because it reflects or engages the real world. An "authentic task" asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter.   (4-5-00)

   10.   Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED.   (4-5-00)

   11.   Blended Course. A blended course, sometimes called hybrid course, consists of a course having

between fifty-one percent (51%) and seventy-nine percent (79%) of the course content delivered through the use of technology, and may include the following models: (3-29-12)

  a.   Flex Model. Features an online platform that delivers most of the curricula. Teachers provide on-site support on a flexible and adaptive, as-needed basis through in-person tutoring sessions and small group sessions. (3-29-12)

  b.   Online Lab Model. Programs rely on an online platform to deliver the entire course but in a brick-and-mortar lab environment. Paraprofessionals or other staff supervise but offer little content expertise. (3-29-12)

  c.   Rotation Model. Students rotate on a fixed schedule between learning online in a self-paced environment and sitting in a classroom with a traditional face-to-face teacher. (3-29-12)

  12.   **Classic Texts**. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

  13.   **Content Standards**. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (4-2-08)

  14.   **Context (of a Performance Assessment)**. The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

  15.   **Cooperative Work Experience**. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

  16.   **Criteria**. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

  17.   **Cues**. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

  18.   **"C" Average**. A combined average of courses taken on a four (4) point scale with "C" equal to two (2) points. (4-11-06)

  19.   **Decode**. (4-5-00)

  a.   To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

  b.   To change communication signals into messages, as to decode body language. (4-5-00)

  20.   **Dual Credit**. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

21. **Emergent Literacy**. Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

22. **Employability Skills**. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

23. **Entry-Level Skills**. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

24. **Evaluation (Student)**. Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

25. **Experiential Education (Application)**. Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

26. **Exploratory Experience (Similar to a Job Shadow)**. An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

27. **Fluency**. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

28. **Genre (Types of Literature)**. A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

29. **Graphophonic/Graphophonemic**. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

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. **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. **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 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. <u>All online learning must meet Idaho content standards.</u> (3-29-12)

d. ~~All online learning must meet the Idaho content standards.~~ ~~(3-29-12)~~

10. **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)

11. **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)

12. **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)

13. **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)

14. **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)

15. **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)

16. **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)

17. **Professional-Technical Education**. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

18. **Proficiency**. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

19. **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. **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. **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. **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. **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. **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. **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. **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. **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)

009. **DEFINITIONS T - Z.**

01. **Tech Prep**. Tech Prep is a sequenced program of study that combines at least two (2) years of secondary and two (2) years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to

an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training. (4-11-06)

02. **Technology Education**. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (4-5-00)

03. **Total Quality Management**. A systematic approach to standardizing and increasing the efficiency of internal systems and processes, whether in a business or a school, using statistical and management tools for continuous improvement. Emphasis is on documenting effective processes, committing to meet customers' needs and sharing decision making. (3-15-02)

04. **Transferable Skills**. Skills that are inter-changeable among different jobs and workplaces. For example, the ability to handle cash is a skill one could use as both a restaurant cashier and a bank teller. The ability to problem solve or work as a team member is transferable among most jobs and workplaces. (4-11-06)

05. **2+2 or 4+2**. A planned, streamlined sequence of academic and professional-technical courses which eliminates redundancies between high school and community college curricula; 2+2 is high school years eleven (11) and twelve (12) and community college years thirteen (13) and fourteen (14); 4+2 is high school years nine (9), ten (10), eleven (11), and twelve (12) and community college years thirteen (13) and fourteen (14). (4-11-06)

06. **Unique Student Identifier**. A number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (5-8-09)

07. **Writing Process**. The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing. (4-5-00)

08. **Word Recognition**. (4-5-00)

a. The quick and easy identification of the form, pronunciation, and appropriate meaning of a work previously met in print or writing; (4-5-00)

b. The process of determining the pronunciation and some degree of meaning of a word in written or printed form. (4-5-00)

010. -- 099. **(RESERVED)**

100. **BASIC CURRICULUM.**
(Section 33-118, Idaho Code) (4-1-97)

101. **KINDERGARTEN CURRICULUM.**
Kindergarten curriculum will be established at the local level. (Section 33-208, Idaho Code) (4-5-00)

102. **INSTRUCTIONAL REQUIREMENTS.**
All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (4-5-00)

01. **Standards**. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which include challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (4-5-00)

103. **INSTRUCTION GRADES 1-12.**

01.   Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.)   (4-5-00)

02.   Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

a.   Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.   (4-1-97)

b.   Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.   (4-1-97)

c.   Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.   (4-1-97)

d.   Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.   (4-1-97)

104.   OTHER REQUIRED INSTRUCTION.
Other required instruction for all students and other required offerings of the school are: (4-1-97)

01.   Elementary Schools.   (4-11-06)

a.   The following section outlines other information required for all elementary students, as well as other required offerings of the school:
Fine Arts (art and music)
Health (wellness)
Physical Education (fitness)   (4-11-06)

b.   Additional instructional options as determined by the local school district. For example:
Languages other than English
Career Awareness   (4-1-97)

02.   Middle Schools/Junior High Schools.   (4-11-06)

a.   No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.   (4-11-06)

b.   (Effective for all students that enter the sixth grade in the fall of 2006 or later.) A student must have taken pre-algebra before the student will be permitted to enter grade nine (9).   (4-11-06)

c.   Other required instruction for all middle school students:
Health (wellness)
Physical Education (fitness)   (4-11-06)

d.   Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Professional Technical Education
Advisory Period (middle school only, encouraged in junior high school)   (4-11-06)

03.   High Schools (Grades 9-12) (Effective for all students that graduate prior to January 1, 2012). Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. The learning plan 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. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.   (4-11-06)

a.   Other required instructional offerings of the high school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:
Physical Education (fitness)
Humanities
Professional Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts
Languages other than English (may include indigenous languages or sign language)   (4-11-06)

105.   HIGH SCHOOL GRADUATION REQUIREMENTS.
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum.   (5-8-09)

01.   Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-two (42) credits. The forty-two (42) credits must include twenty-five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h.
          (3-29-12)

a.   Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit.
          (3-29-10)

b.   Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA.   (3-29-10)

c.   Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards

requirements.

(3-29-10)

d. Mathematics. Four (4) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such students, secondary mathematics includes instruction in the following areas: (3-29-10)

i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

iii. Two (2) credits of mathematics of the student's choice. (3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school unless the student petitions the LEA or local school board of trustees..

v. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school.

e. Science. Four (4) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.

(3-29-10)

i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required. (3-29-10)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. (3-29-10)

i. Online Learning Requirement. (Effective for all students who enter the ninth grade in the fall of 2012 or later.) Students must take Two (2) online learning credits. are required: one credit shall be from an asynchronous online course and the second credit Credits may be any combination of online course or blended courses as determined by the local school district or LEA. The local school district or LEA may determine which courses are to be used to fulfill this requirement. (3-29-12)

i. A student who has taken a one (1) credit asynchronous online course and failed to earn the credit may appeal to the school district or LEA and will be given an opportunity to demonstrate proficiency of the technology content standards through some other locally-established plan. School districts or LEAs shall adopt an

alternate plan and provide notice of that plan to all students who have not earned the credits to meet the online learning requirement prior to the fall semester of the student's junior year. All locally-established alternate plans used to demonstrate proficiency shall be forwarded to the <u>State</u> Board of <u>Education</u> for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. <u>Students who:</u>   (3-29-12)

      (1)   ~~Before entering an alternate measure, the student must be:~~ <u>Students who:</u>   (3-29-12)

      (a)   <u>Are</u> enrolled in a special education program and have an Individual Education Plan (IEP) <u>; or</u>   (3-29-12)

      (b)   <u>Have</u> ~~Has~~ been identified as eligible to receive services under Section 504 of the Federal Rehabilitation Act of 1973; or   (3-29-12)

      (c)   <u>Are</u> enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less:

<u>May enter the school district or LEA alternative plan without taking the (1) credit online course.</u>

      (3-29-12)

      (2)   The alternate plan must: (3-29-12)

      (a)   Contain multiple measures of student achievement;   (3-29-12)

      (b)   Be aligned at a minimum to Idaho technology content standards; and   (3-29-12)

      (c)   Be valid and reliable.   (3-29-12)

      02.   **Content Standards**. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures.   (3-29-10)

      03.   **College Entrance Examination**. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.)   (3-29-12)

      a.   A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACCUPLACER, ACT or SAT. Scores must be included in the Learning Plan.   (3-29-12)

      b.   A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is: (3-29-12)

      i.   Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or   (3-29-12)

      ii.   Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less.   (3-29-12)

      04.   **Senior Project**. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA.   (3-29-10)

      05.   **Middle School**. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. in

addition to the courses completed in middle school.   (3-29-12)

06.   Proficiency. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans.   (4-7-11)

a.   Before entering an alternate measure, the student must be: (4-2-08)

i.   Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)

ii.   Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or
(3-20-04)

iii.   Enrolled in the fall semester of the senior year.   (3-20-04)

b.   The alternate plan must: (4-7-11)

i.   Contain multiple measures of student achievement;   (4-7-11)

ii.   Be aligned at a minimum to tenth grade state content standards;   (4-7-11)

iii.   Be aligned to the state content standards for the subject matter in question;   (4-7-11)

iv.   Be valid and reliable; and   (4-7-11)

v.   Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance.   (4-7-11)

c.   A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)

i.   The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)

ii.   The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or   (3-29-10)

iii.   The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test;   (5-8-09)

iv.   The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less;   (5-8-09)

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

007.   DEFINITIONS A - G.

01.   Achievement Standards. Define "below basic," "basic," "proficient," and "advanced" achievement levels on the Idaho Standards Achievement Tests (ISAT) and "beginning," "advanced beginning," "intermediate," "early fluent" and "fluent" on the Idaho English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade.   (4-2-08)

02.   Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, Tech Prep, or International Baccalaureate programs.   (4-11-06)

03.   Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at http://www.collegeboard.com. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing.   (4-11-06)

04.   All Students. All students means all public school students, grades K-12.   (4-11-06)

05.   Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios.
(4-5-00)

06.   Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance.   (4-5-00)

07.   Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the "Standards for the Assessment of Reading and Writing."   (4-5-00)

08.   Asynchronous Course. An online course in which an online platform is used to deliver all curricula. The majority of communication exchanges occur in elapsed time and allow students and teachers to participate according to their schedule. Asynchronous courses do not prohibit the use of a paraprofessional, certificated staff or other staff member being present at the physical location during instructional periods where instruction takes place, such as a school's computer lab.   (3-29-12)

09.   Authentic. Something that is meaningful because it reflects or engages the real world. An "authentic task" asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter.   (4-5-00)

10.   Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED.   (4-5-00)

~~**11.   Blended Course**. A blended course, sometimes called hybrid course, consists of a course having~~

~~between fifty-one percent (51%) and seventy-nine percent (79%) of the course content delivered through the use of technology, and may include the following models:~~ ~~(3-29-12)~~

~~**a.** Flex Model. Features an online platform that delivers most of the curricula. Teachers provide on-site support on a flexible and adaptive, as-needed basis through in-person tutoring sessions and small group sessions.~~ ~~(3-29-12)~~

~~**b.** Online Lab Model. Programs rely on an online platform to deliver the entire course but in a brick-and-mortar lab environment. Paraprofessionals or other staff supervise but offer little content expertise.~~ ~~(3-29-12)~~

~~**c.** Rotation Model. Students rotate on a fixed schedule between learning online in a self-paced environment and sitting in a classroom with a traditional face-to-face teacher.~~ ~~(3-29-12)~~

12. **Classic Texts**. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

13. **Content Standards**. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (4-2-08)

14. **Context (of a Performance Assessment)**. The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

15. **Cooperative Work Experience**. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

16. **Criteria**. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

17. **Cues**. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

18. **"C" Average**. A combined average of courses taken on a four (4) point scale with "C" equal to two (2) points. (4-11-06)

19. **Decode**. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

20. **Dual Credit**. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

21. **Emergent Literacy**. Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

22. **Employability Skills**. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

23. **Entry-Level Skills**. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

24. **Evaluation (Student)**. Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

25. **Experiential Education (Application)**. Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

26. **Exploratory Experience (Similar to a Job Shadow)**. An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

27. **Fluency**. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

28. **Genre (Types of Literature)**. A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

29. **Graphophonic/Graphophonemic**. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

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.** **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.** **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 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. All online learning must meet Idaho content standards. (3-29-12)~~

~~**d.** All online learning must meet the Idaho content standards. (3-29-12)~~

~~**10.** **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)~~

11. **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)

12. **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)

13. **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)

14. **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)

15. **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)

16. **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)

17. **Professional-Technical Education**. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

18. **Proficiency**. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

19. **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. **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. **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. **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. **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. **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. **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. **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. **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)

009. **DEFINITIONS T - Z.**

01. **Tech Prep**. Tech Prep is a sequenced program of study that combines at least two (2) years of secondary and two (2) years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to

an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training. (4-11-06)

02. **Technology Education**. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (4-5-00)

03. **Total Quality Management**. A systematic approach to standardizing and increasing the efficiency of internal systems and processes, whether in a business or a school, using statistical and management tools for continuous improvement. Emphasis is on documenting effective processes, committing to meet customers' needs and sharing decision making. (3-15-02)

04. **Transferable Skills**. Skills that are inter-changeable among different jobs and workplaces. For example, the ability to handle cash is a skill one could use as both a restaurant cashier and a bank teller. The ability to problem solve or work as a team member is transferable among most jobs and workplaces. (4-11-06)

05. **2+2 or 4+2**. A planned, streamlined sequence of academic and professional-technical courses which eliminates redundancies between high school and community college curricula; 2+2 is high school years eleven (11) and twelve (12) and community college years thirteen (13) and fourteen (14); 4+2 is high school years nine (9), ten (10), eleven (11), and twelve (12) and community college years thirteen (13) and fourteen (14). (4-11-06)

06. **Unique Student Identifier**. A number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (5-8-09)

07. **Writing Process**. The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing. (4-5-00)

08. **Word Recognition**. (4-5-00)

a. The quick and easy identification of the form, pronunciation, and appropriate meaning of a work previously met in print or writing; (4-5-00)

b. The process of determining the pronunciation and some degree of meaning of a word in written or printed form. (4-5-00)

010. -- 099. **(RESERVED)**

100. **BASIC CURRICULUM.**
(Section 33-118, Idaho Code) (4-1-97)

101. **KINDERGARTEN CURRICULUM.**
Kindergarten curriculum will be established at the local level. (Section 33-208, Idaho Code) (4-5-00)

102. **INSTRUCTIONAL REQUIREMENTS.**
All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (4-5-00)

01. **Standards**. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which include challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (4-5-00)

103. **INSTRUCTION GRADES 1-12.**

01. **Instruction**. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

02. **Instructional Courses**. At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

104. **OTHER REQUIRED INSTRUCTION.**
Other required instruction for all students and other required offerings of the school are: (4-1-97)

01. **Elementary Schools**. (4-11-06)

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:
Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) (4-11-06)

b. Additional instructional options as determined by the local school district. For example:
Languages other than English
Career Awareness (4-1-97)

02. **Middle Schools/Junior High Schools**. (4-11-06)

a. No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

b. (Effective for all students that enter the sixth grade in the fall of 2006 or later.) A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (4-11-06)

c. Other required instruction for all middle school students:
Health (wellness)
Physical Education (fitness) (4-11-06)

d. Other required offerings of the school:
Family and Consumer Science
Fine & Performing Arts
Professional Technical Education
Advisory Period (middle school only, encouraged in junior high school)   (4-11-06)

03. **High Schools (Grades 9-12) (Effective for all students that graduate prior to January 1, 2012)**. Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. The learning plan 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. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.   (4-11-06)

a. Other required instructional offerings of the high school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:
Physical Education (fitness)
Humanities
Professional Technical Education (including work-based learning)
Family and Consumer Science
Fine and Performing Arts
Languages other than English (may include indigenous languages or sign language)   (4-11-06)

105. **HIGH SCHOOL GRADUATION REQUIREMENTS.**
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum.   (5-8-09)

01. **Credit Requirements**. The State minimum graduation requirement for all Idaho public high schools is forty-two (42) credits. The forty-two (42) credits must include twenty-five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h.   (3-29-12)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit.   (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA.   (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards

requirements.

(3-29-10)

d. Mathematics. Four (4) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such students, secondary mathematics includes instruction in the following areas: (3-29-10)

i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

iii. Two (2) credits of mathematics of the student's choice. (3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school ~~unless the student petitions the LEA or local school board of trustees.~~.

v. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school.

e. Science. Four (4) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.

(3-29-10)

i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required. (3-29-10)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. (3-29-10)

~~**i.** Online Learning Requirement. (Effective for all students who enter the ninth grade in the fall of 2012 or later.) Students must take Two (2) online learning credits. are required: one credit shall be from an asynchronous online course and the second credit. Credits may be any combination of online course or blended courses as determined by the local school district or LEA. The local school district or LEA may determine which courses are to be used to fulfill this requirement.~~ ~~(3-29-12)~~

~~i. A student who has taken a one (1) credit asynchronous online course and failed to earn the credit may appeal to the school district or LEA and will be given an opportunity to demonstrate proficiency of the technology content standards through some other locally established plan. School districts or LEAs shall adopt an~~

~~alternate plan and provide notice of that plan to all students who have not earned the credits to meet the online learning requirement prior to the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. Students who:~~ (3-29-12)

~~(1)   Before entering an alternate measure, the student must be: Students who:~~ (3-29-12)

~~(a)   Are enrolled in a special education program and have an Individual Education Plan (IEP) ; or~~ (3-29-12)

~~(b)   Have Has been identified as eligible to receive services under Section 504 of the Federal Rehabilitation Act of 1973; or~~ (3-29-12)

~~(c)   Are enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less:~~

~~May enter the school district or LEA alternative plan without taking the (1) credit online course.~~ (3-29-12)

~~(2)   The alternate plan must:~~ (3-29-12)

~~(a)   Contain multiple measures of student achievement;~~ (3-29-12)

~~(b)   Be aligned at a minimum to Idaho technology content standards; and~~ (3-29-12)

~~(c)   Be valid and reliable.~~ (3-29-12)

02.   Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03.   College Entrance Examination. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) (3-29-12)

a.   A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACCUPLACER, ACT or SAT. Scores must be included in the Learning Plan. (3-29-12)

b.   A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is: (3-29-12)

i.   Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or (3-29-12)

ii.   Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less. (3-29-12)

04.   Senior Project. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-29-10)

05.   Middle School. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. in

addition to the courses completed in middle school. (3-29-12)

06. **Proficiency**. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (4-7-11)

a. Before entering an alternate measure, the student must be: (4-2-08)

i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The alternate plan must: (4-7-11)

i. Contain multiple measures of student achievement; (4-7-11)

ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)

iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)

iv. Be valid and reliable; and (4-7-11)

v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)

c. A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)

ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)

iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

SUBJECT
Pending Rule – Docket No. 08-0203-1204 - Curricular materials review, fee structure, and approval process.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-118 and 33-118A Idaho Code, Idaho Administrative code - IDAPA 08.02.03.128

BACKGROUND/DISCUSSION
Section 33-118 of Idaho code specifies that the State Board of Education prescribes that the Board shall approve the minimum courses to be taught in all public elementary and secondary schools, including the fees necessary to defray the cost of such adoption processes. Idaho Administrative code, IDAPA 08.02.03.128 outlines the process for curricula materials selection. The clarification made in this rule is to specify and streamline the material selection process.

No comments received relevant to the remaining portion of this rule.

IMPACT
The approval process for curricular review has been a fee-based system. For approval of curricular materials, there will be no additional fiscal impact, merely a codification of existing practice. The changes to the selection committee and review process will increase efficiency. This will represent an ongoing cost savings for the State of Idaho in the curriculum materials review process. The clarification of 'textbook' to 'curricular materials' represents a more accurate description of current practices.

ATTACHMENTS
Attachment 1 – Pending Rule – Docket No. 08.0203-1204 - IDAPA 08.02.03.128
Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Section 33-118, Idaho Code authorizes the Board by rule to determine the process by which the Department reviews and approves online courses, pursuant to section 33-1627, Idaho Code. This section of code also authorizes the establishment of a fee to defray the cost of said review. With the rejection of Proposition 3, Section 33-1627, Idaho Code is null and void. In response the Department has amended Docket 08-0203-1204, removing subsection 128.06 Online Course Review and Approval Process. The only other change between the Proposed and Pending rule is the correction of the title of the Division of Vocational Education to the Division of Professional-Technical Education.

It should be noted the changes to the language regarding the committee appointments, while unlikely, would allow for ten (10) members to be appointed from one category. The addition of language limiting the number of committee

appointments to more than three (3) from a given stakeholder group would eliminate this possibility.

Board staff recommends approval of the Pending rule with the addition of the suggested language above.

BOARD ACTION

I move to approve Pending and amend Temporary Rule – Docket No. 08.0203-1204 with changes to IDAPA 08.02.03.128 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

128. CURRICULAR MATERIALS SELECTION ~~AND ONLINE COURSE APPROVAL~~ **(SECTIONS 33-118; 33-118A, IDAHO CODE).** (4-18-12)

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments shall consist of not less than ten total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Professional Technical Education, and State Department of Education personnel. ~~The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year.~~ The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee.

The State Department of Education shall charge publishers submission fees of $60.00 or equal to the retail price of each ~~textbook~~ curricular material, whichever is greater, to defray the costs incurred in the curricular material review and adoption process. (3-20-04)(6-20-12)

01.Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/ technical education, science, health, handwriting, literature, driver education, limited English proficiency. (4-11-06)

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Polices. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

06. Online Course Review and Approval Process. The State Department of Education shall administer the review and approval of online courses delivered by accredited providers. . Reviewers shall be certified Idaho classroom teachers. Approved courses are evaluated on a four

~~year cycle. The State Department of Education shall charge online course providers submission fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and approval process.~~ ~~(6-20-12)~~

SUBJECT
>   Pending Rule – Docket No. 08-0203-1205

REFERENCE

August 16, 2012	Board approved proposed rule changes to IDAPA 08.02.03.004, Rules Governing Thoroughness
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
>   There were no comments during the public comment period.

>   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 State Standards (CCSS) includes, but is not limited to:
>   - Standards for individual grades;
>   - Topical vocabulary that reflects grade-level language related to the example topic;
>   - Cognitive Function and Example Context for Language Use are added; and
>   - Connections to a specific CCSS 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 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

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Attachment 2 – WIDA Standards	Page 7
Attachment 3 – WIDA Standards MOU	Page 97

STAFF COMMENTS AND RECOMMENDATIONS

Once a document is incorporated by reference into a rule it has the force of rule and can only be changed through the rule making processes. Once the Board incorporates the WIDA standards into this administrative rule they cannot be changed except through the rule making process. The standards that were approved by the Board at the August Board meeting are the standards being incorporated to this rule. The reference to the document must be a static document

that can only be changed with Board approval, therefore the reference in rule needs to either be on the Board's or the Departments website.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0203-1205 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

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)

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.   ~~Idaho~~ English Language <u>Proficiency</u> ~~Development~~ Standards. <u>The World Class Instructional Design and Assessment</u> (WIDA) ~~Idaho~~ English Language <u>Proficiency</u> ~~Development~~ Standards as adopted by the State Board of Education on <u>August 16, 2012.</u> ~~10, 2006~~.   ~~(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)

WIDA® CONSORTIUM

WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT

English Language Proficiency Standards
PreKindergarten through Grade 5

2007 Edition
THIRD PRINTING

About the WIDA English Language Proficiency Standards

WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12: Frameworks for Formative and Summative Assessment and Instruction, 2007 edition, is a key component of the World-Class Instructional Design and Assessment (WIDA) Consortium's assessment system. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction. By developing these English language proficiency (ELP) standards, first published in 2004, the WIDA Consortium has responded to this emergent vision to link language learning with academic content. Furthermore, these ELP standards guide the development of test blueprints, task specifications, and ELP measures, primarily WIDA's ACCESS for ELLs® test.

Originally developed by consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant, the standards are designed for the many audiences in the field of education who are impacted by English language learners (ELLs). This second edition reflects an evolving understanding of the needs of ELLs and their educators in the use of the ELP standards as an instructional and assessment tool.

Organization of the Standards

There are five WIDA ELP Standards, which appear in two frameworks: Summative (the outcomes of learning) and Formative (the processes of learning). The standards, identical for both frameworks, reflect the social and academic dimensions of acquiring a second language that are expected of ELLs in grade levels PreK-12 attending schools in the United States. Each ELP standard addresses a specific context for English language

development. Overall, the standards center on the language needed and used by ELLs to succeed in school.

Each standard is organized by grade level cluster (PreK-K, grades 1-2, grades 3-5, grades 6-8, and grades 9-12) and by language domain (listening, speaking, reading, and writing). Within each grade cluster and domain, there are five model performance indicators (MPIs), one for each language proficiency level from 1, Entering, to 5, Bridging. All five MPIs focus on the same example topic from a content area reflected in the standard, forming a "strand" that illustrates the language development continuum. Each MPI contains three elements: a language function (e.g., describe, justify), an example topic (e.g., weather, human populations), and a form of support through level 4 (e.g., pictures or illustrations, working in small groups). The components of the ELP standards, from frameworks down to the elements of an MPI, work together to form the standards document, a critical tool for educators of ELLs for curriculum development, instruction and assessment.

The WIDA English Language Proficiency Standards

- *English Language Proficiency Standard 1:* English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- *English Language Proficiency Standard 2:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- *English Language Proficiency Standard 3:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- *English Language Proficiency Standard 4:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- *English Language Proficiency Standard 5:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

The ELP standards are often abbreviated as Social and Instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies.

The Language Proficiency Levels and Performance Definitions

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

The Performance Definitions (see page 3) are a key component of the standards documents, and the use of the standards and corresponding MPIs must be in conjunction with the Performance Definitions. The MPIs, delineated by language proficiency level, give expectations for what students should be able to process and produce at a given proficiency level. The Performance Definitions describe how well the student can or should be expected to do so. For example, the language function "describe" appears in MPIs at levels 1-4. What language does a student at language proficiency level 2 need to produce in order to "describe"? What can he or she reasonably be expected to process to understand a description? How does this compare with a student at language proficiency level 4? The language function "describe" for a level 2 student may mean producing or comprehending phrases or short sentences using common adjectives and modifiers, whereas a level 4 student may be expected to process or use extended discourse incorporating relative clauses, similes or metaphors. This example illustrates how the Performance Definitions are an essential companion to the strands of MPIs.

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 **Reaching**	• specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 **Bridging**	• the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 **Expanding**	• specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 **Developing**	• general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 **Beginning**	• general language related to the content areas; • phrases or short sentences; • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 **Entering**	• pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics	**Example Genres & Topics**	**Example Topics**	**Example Topics**	**Example Topics**
• Classrooms • Colors • Feelings • Games • Hygiene & safety • Music & movement • Recreational objects & activities • Routines • School • Self & family • Social behavior • Spatial relations	• Chants & songs • Concepts about print • Environmental print • Fairy tales • Forms of print • Make-believe • Nursery rhymes • Picture books • Rhyme • Same & different • Sounds & symbols (Phonemic awareness) • Story elements	• Attributes • Equivalency • Geometric shapes • Measurement of time • Non-standard measurement tools • Number sense • Numbers & operations • Patterns • Quantity • Size • Spatial relations • Temperature • Weight	• Air • Animals • Body parts • Change in self & environment • Colors • Forces in nature • Living & non-living things • Night/Day • Rocks • Safety practices • Scientific process • Seasons • Senses • Water • Weather	• Change from past to present • Classroom/School • Clothing • Community workers • Families • Food • Friends • Historical stories & legends • Homes in a community/ Habitats • Location of objects & places • Neighborhood • Seasons • Shelter • Symbols & holidays • Transportation

ELP Standard 1: Social and Instructional Language, Formative Framework

WIDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Music & movement**	Mimic musical beats or movements modeled by teachers in a whole group (e.g., hop, hop, jump; one clap, two claps)	Respond to chants based on illustrations using gestures, movement or instruments modeled by teachers in a whole group	Respond to songs based on illustrations using gestures, movement or instruments modeled by teachers in a whole group	Interpret songs, (e.g., melodies from diverse cultures) based on illustrations through movement or playing of instruments in small groups or whole class	Follow lyrics of songs and respond accordingly in small groups or whole class (e.g., "Put your right foot in…")	**Level 6- Reaching**
SPEAKING	**Spatial relations**	Repeat answers to questions about position or location of real-life objects or persons (e.g., "Where's Maria? *Here*.")	Answer questions or commands about position or location of real-life objects or persons using relational words (e.g., "Where's the bunny? *Over there*.")	Relate position or location of real-life objects or persons using phrases (e.g., "under the table," "on the floor," "in the corner")	Indicate contrasting or opposite position or location of real-life objects or persons using phrases or short sentences (e.g., "The ball goes *up*. The ball comes *down*.")	Describe position or location of real-life objects or persons using sentences	
READING	**Hygiene & safety**	Identify environmental print related to hygiene or safety around classroom or school (e.g., washrooms, fire extinguisher) in L1 or L2	Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) in L1 or L2	Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school in L1 or L2	Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books in L1 or L2	Share "oral reading" of illustrated books related to hygiene or safety with a partner	
WRITING	**Games**	Produce drawings of familiar games from home or school based on class models using language experience in L1 or L2	Describe familiar games from home or school based on class models using language experience in L1 or L2	Tell how to play familiar games from home or school based on class models using language experience in L1 or L2	Depict stories about familiar games from home or school with the class using language experience in L1 or L2	Create class books about games from home or school using language experience in L1 or L2	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Recreational objects & activities**	Identify recreational objects (e.g., balls, swings) from pictures (e.g., of school, playground or park scenes) as directed orally	Follow one-step oral directions from pictures of recreational objects used in activities and oral statements	Follow two-step oral directions pertaining to use of recreational objects in activities from pictures and oral descriptions (e.g., "Pick up the ball. Then give it to a friend.")	Indicate use of recreational objects in activities from pictures and complex oral directions (e.g., "Show me how to pass the ball from person to person.")	Simulate playing activities according to pictures and sequential oral descriptions (e.g., "Make two rows. Choose a friend. Have the friend go between the rows.")	**Level 6- Reaching**
SPEAKING	**Social behavior**	Repeat polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues	Make polite requests from models or gestures (e.g., "Please sit down.")	Use polite language in conversations (e.g., role play, telephone talk)	Give compliments, offer apologies or express gratitude within conversations	Adapt polite language to social situations appropriate to audience	
READING	**Classroom**	Pair shapes of words related to illustrated classroom objects with print versions	Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., "Here is a picture with a word inside. Find the same word.")	Associate initial sounds or letters of illustrated classroom objects with words in print	Distinguish letters, words and sentences in illustrated classroom scenes	Identify words or phrases within illustrated classroom scenes	
WRITING	**Routines**	Trace, copy or depict daily routines in drawings	Reproduce initial letters associated with daily routines from labeled drawings or illustrated models	Label pictures of daily routines from illustrated models using words with invented spellings	Describe daily routines from illustrated models using words and phrases with invented spellings	Compose notes about daily routines using phrases or short sentences with invented spellings	

ELP Standard 2: The Language of **Language Arts, Formative Framework**

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Concepts about print**	Point to features of big books in a large group (e.g., "cover," "title," "author," "illustrator") according to oral commands	Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands	Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions	Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions	Match illustrations to oral reading of related sentences or short stories	**Level 6- Reaching**
SPEAKING	**Nursery rhymes**	Repeat key words in rhymes from picture cues in a whole group	Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group	Rehearse short rhymes using gestures from picture cues in whole or small groups	Complete short rhymes using gestures from picture cues in whole or small groups	Recite rhymes using gestures from memory in whole or small groups	
READING	**Same & different**	Match pictures and icons with those that are the same with a partner	Sort pictures and icons that are the same or different with a partner	Classify illustrated words that are the same or different with a partner	Identify letters in illustrated words that are the same or different with a partner	Point out features of words that are the same and different with a partner (e.g., capital v. lower case letters)	
WRITING	**Sounds & symbols**	Experiment making symbols or letters from models using realia (e.g., in the sand, from play dough)	Reproduce symbols or letters from models using realia (e.g., straws)	Trace symbols or letters associated with pictures or realia	Copy symbols or letters of beginning sounds from labeled pictures in context	Produce letters of beginning sounds from pictures in context	

Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING — Make-believe	Identify pictures of make-believe animals or persons as modeled orally (e.g., "Here is a make believe horse. Find another one.")	Match make-believe pictures of animals or persons to oral statements (e.g., "This make-believe horse has a horn. Find one *without* a horn.")	Place pictures of make-believe animals or persons according to oral directions (e.g., "First is the girl; she is the princess. The prince is next to her.")	Arrange pictures of make-believe animals or persons in logical order according to oral directions	Organize pictures to create make-believe stories (e.g., beginning, middle, end) according to descriptive oral discourse	**Level 6- Reaching**
SPEAKING — Rhyme	Repeat words or phrases from rhymes supported by illustrations	Complete phrases from rhymes supported by illustrated models	Describe persons or events in rhymes supported by illustrations	Discuss what happens (plot or events) in rhymes supported by illustrations	Paraphrase rhymes supported by illustrations	
READING — Forms of print	Distinguish between illustrated examples of print and non-print	Match illustrated examples of the same form of print (e.g., two signs, two magazines)	Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus)	Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms	Find elements of print in different forms (e.g., the same word in different fonts)	
WRITING — Environmental print	Draw or trace examples of environmental print (e.g., from foods or clothes)	Copy examples of environmental print from labeled icons or objects	Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☼ = sun)	List examples of environmental print in illustrated scenes using icons, words or phrases with invented spellings	Use examples of environmental print in illustrated scenes to produce phrases or short sentences with invented spellings	

ELP Standard 2: The Language of **Language Arts, Summative Framework**

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ELP Standard 3: The Language of **Mathematics**, Formative Framework

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Non-standard measurement tools**	Associate size of real-life objects (e.g., "big," "little") with non-standard measurement tools with a partner as modeled orally	Sort real-life objects by size (e.g., "short," "long") using non-standard measurement tools with a partner as modeled orally	Determine size of real-life objects using non-standard measurement tools (e.g., three hands long) with a partner as modeled orally	Estimate size of objects from pictures using non-standard measurement tools with a partner as directed orally	Rank size of objects described according to non-standard measurement tools with a partner as directed orally	
SPEAKING	**Quantity**	Participate in and supply quantity words in songs and chants in a whole group (e.g., "*One, two*, button my shoe.")	Complete phrases in songs and chants involving quantity in a whole group (e.g., "*One* potato, *two* potato, _____.")	Repeat verses and chants involving quantity in a whole group	Provide sentences or lines from songs and chants involving quantity in a whole group	Initiate and lead songs and chants involving quantity in a whole group	Level 6- Reaching
READING	**Attributes**	Identify icons or pictures of real-life objects with a single attribute as modeled (e.g., "This is a toy. Find the picture of a toy.")	Classify icons or pictures of real-life objects with a single attribute that belong and don't belong to a group as modeled	Identify icons or pictures of real-life objects with two attributes that belong to a group as modeled (e.g., "Find the big, yellow ones.")	Sort labeled icons or pictures of real-life objects with two attributes into groups as modeled	Arrange labeled icons or pictures of real-life objects with two attributes by group membership as modeled (e.g., *small* animals with four legs)	
WRITING	**Equivalency**	Draw or trace matched pairs of real-life objects as modeled and directed orally (e.g., two hands, two feet)	Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally (e.g., three pencils with three pencils)	Trace numerals that correspond to matched sets of real-life objects or pictures as modeled and directed orally	Make or reproduce numerals up to number ten with various materials that correspond to matched sets of pictures from word walls or word banks as modeled	Supply numerals and number words that correspond to matched sets of pictures from word walls or word banks	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Patterns**	Imitate pattern sounds with physical movement from modeling (e.g., clap, snap, stomp)	Select "What comes first, next or last?" in illustrated patterns according to oral directions	Sort patterns from non-patterns in pictures from oral directions	Identify patterns from pictures (e.g., "girl, boy, girl, boy") from oral directions	Form patterns from pictures (e.g., "the tall girl, the short girl, the tall boy, the short boy") from detailed oral directions	
SPEAKING	**Size**	Indicate size of objects in pictures (e.g., "small," "big") using gestures and words	Specify size of objects in pictures (e.g., "a small ball," "a big ball")	Compare the size of two objects in pictures using phrases (e.g., "the smaller ball")	Make statements about size from pictures or illustrated scenes (e.g., "This is the *biggest*.")	Make up related sentences or "stories" about differences in size using comparative language from illustrated scenes	**Level 6- Reaching**
READING	**Geometric shapes**	Match pictures of real-life objects (e.g., books or windows) with figures of geometric shapes	Classify pictures of real-life objects according to geometric shapes (e.g., circles or squares)	Sort diagrams of geometric shapes according to their first letter (e.g., "c" or "r")	Find pairs of matching words and diagrams of geometric shapes	Identify words for geometric shapes from labeled diagrams	
WRITING	**Time**	Draw, trace or copy pictures from models to express times of day	Depict times of day (e.g., day or night) from illustrated scenes and models using icons, letters or scribble writings	Express times of day (e.g., morning, noon or night) from illustrated scenes and models using words with invented spellings	Complete "story" starters related to times of day from illustrated scenes and models using words or phrases with invented spellings	Produce "stories" about times of day related to events or actions using phrases or short sentences with invented spellings	

ELP Standard 3: The Language of **Mathematics**, Summative Framework

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ELP Standard 4: The Language of Science, Formative Framework

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Change in self & environment**	Indicate change in self through gestures or environment from pictures, according to oral commands	Match pictures or photographs of offspring with adults following oral models (e.g., from seeds to plants, from kittens to cats) as examples of change	Identify stages of development in pictures of self or organisms in the environment following oral models as examples of change	Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change	Sequence illustrated activities that denote change in self or environment (e.g., life cycle of plants) as directed orally	**Level 6- Reaching**
SPEAKING	**Senses**	Associate senses with physical actions with a partner in L1 or L2	Give examples of uses of senses with a partner in L1 or L2 (e.g., "I see…")	Describe everyday activities that involve senses with a partner in L1 or L2	Explain why senses are useful or important to a partner in L1 or L2	Predict how senses are affected by change (e.g., injury, temperature)	
READING	**Animals**	Match outlines of animals to pictures or objects (e.g., fitting puzzle pieces) with a partner	Match pictures of animals with labels to animal icons with a partner	Sort pictures of animals with labels by first letter (e.g., cat, cow) with a partner	Find animal words in picture books and classrooms (e.g., on word walls, bulletin boards) with or without a partner	Classify pictures of animals with labels according to picture books (e.g., at the farm)	
WRITING	**Colors**	Create "messages" in L1 or L2 by experimenting with or mixing colors (e.g., paints)	Practice making letters or scribble writings from models in L1 or L2 using a variety of colors and media	Produce letters and words with invented spellings in L1 or L2 based on model picture books or experiments about colors	Reproduce words or phrases with invented spellings in L1 or L2 found in picture books or experiments about colors	Compose "stories" about colors (e.g., rainbows) using drawings and words, phrases or short sentences with invented spellings in L1 or L2	

Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING — Living & non–living things	Classify living or non-living things from oral statements and pictures	Match oral descriptions of living or non-living things with pictures (e.g., "It lives in water. It swims.")	Identify living or non-living things from WH-questions and pictures (e.g., "Which animal has no legs?")	Match features (e.g., feathers/birds, fur/dogs, skin/people) of living or non-living things according to pictures and oral directions	Organize pictures with labels or other graphic representations of features of living or non-living things described orally	**Level 6- Reaching**
SPEAKING — Weather	Name familiar objects in photographs or illustrations associated with weather conditions (e.g., "cloud")	Describe weather conditions from photographs or illustrations (e.g., "windy")	Predict weather conditions from illustrated scenes (e.g., "It's going to rain.")	Compare/contrast weather conditions in illustrated scenes	Express likes, dislikes or preferences, with reasons, related to weather conditions from illustrated scenes	
READING — Body parts	Apply concepts of print to books about body parts (e.g., "The book is about eyes. Show me the title of the book.")	Pair labeled pictures of body parts with matching icons	Associate labeled pictures of body parts with initial consonants (e.g., nose-n)	Find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet)	Match pictures of body parts with words	
WRITING — Scientific inquiry	Produce drawings of materials needed for scientific inquiry from labeled pictures	Copy names of materials needed for scientific inquiry from labeled pictures	Reproduce lists of materials needed for scientific inquiry (e.g., bean, water, soil) from labeled pictures using words with invented spellings	Describe materials used in scientific inquiry using words or phrases with invented spellings	Relate experiences from use of materials in scientific inquiry using phrases or short sentences with invented spellings	

ELP Standard 4: The Language of **Science, Summative Framework**

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ELP Standard 5: The Language of Social Studies, Formative Framework

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Symbols & holidays**	Point to or locate symbols or holiday scenes in classrooms, pictures or objects named orally (e.g., flags)	Show symbols of holidays from pictures or objects based on oral commands (e.g., a pumpkin with a face)	Match symbols of holidays with illustrated scenes based on oral directions	Identify symbols of holidays within illustrated scenes based on oral directions	Find symbols of holidays based on oral descriptions or oral reading	Level 6- Reaching
SPEAKING	**Clothing**	Repeat names of and identify clothing on self or peers when modeled in L1 or L2	Brainstorm names of articles of clothing (e.g., "shorts," "pants") with peers in L1 or L2	Describe clothing on self to peers in phrases or short sentences	Describe, with details, clothing worn by peers or by characters in picture books (e.g., "He has a red and blue sweater.")	Give reasons for wearing different kinds of clothing	Level 6- Reaching
READING	**Seasons**	Categorize pictures according to names of seasons in a whole group	Find labeled illustrations or photographs modeled on word walls or displays of seasons in small groups	Match labeled illustrations or photographs of seasons to those in trade books in small groups	Compare labeled illustrations of seasons in various trade books in small groups	Identify words associated with seasons in illustrated expository text in small groups	Level 6- Reaching
WRITING	**Self & family**	Draw self-portrait and copy or trace name	Draw family portrait from models or photographs and identify people by initials	Draw family members from models or photographs and label people and pets	Draw and describe family members using words or phrases with invented spellings	Produce illustrated "stories" about self and family using phrases or short sentences with invented spellings	Level 6- Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Transportation**	Associate sounds of different modes of transportation with pictures (e.g., "Which goes choo choo?")	Identify modes of transportation from visually supported rhymes or chants (e.g., "The Wheels on the Bus")	Match pictures of modes of transportation with descriptive statements (e.g., "Airplanes go fast.")	Pair modes of transportation with their environment (e.g., "Jets fly in the air.") based on pictures and oral directions	Differentiate modes of transportation from the past or present based on pictures and oral descriptions	**Level 6- Reaching**
SPEAKING	**Homes in a community/ Habitats**	Repeat names of different types of homes or habitats from models and illustrations (e.g., "house," "nest")	Match homes or habitats to animals in illustrated scenes using phrases or chunks of language (e.g., "bee hive," "in a pond")	Describe different types of homes or habitats from illustrated scenes using phrases or short sentences	Compare/contrast different types of homes or habitats from illustrated scenes using related sentences	Provide detailed information about homes or habitats (e.g., personal address or "Birds live in nests in trees.")	
READING	**Food**	Recognize food-related symbols or icons in illustrations	Match labeled pictures with words about food from various sources (e.g., labels on cans or cartons)	Find labeled pictures of food by initial sounds or consonants (e.g., "pineapple," "peas")	Sort pictures of food by initial sounds or consonants (e.g., "Find foods that start with the letter B.")	Identify food words in illustrated phrases or short sentences	
WRITING	**School**	Draw personal responses to people, places or objects in school from pictures or models	Represent people, places or objects in school from pictures and models using letters or scribble writings	Label people, places or objects in school from pictures and models using words with invented spellings	Make lists of people, places or objects in school from pictures and models using words or phrases with invented spellings	Create "stories" about people, places or objects in school from pictures using phrases or short sentences with invented spellings	

ELP Standard 5: The Language of Social Studies, Summative Framework

WiDA CONSORTIUM

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Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics • Classroom & school rules • Everyday objects • Feelings & emotions • Following directions • Interests, opinions & preferences • Leisure activities • Likes, dislikes & needs • Personal correspondence • Personal information • School areas, personnel & activities • Sharing/Cooperation	**Example Genres** • Fiction (literary text) • Folktales • Non-fiction (expository text) • Pattern books/ Predictable books • Poetry **Example Topics** • Compound words • Elements of story • Homophones • Phonemic awareness • Phonics • Rhyming words • Role play • Sequence of story • Spatial relations • Story elements • Story telling • Word families	**Example Topics** • Basic operations (addition & subtraction) • Capacity • Estimation • Graphs • Interpretation of data • Money • Number sense • Patterns • Place value • Quantity • Shapes • Size • Standard & metric measurement tools • Symmetry • Time (digital & analog) • Two- and three-dimensional shapes • Weight • Whole numbers	**Example Topics** • Animals • Astronomy • Body parts • Change • Chemical & physical attributes • Earth & sky • Force & motion • Gravity • Life cycles • Light • Living & non-living things • Magnetism • Natural resources • Organisms & environment • Plants • Renewable & non-renewable resources • Senses • Sound • Water cycle • Weather • Weathering & erosion	**Example Topics** • Artifacts of the past • Celebrations/Customs • Citizenship • Community workers • Cultural heritage • Families & responsibilities • Historical figures & leaders • Homes & habitats • Indigenous peoples & cultures • Jobs & careers • Land forms/Bodies of water • Money & banking • Neighborhoods & communities • Products in the marketplace • Representations of the earth (maps & globes) • Seasons • Time & chronology • Use of resources & land

ELP Standard 1: Social and Instructional Language, Formative Framework

WIDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Following directions	Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., "Show me your paper.")	Follow oral directions according to complex commands using manipulatives or real-life objects (e.g., "Put the cubes in a row across the paper.")	Follow oral directions by comparing them with visual cues, nonverbal cues or modeling (e.g., "Fold the paper in half. Then place it on your table the long way.")	Follow oral directions without visual or nonverbal support and check with a peer (e.g., "Put your name on the top line of the paper.")	Follow a series of oral directions without support (e.g., "Put your name on the left-hand side of the paper. Then put the date on the right-hand side.")	**Level 6- Reaching**
SPEAKING	Likes, dislikes & needs	Answer yes/no or choice questions about likes or dislikes with a partner in L1 or L2 (e.g., "Do you like school?")	Share likes, dislikes or needs with a partner in L1 or L2	Paraphrase or combine likes, dislikes or needs with a partner (e.g., "She likes cake and ice cream.") in L1 or L2	Give reasons for likes, dislikes or needs with a partner (e.g., "I like _____ because...") in L1 or L2	Convince a partner to share your likes, dislikes or needs in L1 or L2	
READING	Leisure activities	Match icons or pictures to same on board games or other leisure activities with a partner	Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner	Respond to words or phrases on board games or other leisure activities by carrying out actions with a partner	Carry out directions according to a series of sentences for board games or other leisure activities with a partner	Follow grade-level written directions for board games or other leisure activities	
WRITING	Feelings & emotions	Draw or orally dictate personal experiences involving feelings and emotions in L1 or L2 from pictures or photographs	Label personal experiences involving feelings and emotions in L1 or L2 using pictures or photographs	Produce phrases or sentences about personal experiences involving feelings and emotions in L1 or L2	Maintain diaries or journals of related sentences about personal experiences involving feelings and emotions in L1 or L2	Compose illustrated stories based on personal experiences involving feelings and emotions	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**School areas, personnel & activities**	Identify symbols, objects or people associated with classrooms or school areas, personnel or activities from pictures and oral statements (e.g., "Office" or "Exit")	Locate school areas, personnel or activities from pictures and oral descriptive phrases (e.g., "corner of the room," "washroom down the hall")	Relate school areas, personnel or activities described orally in a series of sentences to illustrated school or classroom scenes	Sort school areas, personnel or activities from non-school areas, personnel or activities according to oral descriptions with visual support (e.g., "Which person works outside the school?")	Match oral descriptions of school areas, personnel or activities with individual needs or situations (e.g., "If…, then…," "Suppose…")	Level 6- Reaching
SPEAKING	**Everyday objects**	Name everyday objects depicted visually in real-life contexts (e.g. "paper" in a classroom scene)	Tell primary function or use of everyday objects depicted visually (e.g., "You write on it.")	Relate multiple functions or uses of everyday objects depicted visually (e.g., "I do homework on the table and eat dinner there.")	Compare/contrast uses of everyday objects depicted visually (e.g., "I wash myself with soap. I dry myself with a towel.")	Evaluate and give reasons for usefulness of everyday objects (e.g., "Pencils are better than crayons for writing. You can write neater with pencils.")	
READING	**Sharing/Cooperation**	Match illustrated words with a word bank about cooperation or sharing	Identify illustrated phrases reflective of cooperation or sharing (e.g., "I help.")	Find examples of cooperation or sharing in illustrated sentences (e.g., "I give her my book.")	Select illustrated pairs of sentences reflective of cooperation or sharing (e.g., "I give her my book. She gives me hers.")	Identify titles or main ideas illustrative of cooperation or sharing based on grade-level text	
WRITING	**Personal correspondence**	Trace, copy or produce words about self using models and pictures	Make lists for varying personal purposes using models and pictures (e.g., school supplies)	Relate personal facts (e.g., to pen pals) using models and pictures (e.g., "I play soccer.")	Produce personal messages for friends or family using models and pictures	Compose personal stories from pictures or illustrated scenes	

ELP Standard 1: Social and Instructional Language, Summative Framework

WiDA® CONSORTIUM

Grades 1-2

ELP Standard 2: The Language of **Language Arts, Formative Framework**

WIDA CONSORTIUM

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Example Genre** **Pattern books/ Predictable books**	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations	Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books	Draw conclusions about characters, places or objects from pattern or predictable books read aloud	**Level 6- Reaching**
	Example Topic **Role play**	Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants or poems)	Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups	Role play characters in plays, videos or illustrated stories read by teachers in small groups	Reenact scenes in plays, videos or illustrated stories read by teachers in small groups	Dramatize grade-level stories that are read by teachers or viewed	
SPEAKING	**Example Genre** **Fiction (literary text)**	Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2	Describe people or objects in titles and illustrated covers of fictional stories with a partner in L1 or L2	Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner	Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner	Connect storylines to personal experiences based on titles and illustrated covers of fictional stories	
	Example Topic **Story telling**	Repeat new language related to story pictures or wordless picture books modeled by teachers	Describe people or places depicted in story pictures or wordless picture books in small groups or pairs	State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs	Tell stories from pictures or wordless picture books in small groups or pairs	Create original stories from a series of pictures, wordless picture books or personal experiences	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	**Example Genre** **Non-fiction (expository text)**	Pair illustrated features or photographs of places or objects with icons in non-fiction books in small groups	Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups	Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups	Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books in small groups	Summarize features of places or objects from multiple compound sentences in non-fiction books	**Level 6- Reaching**
	Example Topic **Phonics**	Demonstrate awareness of unique sounds by pointing or through gestures	Match voice to print by pointing to icons, letters or illustrated words	Cross-check pictures with phonics clues with a partner	Use phonics clues to sound out illustrated words in context	Predict words or phrases based on context cues in grade-level text	
	Sequence of story	Sequence a series of pictures to tell stories	Match a series of pictures that tell stories with sequence words (e.g., "first," "then," "last")	Select titles that correspond to a sequence of pictures	Sequence a series of sentences to related pictures	Sequence short paragraphs to tell stories	
WRITING	**Example Genre** **Folktales**	Copy words related to settings or characters in illustrated folktales from word walls or big books	Describe settings or characters in illustrated folktales from phrase walls or big books	Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers with a partner	Relate sequence of events to characters and settings in illustrated folktales using graphic organizers with a partner	Connect events, characters or morals in illustrated folktales to self	
	Example Topic **Rhyming words**	Reproduce symbols, letters or pictures of rhyming pairs from illustrated charts or displays with a partner	Pair rhyming words from illustrated charts or displays with a partner	Produce and organize rhyming words from pictures on charts, displays or graphic organizers with a partner	Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner	Create original stories or poems using rhyming words in sentences from charts or displays	

ELP Standard 2: The Language of Language Arts, Formative Framework

WiDA® CONSORTIUM

Grades 1-2

ELP Standard 2: The Language of **Language Arts**, Summative Framework

WIDA CONSORTIUM

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Example Genre** / Pattern books/ Predictable books	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books	Interpret visual connections between characters, places or objects in paragraphs or pages read aloud from illustrated pattern or predictable books	Draw conclusions about main ideas from pattern or predictable books read aloud	**Level 6- Reaching**
	Example Topic / Sequence of story	Match pictures to sentences read aloud	Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last; first, then, next)	Sequence pictures of stories read aloud by beginning, middle and end	Match story sequence read aloud to a series of pictures (e.g., "Once upon a time...and they lived happily ever after.")	Select logical outcomes or endings to stories read aloud	
SPEAKING	**Example Genre** / Fiction (literary text)	Name people (e.g., "boy," "man") or objects depicted in illustrated covers of fictional stories	Describe people or objects in titles and illustrated covers of fictional stories	Predict ideas in storylines based on titles and illustrated covers of fictional stories	Make up the beginning of storylines based on titles and illustrated covers of fictional stories	Relate storylines to personal experiences based on titles and illustrated covers of fictional stories	
	Example Topic / Story elements	Name persons (characters) or settings of stories from picture books	Describe characters or settings of stories from picture books	State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories	Narrate main events of plot sequences in given time frames of picture books or illustrated short stories	Re/tell stories using story elements from picture books or short stories	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	**Example Genre** **Non-fiction (expository text)**	Pair illustrated features or photographs of places or objects with icons in non-fiction books (e.g., ☺ and a person's face)	Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books	Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books	Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books	Summarize features of places or objects from multiple compound sentences in non-fiction books	**Level 6- Reaching**
	Example Topic **Phonemic awareness**	Recognize sounds in spoken words with accompanying illustrations	Blend sounds together to make words, shown visually	Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?")	Segment illustrated sentences into words or phrases	Identify spell/sound correspondence in grade-level text	
WRITING	**Example Genre** **Folktales**	Select and copy words related to settings or characters in illustrated folktales from word banks	Describe settings or characters in illustrated folktales from phrase banks	Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers	Describe sequence of events related to characters and settings in illustrated folktales using graphic organizers	Connect events, characters or morals in illustrated folktales to self	
	Example Topic **Word families**	Reproduce illustrated word pairs by families (e.g., cat, hat)	Generate lists of word families from illustrated models	Make statements or questions about illustrated word families	Describe illustrated word families using related sentences	Create stories about word families	

ELP Standard 2: The Language of Language Arts, Summative Framework

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Grades 1-2

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ELP Standard 3: The Language of **Mathematics**, Formative Framework

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Graphs** **Interpretation of data**	Shade or color graphs according to oral commands modeled by a teacher (e.g., "Here is a graph. Color this bar red.")	Identify data in graphs from oral commands or questions modeled by a teacher (e.g., "Which bar shows the most?")	Locate information on graphs based on oral statements or questions (e.g., "Which bar shows that most people like ice cream?") and check with a partner	Display comparative data on graphs according to oral commands (e.g., "Fill in the graph to say there are more girls than boys.") and check with a partner	Interpret data on graphs from oral descriptions (e.g., "Which graph says, 'Most children are wearing red, some are wearing blue and the fewest are wearing green?'")	**Level 6- Reaching**
SPEAKING	**Number sense**	Provide identifying information that involves real-world numbers (e.g., age, address or telephone number) to a partner	Give examples of things with real-world numbers (e.g., room numbers, bus numbers or calendars) to a partner	Exchange examples of how or when to use numbers outside of school with a partner (e.g., shopping)	Explain how to play games or activities that involve numbers (e.g., sports, board games, hopscotch) to a partner	Tell or make up stories or events that involve numbers	
READING	**Standard & metric measurement tools**	Use diagrams to guide use of standard or metric measurement tools with a partner	Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner	Identify key phrases in illustrated text to use standard or metric measurement tools with a partner	Follow illustrated directions from text to compare tools for standard or metric measurement with a partner	Follow illustrated directions from text to use standard or metric measurement tools	
WRITING	**Quantity**	Produce pictures with numerals or reproduce words associated with quantities from models (e.g., from newspapers or magazines)	Take dictation or make notes of examples of phrases associated with quantities in everyday situations (e.g., "a little of," "a lot of")	Provide examples of quantities in context (e.g. "a bunch of grapes") using phrases or short sentences	Describe uses of quantities in everyday math with illustrated examples using sentences	Explain importance of everyday math using quantities in real-life situations (e.g., when shopping or cooking) using a series of related sentences	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Two- & three-dimensional shapes**	Identify two- or three-dimensional shapes depicted in illustrations described orally (e.g., "Find a shape like the sun.")	Match attributes of two- or three-dimensional shapes described orally to objects	Identify objects composed of multiple two- or three-dimensional shapes described orally (e.g., "Put a sphere or ball on either side of a cylinder. What do you see?")	Construct two- or three-dimensional figures described orally (e.g., "Put two lines up and down and two lines across. What shape do you have?")	Change attributes of two- or three-dimensional shapes to make others based on oral discourse (e.g., "Take one side away from a square. Then move the three line segments to make a shape. What do you have?")	Level 6- Reaching
SPEAKING	**Basic operations**	Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements	Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects (e.g., "Ten pencils *and* ten more are twenty.")	Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., "There are seven dogs *altogether.*")	Compare/contrast language of basic operations from pictures and oral descriptions (e.g., "Tell me different ways to say this math sentence…")	Explain basic operations involved in problem solving using pictures and grade-level oral descriptions	
READING	**Estimation** **Money**	Match labeled pictures with general words related to estimation (e.g., "a lot," "a little") to pictures of varying quantities	Match words or phrases related to estimation (e.g., "about 20 cents") to illustrated word banks of varying quantities	Identify language associated with estimation in illustrated phrases or sentences (e.g., "I see *close to* 100 nickels.")	Distinguish between language of estimation (e.g., "I have *almost* one dollar.") and language of precision ("I have one dollar.") in illustrated sentences	Order illustrated sentences involving the language of estimation used to solve grade-level problems	
WRITING	**Whole numbers**	Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals	Distinguish number words from other math words using graphic or visual support and word banks	Group numbers presented in graphs or visuals using phrases or short sentences (e.g., "This group has more than 40.")	Compare numbers in graphs or visuals using sentences (e.g., "85 is greater than 75. It goes up higher in the table.")	Describe illustrated scenes or events using numbers in a series of related sentences	

ELP Standard 4: The Language of Science, Formative Framework

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Force & motion	Explore movement of real-life objects by following oral commands and modeling (e.g., "Push the ball. Watch it move. Make it stop.")	Move real-life objects by following multi-step oral directions (e.g., "The car goes backwards. The car then goes forwards. Finally, it stops.")	Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects (e.g., "Show me which goes fastest: bikes, buses or airplanes.")	Predict movement of objects by pointing to pictures or demonstrating based on oral statements (e.g., "Show what happens when you let go of balloons.")	Role play effects of force on motion through gestures or demonstration based on oral scenarios	**Level 6- Reaching**
SPEAKING	Earth & sky	Name objects of the earth or sky from observation, photographs or models	Describe objects of the earth or sky from observation, photographs or models (e.g., "The sun is big and yellow.")	State relationships between objects of earth or sky using diagrams, photographs or models (e.g., "Mercury is closest to the sun.")	Discuss and show changes in the earth and sky using diagrams, photographs or models (e.g., seasons, day/night)	Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs or models	
READING	Natural resources	Select labeled natural resources (e.g., sources of water) to make posters from magazine pictures with a partner	Search for words and pictures in big books or illustrated trade books associated with natural resources (e.g., rain or ice) with a partner	Identify illustrated phrases associated with the use of natural resources in activities (e.g., "go swimming") with a partner	Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner	Sequence sentences to show the use of natural resources in activities (e.g., washing clothes)	
WRITING	Renewable & non-renewable resources	Label objects that represent renewable and non-renewable materials from real-life or illustrated examples (e.g., paper, cotton or wool) in L1 or L2	List examples of renewable and non-renewable materials from illustrated word/phrase banks using graphic organizers (e.g., T chart) in L1 or L2	Distinguish between renewable and non-renewable resources from pictures or real-life materials (e.g. using phrases or short sentences with opposites) in L1 or L2	Describe goods made from renewable or non-renewable resources from pictures or real-life materials using sentences	Evaluate usefulness of goods made from renewable and non-renewable resources using a series of related sentences	

Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING **Chemical & physical attributes**	Identify objects according to chemical or physical properties from pictures and oral statements	Match objects according to chemical or physical properties from pictures and oral descriptions	Group objects according to chemical or physical properties from pictures and oral statements (e.g., "Water and milk are liquids. You can pour them. Find something else to pour.")	Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., "Which one is the coldest?")	Identify chemical or physical change in properties of objects based on oral scenarios
SPEAKING **Weather**	Use words or phrases related to weather from pictures or photographs (e.g., "clouds in sky")	Make statements about weather from pictures or photographs (e.g. "It's raining.")	Compare/contrast weather conditions from pictures, photographs or graphs	Forecast weather and provide reasons from pictures, photographs or graphs	Validate weather forecasts against pictures, photographs or graphs
READING **Living organisms**	Identify living organisms from labeled diagrams, pictures in graphs or charts	Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T charts)	Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts	Compare living organisms according to their attributes using illustrated graphs or charts and text	Interpret graphs or charts related to living organisms and their attributes using explicit grade-level text
WRITING **Change**	Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)	Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases	Describe change in processes or cycles depicted in visuals using phrases and short sentences	Compare/contrast change depicted in visuals using a series of sentences	Explain the process of change in visuals using connected sentences

Level 6- Reaching

ELP Standard 4: The Language of Science, Summative Framework

WiDA CONSORTIUM

Grades 1-2

ELP Standard 5: The Language of Social Studies, Formative Framework

WIDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Neighborhoods/ Communities	Match signs around neighborhoods with actions based on oral commands and pictures, realia or field trips (e.g., "Stop, look, listen" at railroad crossings) with a partner	Identify signs or places in communities from oral statements and pictures, realia or field trips (e.g., "Firefighters work here.") with a partner	Locate places in relation to other places or signs in neighborhoods or communities from pictures, maps or field trips and oral statements (e.g., "The house is next to the park.") with a partner	Find specific locations on neighborhood or community maps based on detailed oral statements (e.g., "The school is at the corner of First and Oak.") with a partner	Construct or complete neighborhood or community maps with places and signs based on a series of oral directions	**Level 6- Reaching**
SPEAKING	Families & responsibilities	State what families do based on gestures or modeling in small groups	Share personal responsibilities within a family based on pictures or role playing (e.g., "I feed the dog.") in small groups	Compare responsibilities of family members (e.g., younger and older siblings) based on pictures, role playing or personal experiences in small groups	Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups	Discuss or rate importance of personal or family responsibilities in small groups	
READING	Money & banking	Use phonetic clues to sort or match real or visuals of currencies from around the world, (e.g., peso, penny)	Associate words or phrases related to currencies with illustrated word/phrase walls or picture books	Match simple sentences about familiar experiences with uses of currency shown in illustrations	Sequence illustrated sentences about familiar experiences with uses of currency to make a story	Select titles for grade-level stories about money and banking	
WRITING	Homes & habitats	Draw and label pictures of different types of homes or habitats from models (e.g., on bulletin boards)	Identify different types of homes or habitats from pictures or models using general vocabulary (e.g., "Birds *here*.")	Describe different types of homes or habitats from pictures using some specific vocabulary (e.g., "Birds live in nests.")	Compare different types of homes or habitats from illustrated scenes using specific vocabulary (e.g., hives v. caves)	Produce stories about different types of homes or habitats using grade-level vocabulary	

Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING — Land forms/ Bodies of water	Match land forms or bodies of water with illustrated scenes based on oral questions or directions	Identify characteristics of land forms or bodies of water from oral descriptions and visuals (e.g., "You see many hills. This one is the highest.")	Classify or group land forms or bodies of water by common characteristics described orally with visuals (e.g., oceans, rivers, streams)	Locate land forms or bodies of water based on specific language, descriptive oral discourse and visuals	Differentiate land forms or bodies of water based on specific language and oral scenarios (e.g., mountains, hills or plateaus)
SPEAKING — Community workers	Name community workers shown doing their jobs in pictures or illustrated scenes	State roles of community workers in pictures or illustrated scenes	Describe encounters or interactions with community workers in illustrated scenes	Explain importance or contributions of community workers in illustrated scenes	Predict impact of community workers in emergencies or unusual situations
READING — Artifacts of the past	Match labeled pictures with illustrated artifacts of the past	Sort types of artifacts of the past (e.g., transportation v. communication) described in illustrated phrases	Compare/contrast information about artifacts of the past from illustrated text	Summarize information about artifacts of the past from illustrated text	Interpret explicit information about artifacts of the past from illustrated text
WRITING — Products in the marketplace	Reproduce or label pictures of products in the marketplace from illustrated word banks	Describe products in the marketplace from illustrated examples	Compare attributes of two products in the marketplace from illustrated examples	State uses of products in the marketplace from illustrated examples	Evaluate usefulness of products in the marketplace and give reasons for choices or decisions

Level 6- Reaching

ELP Standard 5: The Language of Social Studies, Summative Framework

WiDA® CONSORTIUM

Grades 1-2

Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics • Assignments • Classroom supplies/ Resources • Following directions • Health & safety • Information gathering • Leisure activities • Opinions • Personal experiences • Personal information • Rules & procedures	**Example Genres** • Biographies & autobiographies • Fables • Fairy tales • Fantasies • Folklore • Informational texts • Legends • Mysteries • Myths • Narratives • Prose • Science fiction • Tall tales **Example Topics** • Affixes & root words • Comprehension strategies • Conventions & mechanics • Editing & revising • Explicit & inferential information • Fact or opinion • Fluency strategies • Hyperbole • Main ideas/Details • Organization of texts • Phonemes/Phonology • Points of view • Story elements & types of genres • Story grammar • Text structure & organization	**Example Topics** • Angles • Area • Attributes of two- and three-dimensional shapes • Basic operations (multiplication & division) • Cost/Money • Data analysis • Decimals • Descriptive statistics • Fractions • Large whole numbers • Metric system • Patterns & relationships • Percent • Perimeter • Place value • Polygons • Scale • Sets • Strategies for problem solving	**Example Topics** • Body systems • Cells & organisms • Earth history/Materials • Ecology & conservation • Ecosystems • Electricity • Energy sources • Foods & nutrition • Forces of nature • Fossils • Geological forms • Heat • Living systems • Magnetism • Natural resources • Nature • Reproduction & heredity • Scientific inquiry • Simple machines • Solar system • States of matter • Weather patterns	**Example Topics** • Ancient civilizations • Branches of government • Colonization • Communities • Cross-cultural experiences • Explorers • Goods & services • Historical events, figures & leaders • Immigration/Migration • Legends & scales • Maps & globes/Locations • Needs of groups, societies & cultures • Neighbors North & South • Prehistoric animals • Resources & products • Times long ago • Tools & artifacts • Topography: rivers, coasts, mountains, deserts, plains • Trade routes • U.S. documents • U.S. regions

ELP Standard 1: Social and Instructional Language, Formative Framework

WIDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Classroom supplies/ Resources**	Identify materials needed to complete tasks from realia and oral commands and check with a partner (e.g., "Take out a number 2 pencil.")	Select materials or resources needed to complete tasks based on realia and compound sentences and check with a partner (e.g., "You need your activity sheet and math book.")	Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner	Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner	Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., "I may need to change my answer. Which kind of writing tool would be best?")	**Level 6- Reaching**
SPEAKING	**Information gathering**	Seek assistance from peers or teachers to gather information (e.g., for assignments) in L1 or L2	Respond to questions from peers or teachers about information gathering (e.g., finding meaning of words) in L1 or L2	Ask questions to obtain information to share with peers in L1 or L2	Clarify information by restating or rephrasing ideas to peers in L1 or L2	Offer specific information that supports ideas with peers	
READING	**Personal experiences**	Identify words or phrases related to self or personal experiences from illustrated text or word/phrase walls	Make predictions from illustrated text using prior knowledge or personal experiences	Confirm predictions based on prior knowledge or personal experiences from illustrated text	Compare/contrast personal experiences with those in illustrated text	Evaluate validity of information in grade-level text based on personal experiences	
WRITING	**Health & safety**	Draw, label or list substances or objects around school, home or community related to health or safety from visuals in L1 or L2	Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in L1 or L2	Sequence health or safety procedures or practices at school, home or community from visuals (e.g., fire or disaster drills, accidents on the playground) in L1 or L2	Provide examples and strategies for maintaining health or safety at school, home or community from visuals in L1 or L2	Create pieces (e.g., brochures or newsletters) about safety or health issues with classroom, school, home or community examples	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Following directions**	Follow one-step oral commands supported visually or modeled	Follow two-step oral commands supported visually that involve language of request (e.g., "Please open your book *and* point to a picture.")	Follow multi-step oral commands supported visually that incorporate language of request (e.g., "I'm asking you to close your book, put it in your desk and get in line.")	Follow a series of oral directions supported visually that involve language of request (e.g., "First, I would like you to… Then, please… Finally,…")	Follow multiple linguistically complex oral directions that involve language of request (e.g., "Before you wash your hands, please be so kind as to clean up the mess under your desk.")	**Level 6- Reaching**
SPEAKING	**Personal information/ Opinions**	Produce words in response to WH-questions about self from picture prompts and models	Produce phrases or short sentences in response to personal, open-ended questions from picture prompts	Use sentences to provide information about self or opinions in response to picture prompts	Express connected ideas to relate personal information or opinions using picture prompts	Provide extended discourse with justification in regard to personal information or opinions	
READING	**Leisure activities**	Select general themes related to leisure activities from pictures and words or phrases (e.g., "Play ball.")	Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	Identify overall message from visually or graphically supported examples of leisure activities	Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)	Infer information on leisure activities from text (e.g., soccer team's travel schedule)	
WRITING	**Rules or procedures**	Produce words/phrases associated with school rules or procedures from illustrated scenes and models	List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls.")	Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)	Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations	Discuss or propose modifications to or consequences of breaking school rules or procedures	

ELP Standard 1: Social and Instructional Language, Summative Framework

WiDA® CONSORTIUM

Grades 3-5

ELP Standard 2: The Language of Language Arts, Formative Framework

WIDA CONSORTIUM

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Example Genre** Mysteries	Match pictures to individual clues based on oral statements with a partner	Identify pictures associated with solutions to short mysteries read aloud with a partner	Make predictions based on pictures of clues/ pieces of evidence from mysteries and oral descriptions in cooperative groups	Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups	Apply analogies of events or characters in mysteries read aloud to students' lives	**Level 6- Reaching**
	Example Topic Comprehension strategies	Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension	Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/ thumbs-down signals) to show comprehension	Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension	Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies	Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.")	
SPEAKING	**Example Genre** Fantasies	Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2	Describe pictures of imaginary people, objects or situations to peers in L1 or L2	Provide details of pictures of imaginary people, objects or situations to peers	Develop and enact scenarios from pictures of imaginary people, objects or situations with peers	Make up fantasies about imaginary people, objects or situations and share with peers	
	Example Topic Points of view	Describe self with words and gestures (e.g., features, likes and dislikes)	Compare self with familiar persons (e.g., friends, family members, movie stars) using photographs, pictures or graphic organizers	Compare self with characters in literary works using graphic organizers or technology	Compare self with motives or points of view of characters in literary works using graphic organizers or technology	Explain differences between self-motives or points of view and those of characters in literary works using graphic organizers or technology	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	**Example Genre** / **Biographies & autobiographies**	Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity	Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity	Sort relevant from irrelevant biographical information in illustrated books using graphic organizers or physical activity	Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity	Synthesize biographical information of two persons from grade-level material to form opinions on people	**Level 6- Reaching**
	Example Topic / **Fact or opinion**	Match labels or identify facts from illustrations and phrases (e.g., "I see…," "There is…")	Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., "I know that…," "It is true that…")	Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., "I think that…," "We believe that…," "It could be…")	Differentiate between statements of fact and opinion found in various illustrated reading selections	Identify authors' purpose associated with fact or opinion in fiction or non-fiction from grade-level text	
	Fluency strategies	Use cues for sounding out unfamiliar words with accompanying visuals	Match visually supported context cues with statements to find meaning and facilitate fluency	Show how to use punctuation cues to facilitate expression and fluency with visually supported text	Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text	Apply strategies to adjust pace and expression while reading orally	
WRITING	**Example Genre** / **Narratives**	Respond to illustrated events using words or phrases based on models in round tables with peers	List illustrated events using phrases or short sentences based on models in round tables with peers	Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers	Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits	Produce grade-level narrative stories or reports using process writing	
	Example Topic / **Editing & revising**	Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision	Create phrases/short sentences from models and check with a partner for edits and revision	Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback	Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews	Self-assess to edit and revise writing to produce final drafts	

ELP Standard 2: The Language of **Language Arts, Formative Framework**

WiDA CONSORTIUM

Grades 3-5

ELP Standard 2: The Language of **Language Arts**, Summative Framework

WiDA CONSORTIUM

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Example Genre** **Mysteries**	Match pictures to individual clues based on oral statements	Identify pictures associated with solutions to short mysteries read aloud	Make predictions based on pictures of clues/ pieces of evidence from mysteries and oral descriptions	Sequence pictures of clues/pieces of evidence from mysteries read aloud	Apply analogies of events or characters in mysteries read aloud to students' lives	**Level 6- Reaching**
	Example Topic **Explicit & inferential information**	Match oral statements from narrative or expository material to their illustrated representations	Determine literal meanings of oral passages from narrative or expository material and match to illustrations	Project next in a sequence from oral discourse on narrative or expository material supported by illustrations	Identify cause/effect in oral discourse from narrative or expository material supported by illustrations	Make connections and draw conclusions from oral discourse using grade-level materials	
SPEAKING	**Example Genre** **Fantasies**	Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations	Describe pictures of imaginary people, objects or situations	Provide details of pictures of imaginary people, objects or situations	Complete scenarios from pictures of imaginary people, objects or situations	Make up fantasies about imaginary people, objects or situations	
	Example Topic **Story elements & types of genres**	Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually	Describe story elements of various genres supported by illustrations	Summarize story lines, issues or conflicts in various genres supported by illustrations	Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations	Propose options or solutions to issues in various genres and support responses with details	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	**Example Genre** **Biographies & autobiographies**	Find identifying information on biographies from illustrations, words or phrases	Sequence events in biographical sketches using illustrations and graphic organizers (e.g., time lines)	Sort relevant from irrelevant biographical information using illustrations and graphic organizers	Compare/contrast biographical information of two persons using illustrations and graphic organizers	Synthesize biographical information of two persons from grade-level material to form opinions on people	**Level 6- Reaching**
READING	**Example Topic** **Main ideas & details**	Find identifying information illustrative of main ideas from illustrations, words or phrases	Sort main ideas and details from sentences using visual support and graphic organizers	Match main ideas with their details from paragraphs using visual support and graphic organizers	Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support	Form or infer main ideas from details using grade-level materials	**Level 6- Reaching**
WRITING	**Example Genre** **Narratives**	Respond to illustrated events using words or phrases based on models	List illustrated events using phrases or short sentences based on models	Depict a series of illustrated events using related sentences in narrative form based on models	Sequence a series of illustrated events using paragraph transitions in narrative form based on models	Produce grade-level narrative stories or reports	**Level 6- Reaching**
WRITING	**Example Topic** **Conventions & mechanics**	Identify basic conventions or mechanics in text (e.g., use of capital letters)	Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)	Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives)	Provide examples and reasons for use of specified conventions or mechanics (e.g., "Why do we need commas?")	**Level 6- Reaching**

ELP Standard 2: The Language of Language Arts, Summative Framework

WiDA CONSORTIUM

Grades 3-5

ELP Standard 3: The Language of **Mathematics**, Formative Framework

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Cost/Money**	Match prices to goods using visually supported materials (e.g., newspapers or magazines) and oral questions (e.g., "Which one costs a lot?") with a partner	Compare prices of goods using visually supported materials and oral questions (e.g., "Which one costs more, X or Y?") with a partner	Analyze prices of goods using visually supported materials and oral questions (e.g., "Which one is the most expensive?") with a partner	Predict prices of goods using visually supported materials and oral questions (e.g., "Which one do you think costs *under* $1,000?") with a partner	Make conditional purchases of goods from oral questions (e.g., "If you had $1,000, which items would you buy?")	Level 6- Reaching
SPEAKING	**Basic operations**	Repeat information about math operations using realia or manipulatives and teacher models (e.g., "Here are 3 groups of 4.") in L1 or L2	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 or L2	Connect new information about math operations to previous experiences using realia or manipulatives	Explain or discuss uses of information about math operations using realia or manipulatives	Integrate or synthesize information about math operations to create own problems	
READING	**Scale**	Recreate drawings from diagrams and written directions in a small group (e.g., "Make a car like this.")	Create scale drawings from diagrams or models and written directions in a small group	Construct scale drawings from everyday experiences, diagrams or models and written sets of directions in a small group	Reproduce scale models from diagrams and written sets of directions in a small group	Build models to scale based on diagrams and written instructions (e.g., three-dimensional puzzles)	
WRITING	**Fractions**	Label fractional parts of diagrams or realia from number word banks	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Create original problems involving fractions embedded in scenarios or situations	

Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING — Descriptive statistics	Mark position/ location of numbers or illustrated objects from oral commands (e.g., "top," "bottom," "middle")	Identify comparative quantities of numbers or illustrated objects from oral commands or questions (e.g., "most," "least")	Match general and some specific language associated with descriptive statistics to illustrated oral examples	Discriminate between different meanings of language associated with descriptive statistics from illustrated oral discourse	Apply technical language related to descriptive statistics to grade-level oral scenarios (e.g., "mean," "mode," "median," "range")	Level 6- Reaching
SPEAKING — Strategies for problem solving	State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says "times")	Use general vocabulary in math sentences from illustrated examples (e.g., "You *times* three *by* five.")	Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., "How many are left when you take away?," "Which number is to the left?")	Paraphrase illustrated math sentences using specific or technical vocabulary (e.g., "'How many are *left*?' means, 'What is the *remainder*?'")	Explain different ways of problem solving grade-level examples using specific or technical vocabulary	Level 6- Reaching
READING — Large whole numbers	Identify large whole numbers from pictures and models (e.g., "This number has 7 places.")	Identify large whole numbers from pictures or models and phrases or short sentences	Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand)	Compare examples of large whole numbers presented in pictures and text	Match situations to use of large whole numbers from grade-level text	Level 6- Reaching
WRITING — Three-dimensional shapes	Reproduce names of three-dimensional shapes from labeled models (e.g., cones, cylinders or prisms)	Make lists of real-world examples of three-dimensional shapes from labeled models	Describe attributes of three-dimensional shapes from labeled models	Compare/contrast attributes of three-dimensional shapes from labeled models or charts (e.g., "A __ is like a __ because __.")	Incorporate descriptions of three-dimensional shapes into real-world situations	Level 6- Reaching

ELP Standard 3: The Language of Mathematics, Summative Framework

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Grades 3-5

ELP Standard 4: The Language of **Science**, Formative Framework

WIDA
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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Foods & nutrition**	Choose foods from realia, magazines or newspapers following oral directions	Classify foods from realia, magazines or newspapers following oral directions	Compare choices of foods by following oral directions with visual support	Evaluate choices of foods by following oral descriptions (e.g., "Choose the most nutritious food in this group.")	Design meals by making choices of foods following a series of oral descriptions	**Level 6- Reaching**
SPEAKING	**Nature**	Organize and identify natural phenomena from real-life examples (e.g., "leaves," "insects," "rocks") in small groups	Describe natural phenomena from real-life examples using general vocabulary (e.g., "This leaf has five points.") in small groups	Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups	Compare features of natural phenomena from real-life examples using specific and some technical vocabulary (e.g., "This leaf has five veins while this one has two.") in small groups	Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary	
READING	**Ecology & conservation**	Sort real-life objects according to labels (e.g., recyclable and not recyclable)	Identify ways to conserve from pictures and written text	Sequence descriptive sentences and pictures to illustrate forms of conservation (e.g., recycling process)	Find solutions to conservation issues presented in illustrated texts or Web sites	Research better or new ways to conserve using grade-level materials	
WRITING	**Earth's history**	Label features of the Earth based on diagrams or models (e.g., its layers)	Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences	Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences	Differentiate features of the Earth in past, present or future from diagrams or graphic organizers using paragraphs	Compose fictional and non-fictional multi-paragraph pieces about the Earth's features	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**States of matter**	Identify examples of states of matter from oral statements with visual support	Distinguish among examples of states of matter from oral statements and visual support	Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)	Hypothesize change in states of matter based on oral descriptions and visual support (e.g. "I take ice cubes out of the freezer. I put them in the sun. What will happen?")	Determine relationships between states of matter from oral discourse	
SPEAKING	**Body or living systems**	Answer questions that name basic parts of systems depicted visually and modeled (e.g., "Your arm is a bone. What is another bone?")	Classify or give examples of parts of systems depicted visually (e.g., "Heart and blood go together.")	Describe functions of systems or their parts using visual support	Discuss importance or usefulness of systems or their parts using visual support	Imagine how change affects systems or their parts (e.g., "How might breaking an arm change your daily life?")	Level 6- Reaching
READING	**Earth materials**	Match labeled pictures representing earth materials with vocabulary (e.g., "Which one is a rock?")	Sort descriptive phrases according to pictures of earth materials	Differentiate among earth materials using charts, tables or graphic organizers	Interpret information on earth materials from charts, tables or graphic organizers	Apply information on earth materials to new contexts using grade-level text	
WRITING	**Solar system**	Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., "planets," "stars")	Describe features of astronomical objects from labeled diagrams	Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)	Discuss relationships between astronomical objects from diagrams or graphs	Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)	

ELP Standard 4: The Language of Science, Summative Framework

WiDA® CONSORTIUM

Grades 3-5

ELP Standard 5: The Language of **Social Studies**, Formative Framework

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Tools & artifacts** **Time long ago**	Identify tools or artifacts of the past (e.g., from indigenous cultures) from pictures and oral statements in small groups	Identify uses of tools or artifacts of the past from pictures and detailed oral descriptions in small groups	Match pictures of tools or artifacts of the past within their environments with illustrated oral scenarios in small groups	Re-enact the past involving the creation or use of tools or artifacts based on illustrated oral readings, videos or movies in small groups	Interpret work of paleontologists and anthropologists through role play based on oral readings, videos or movies	**Level 6- Reaching**
SPEAKING	**Maps & globes/ Locations**	Locate and show places on maps or globes (e.g., "Here is Delaware.") in L1 or L2 with a partner	Define locations of places on maps or globes (e.g., using relational language—"Wisconsin is *between* Minnesota and Michigan.") in L1 or L2 with a partner	Detail locations of places on maps or globes (e.g., using descriptive language) with a partner	Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner	Give explanations for places/locations on maps or globes (e.g., "I know this city is the capital because there is a star.")	
READING	**Immigration/ Migration**	Trace immigration/ migration routes on globes or maps with a partner	Match immigration/ migration routes on globes or maps to text and share with a partner	Organize information on immigration/ migration based on investigation using graphic or visual support with a partner	Compare information on immigration/ migration based on investigation (e.g. in Web sites, newspapers or libraries) using graphic or visual support with a partner	Identify reasons or explanations for immigration/migration based on investigation using grade-level multicultural texts	
WRITING	**Historical events**	Reproduce historical highlights from labeled timelines or visually supported headlines	Create phrases or short sentences from timelines or visually supported headlines	Make entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text	Produce reports by summarizing information (e.g., using first person)	Compose historical documentaries from multiple sources (e.g., using third person)	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Trade routes**	Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps)	Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps)	Order or sequence information on trade routes from oral directions supported visually or graphically	Interpret information on trade routes from oral descriptions supported visually or graphically	Draw conclusions from information on trade routes from oral discourse supported visually or graphically	
SPEAKING	**Explorers**	Provide information about explorers depicted in illustrated scenes	Give examples of what explorers do or did from illustrated scenes	State reasons for exploration from maps, charts or timelines	Compare/contrast accomplishments of explorers from maps, charts or timelines	Explain, with details, contributions of explorers to history	Level 6- Reaching
READING	**Historical events, figures, & leaders**	Match examples of historical events with illustrations and labels	Identify features, people or historical events depicted in illustrations and phrases	Compare/contrast different time periods or people using graphic organizers and sentences	Interpret effects of historical events on people's lives during different time periods using graphic organizers and text	Detect trends based on historical events or people's actions using grade-level text	
WRITING	**Communities & regions**	Label features of communities or regions depicted in pictures or maps	Describe communities or regions depicted in pictures or maps	Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources)	Discuss relationships between communities or regions depicted in pictures or maps	Analyze resources of communities or regions and discuss accomplishments or needs	

ELP Standard 5: The Language of Social Studies, Summative Framework

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Grades 3-5

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WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT

English Language Proficiency Standards
Grade 6 through Grade 12

2007 Edition
THIRD PRINTING

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About the WIDA English Language Proficiency Standards

WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12: Frameworks for Formative and Summative Assessment and Instruction, 2007 edition, is a key component of the World-Class Instructional Design and Assessment (WIDA) Consortium's assessment system. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction. By developing these English language proficiency (ELP) standards, first published in 2004, the WIDA Consortium has responded to this emergent vision to link language learning with academic content. Furthermore, these ELP standards guide the development of test blueprints, task specifications, and ELP measures, primarily WIDA's ACCESS for ELLs® test.

Originally developed by consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant, the standards are designed for the many audiences in the field of education who are impacted by English language learners (ELLs). This second edition reflects an evolving understanding of the needs of ELLs and their educators in the use of the ELP standards as an instructional and assessment tool.

Organization of the Standards

There are five WIDA ELP Standards, which appear in two frameworks: Summative (the outcomes of learning) and Formative (the processes of learning). The standards, identical for both frameworks, reflect the social and academic dimensions of acquiring a second language that are expected of ELLs in grade levels PreK-12 attending schools in the United States. Each ELP standard addresses a specific context for English language

development. Overall, the standards center on the language needed and used by ELLs to succeed in school.

Each standard is organized by grade level cluster (PreK-K, grades 1-2, grades 3-5, grades 6-8, and grades 9-12) and by language domain (listening, speaking, reading, and writing). Within each grade cluster and domain, there are five model performance indicators (MPIs), one for each language proficiency level from 1, Entering, to 5, Bridging. All five MPIs focus on the same example topic from a content area reflected in the standard, forming a "strand" that illustrates the language development continuum. Each MPI contains three elements: a language function (e.g., describe, justify), an example topic (e.g., weather, human populations), and a form of support through level 4 (e.g., pictures or illustrations, working in small groups). The components of the ELP standards, from frameworks down to the elements of an MPI, work together to form the standards document, a critical tool for educators of ELLs for curriculum development, instruction and assessment.

The WIDA English Language Proficiency Standards

- *English Language Proficiency Standard 1:* English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- *English Language Proficiency Standard 2:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- *English Language Proficiency Standard 3:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- *English Language Proficiency Standard 4:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- *English Language Proficiency Standard 5:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

The ELP standards are often abbreviated as Social and Instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies.

The Language Proficiency Levels and Performance Definitions

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

The Performance Definitions (see page 3) are a key component of the standards documents, and the use of the standards and corresponding MPIs must be in conjunction with the Performance Definitions. The MPIs, delineated by language proficiency level, give expectations for what students should be able to process and produce at a given proficiency level. The Performance Definitions describe how well the student can or should be expected to do so. For example, the language function "describe" appears in MPIs at levels 1-4. What language does a student at language proficiency level 2 need to produce in order to "describe"? What can he or she reasonably be expected to process to understand a description? How does this compare with a student at language proficiency level 4? The language function "describe" for a level 2 student may mean producing or comprehending phrases or short sentences using common adjectives and modifiers, whereas a level 4 student may be expected to process or use extended discourse incorporating relative clauses, similes or metaphors. This example illustrates how the Performance Definitions are an essential companion to the strands of MPIs.

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

Level	Definitions
6 **Reaching**	• specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 **Bridging**	• the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 **Expanding**	• specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 **Developing**	• general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 **Beginning**	• general language related to the content areas; • phrases or short sentences; • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 **Entering**	• pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: **Social and Instructional language**	Standard 2: **The language of Language Arts**	Standard 3: **The language of Mathematics**	Standard 4: **The language of Science**	Standard 5: **The language of Social Studies**
Example Topics • Assignments/Research • Character development • Instructions/ Assignments • Resources & supplies • School behavior • School life • Social interaction • Use of information • Use of multiple resources • Use of register	**Example Genres** • Adventures • Ballads • Editorials • Historical documents • Human interest • Mythology • Poetry/Free verse • Science fiction • Technical texts **Example Topics** • Alliteration • Author's purpose • Biographies • Comprehension strategies • Dialogue • Editing • Figures of speech • Literacy devices • Metaphors & similes • Multimedia • Multiple meanings • Personification • Synonyms & antonyms • Test-taking strategies • Word origins	**Example Topics** • Algebraic equations • Area, volume & circumference • Complex two- & three-dimensional figures • Data interpretation & statistics • Data sets & plots • Decimals • Estimation • Factors • Fractions • Geometric relations • Integers • Line segments & angles • Measures of central tendency (mean, median, mode, range) • Metric & standard units of measurement • Parallel lines • Percent • Perimeter • Probability • Ratio & proportion • Square root	**Example Topics** • Atoms & molecules • Bacteria to plants • Body systems & organs • Chemical building blocks • Climate/Temperature change • Climate zones • Comets & meteorites • Cycles • Elements & compounds • Forms of energy • Light • Motion & force • Natural disasters • Populations, resources & environments • Processes • Reproduction • Scientific inventions or discoveries • Scientific tools or instruments • Solar system • Sound • Universe: Stars and planets • Water	**Example Topics** • Agriculture • America's story • Ancient/Medieval civilizations • Bill of Rights • Civic rights & responsibilities • Civil wars • Colonization • Countries & continents • Cultural perspectives & frames of reference • Economic trends • Forms & organization of government • Freedom & democracy • Human resources • Longitude/Latitude/Time zones • Maps • Revolution • Slavery • U.S. Constitution

Grades 6-8

ELP Standard 1: Social and Instructional Language, Formative Framework

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Character development	Point out school behavior from gestures or illustrations and oral statements with a partner (e.g., in class, on the playground, in gym class, on the bus)	Identify examples of school etiquette based on gestures or illustrations and oral descriptions with a partner (e.g., turn-taking)	Interact in social and cultural school situations to depict character development based on oral descriptions in small groups (e.g., in the lunchroom)	Role play school situations involving character development based on oral descriptions in small groups (e.g., succumbing to peer pressure)	Interpret oral scenarios or readings on character development through role play or dramatization	**Level 6- Reaching**
SPEAKING	Social interaction	Respond to and offer greetings, compliments, introductions or farewells with teachers or peers in L1 and L2	Ask questions or exchange information with teachers or peers in L1 and L2	Initiate or engage in conversation with peers or in small groups	Initiate, respond to or clarify meaning of idiomatic expressions, slang or nuances in conversation with peers	Express or respond to humor or sarcasm in conversation	
READING	Use of multiple resources	Search for topics on Web sites, in libraries or using other sources with a partner from a list	Classify topics identified on Web sites or other sources (e.g., class-generated list) with a partner	Sort information on topics of choice gathered from multiple sources with a partner	Arrange information on topics of choice gathered from multiple sources in logical order with a partner	Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources	
WRITING	Use of register	Respond to requests or invitations supported visually using words and polite phrases	Respond to or initiate correspondence (e.g., e-mail, messages, postcards or notes) to friends or siblings using informal register	Respond to or generate text (e.g., suggestions, announcements, journal entries, complaints, apologies or thank yous) within the school context using semi-formal register	Respond to teachers (e.g., feedback from journals) or complete assignments using formal register	Produce a variety of writing forms using register appropriate to audience	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators and math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse	**Level 6- Reaching**
SPEAKING	Instructions/ Assignments	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level	
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence-level information on socially-related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text	
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)	

ELP Standard 1: Social and Instructional Language, Summative Framework

WiDA CONSORTIUM

Grades 6-8

ELP Standard 2: The Language of **Language Arts, Formative Framework**

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		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Example Genre** **Poetry/Free verse**	Identify illustrated rhyming words in recited excerpts of poems and check with a partner	Classify illustrations descriptive of recited excerpts as poetry or free verse and check with a partner	Match main ideas in recited short poems or free verse with illustrations and check with a partner	Interpret main ideas or details in recited poems or free verse with illustrations and check with a partner	Make inferences from main ideas and details of recited grade-level poetry or free verse	**Level 6- Reaching**
	Example Topic **Test-taking strategies/ Comprehension strategies**	Match oral commands with learning strategies represented visually and compare with a partner (e.g., "Fill in bubbles on answer sheets.")	Follow oral directions associated with learning strategies represented visually and compare with a partner	Use learning strategies according to oral directions and compare with a partner (e.g., "Answer easy questions first on tests.")	Practice using learning strategies described orally in a variety of familiar situations and verify with a partner	Apply learning strategies described orally to new situations	
SPEAKING	**Example Genre** **Human interest**	Describe persons or objects in human interest stories (e.g., "Girls talking") from visual frames or media excerpts	Relate main ideas of human interest stories from visual frames or media excerpts (e.g., news broadcasts)	State reasons for the 'interest' in human interest stories from visual frames or media excerpts	Apply ideas from human interest stories from visual frames or media excerpts to personal experiences	Defend and justify stances or points of view in human interest stories from various sources	
	Example Topic **Multimedia**	Answer choice or yes/no questions regarding visually supported information from multimedia (e.g., on ads, cartoons, signs or posters)	Restate or paraphrase visually supported information from multimedia (e.g., in newspapers, magazines or broadcasts)	Present visually supported information from multimedia (e.g., in Web sites, CDs or software)	Summarize or integrate visually supported information from multimedia (e.g., in trade books, books on tape or videos)	Give reviews of information from multimedia that include interpretations, critiques or self-reflections	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	**Example Genre** **Adventures**	Identify words or phrases associated with adventures using visual support and word/phrase walls or banks	Answer WH- questions related to adventures using visual support (e.g., "Who is missing?") and share with a peer	Sequence plots of adventures using visual support and share with a peer	Summarize plots of adventures using visual support and share with a peer	Identify cause and effect of events on characters in adventure stories	**Level 6- Reaching**
	Example Topic **Genres**	Identify words or phrases supported by illustrations associated with various genres (e.g., adventures, ballads, science fiction, mythology)	Match general vocabulary or expressions in context with illustrations associated with various genres read orally	Associate types of genres with language structures or specific vocabulary in illustrated text or oral description	Pair illustrated summaries with excerpts from genres read orally or in writing (e.g., mythology, science fiction or ballads)	Infer types of genres from written descriptions or summaries in grade-level text	
WRITING	**Example Genre** **Editorials**	Answer yes/no or choice questions to agree or disagree with current issues discussed with partners or in small groups in L1 or L2	React positively or negatively to current issues in editorials discussed in small groups in L1 or L2	Give opinions in reaction to current issues in editorials (e.g., from newspapers or Web sites) discussed in small groups	Discuss pros and cons of current issues in editorials in small groups	Produce editorials (opinions backed by evidence) in response to newspaper or Web site articles	
	Example Topic **Editing**	Brainstorm words or phrases relevant to tasks with a partner (e.g., using bilingual or picture dictionaries) in L1 or L2	Check some aspect of editing (e.g., conventions or mechanics) with resources (e.g., computers, peers or visual models) and confirm with a partner in L1 or L2	Engage in peer editing (e.g., using checklists) during process writing and make notations to a partner in L1 or L2	Self-edit during process writing using multiple resources (e.g., thesauruses or dictionaries) and check with a partner	Self-assess process writing using rubrics or other resources and explain editing strategies	

ELP Standard 2: The Language of Language Arts, Formative Framework

WiDA® CONSORTIUM

Grades 6-8

ELP Standard 2: The Language of Language Arts, Summative Framework

WiDA® CONSORTIUM

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	**Example Genre** Poetry/ Free verse	Identify illustrated rhyming words in recited excerpts from poems	Classify illustrations descriptive of recited excerpts of poetry or free verse	Match main ideas in recited short poems or free verse with illustrations	Interpret main ideas or details in recited poems or free verse with illustrations	Make inferences from main ideas and details of recited grade-level poetry or free verse	
	Example Topic Literary devices	Identify words and phrases related to different time frames following oral directions with visual support	Match oral phrases or sentences supported visually with different time frames	Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback)	Analyze use of literary devices related to different time frames in visually supported oral passages	Interpret use of literary devices related to different time frames presented orally from grade-level text	
SPEAKING	**Example Genre** Human interest	Describe persons or objects in human interest stories from visual frames	Relate main ideas of human interest stories from visual frames	State reasons for the 'interest' in human interest stories from visual frames	Apply ideas from human interest stories from visual frames	Defend and justify stances or points of view in human interest stories	
	Example Topic Biographies	Answer WH- questions from pictures or cartoons related to biographies	Describe pictures or cartoons related to biographies	State biographical information based on timelines or other graphic organizers	Summarize points from outlines or graphic organizers on biographies	Project character roles using notes on grade-level biographies	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	**Example Genre** / **Adventures**	Identify words or phrases associated with adventures using visual support	Answer WH- questions related to adventures using visual support (e.g., "What is the spy looking for?")	Sequence plots of adventures using visual support	Summarize plots of adventures using visual support	Predict effects of altering events in adventures (e.g., "If X happened at another time, what do you think would change?")	**Level 6- Reaching**
	Example Topic / **Figures of speech (metaphors, personification, similes)**	Respond to literal questions that involve figures of speech from visually supported phrases	Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as)	Categorize or classify figures of speech in visually supported passages	Identify figures of speech in visually supported text and match to their meanings	Interpret figures of speech in grade-level text	
WRITING	**Example Genre** / **Editorials**	Answer questions to agree or disagree with current issues from models depicted visually or graphically	React positively or negatively to current issues in editorials from models depicted visually or graphically	Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., "I think…")	Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., "I agree with X; I disagree with Y.")	Produce editorials (opinions backed by examples) from current grade-level issues	
	Example Topic / **Synonyms & antonyms**	Match familiar symbols, words or phrases with antonyms from word/ phrase banks and visuals	Describe familiar people, places or events in phrases or sentences with synonyms or antonyms using word/ phrase banks and visuals	Rewrite visually supported paragraphs using synonyms or antonyms to change context or purpose of communication (e.g., switch positive with negative traits)	Produce original ideas that incorporate synonyms or antonyms from visually supported material	Create stories or essays that include synonyms or antonyms	

ELP Standard 2: The Language of Language Arts, Summative Framework

WiDA CONSORTIUM

Grades 6-8

ELP Standard 3: The Language of **Mathematics, Formative Framework**

WIDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	**Measures of central tendency (mean, median, mode & range)**	Match oral language associated with measures of central tendency with visual or graphic displays	Illustrate or identify examples of measures of central tendency based on oral directions and visual or graphic displays	Select measures of central tendency based on visual or graphic displays and oral descriptions of real-life situations	Make predictions or estimates of measures of central tendency from oral scenarios and visual or graphic displays	Make inferences about uses of measures of central tendency from oral scenarios of grade-level materials
SPEAKING	**Metric & standard units of measurement**	Name tools and units of standard or metric measurement from labeled examples (e.g., ruler—inches or cm; scale—pounds or kilos)	Estimate standard or metric measurement from pictures or real objects (e.g., "The dog weighs about 10 kilograms.")	Describe real-life situations where measurement is needed from illustrated scenes (e.g., at the clinic or marketplace)	Discuss how measurement is used in real-life situations from illustrated scenes (e.g., construction, architecture or cartography)	Explain how or when to convert standard or metric measurement in real-life situations (e.g., recipes or temperatures)
READING	**Percent/ Decimals**	Identify or sort values noted on everyday products related to percent or decimals (e.g., nutritional facts, serving sizes or % daily use) with a partner	Compare or rank order values noted on everyday products related to percent or decimals with a partner	Follow listed instructions that involve hands-on math using percent or decimals (e.g., from recipes or games) with a partner	Follow written instructions to determine when and how to apply math in real-life situations involving percent or decimals (e.g., sales tax, interest rates or tips) with a partner	Interpret various representations of numbers in real-life problems involving percent or decimals from various texts
WRITING	**Probability**	Record and label outcomes of events involving chance using real objects (e.g., coin flips)	Give outcomes of events involving probability using real objects with words and phrases or short sentences	Propose probability based on observed outcomes and describe results in a series of sentences	Detail possible combinations based on probability and compare against observed outcomes in paragraph form	Explain and give reasons for likely probabilities in multiple paragraphs

Level 6- Reaching

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Percent/ Fractions**	Identify proportional representation of objects from oral directions and graphs or visuals (e.g., "Two halves make a whole. Find half a pizza.")	Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals	Match everyday examples of percent or fractions with oral descriptions using graphic or visual support (e.g., interest or taxes)	Analyze everyday situations involving percent or fractions from oral scenarios with graphic or visual support (e.g., "Sales tax is based on percent. When might you need to use percent?")	Apply ways of using percent or fractions in grade-level situations from oral discourse	**Level 6- Reaching**
SPEAKING	**Line segments & angles**	Identify line segments or angles from pictures of everyday objects	Define or describe types of line segments or angles from pictures of everyday objects (e.g., "This angle is larger.")	Compare/contrast types of line segments from diagrams (e.g., parallel v. perpendicular lines)	Discuss how to solve problems using different types of line segments or angles from diagrams	Explain, with details, ways to solve grade-level problems using different types of line segments or angles	
READING	**Perimeter/ Area, volume & circumference**	Match vocabulary associated with perimeter or area with graphics, symbols or figures	Identify visually supported examples of use of perimeter, area, volume or circumference in real-world situations (e.g., painting a room)	Classify visually supported examples of use of perimeter, area, volume or circumference in real-world situations	Order steps for computing perimeter, area, volume or circumference in real-world situations using sequential language	Select reasons for uses of perimeter, area, volume or circumference in grade-level text	
WRITING	**Algebraic equations**	Show pictorial representations or label terms related to algebraic equations from models or visuals	Give examples and express meaning of terms related to algebraic equations from models or visuals	Describe math operations, procedures, patterns or functions involving algebraic equations from models or visuals	Produce everyday math problems involving algebraic equations and give steps in problem-solving from models or visuals	Summarize or predict information needed to solve problems involving algebraic equations	

ELP Standard 3: The Language of Mathematics, Summative Framework

Grades 6-8

WiDA CONSORTIUM

ELP Standard 4: The Language of Science, Formative Framework

WIDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Light/Sound**	Match oral statements about light or sound with illustrations (e.g., "White is made up of all colors.")	Create or complete models or diagrams of light or sound based on illustrations and oral directions (e.g., circuits)	Classify examples of properties of light or sound based on illustrations and oral directions	Apply oral descriptions of properties of light or sound to everyday examples	Identify explanations of properties of light or sound in oral scenarios	
SPEAKING	**Climate/ Temperature change**	Offer information on temperature from charts or graphs (e.g., daytime/ nighttime highs and lows) to a partner in L1 or L2	State differences in temperature over time based on information from charts or graphs to a partner in L1 or L2	Compare differences in temperature based on information from charts or graphs with a partner	Summarize and present information on temperature changes from charts or graphs to a partner	Explain patterns of changes in temperature over time based on evidence from charts or graphs	Level 6- Reaching
READING	**Natural disasters**	Chart information on natural disasters (e.g., hurricanes, tornadoes, floods, typhoons, earthquakes) based on graphic support, models or pictures (e.g., by months of the year)	Respond to yes/ no, choice or WH-questions regarding natural disasters based on graphic support or pictures (e.g., "Does Illinois have hurricanes?")	Identify characteristics or conditions for natural disasters based on text and graphic support	Compare types of natural disasters using multiple written sources, including Web sites and graphic support	Interpret impact of natural disasters on people and places from grade-level text	
WRITING	**Elements & compounds**	Make posters or label diagrams in response to scientific questions or formulas involving elements or compounds with a partner	Record results of scientific inquiry involving elements or compounds with a partner	Outline steps of scientific inquiry involving elements or compounds with a partner	Describe procedures related to scientific inquiry involving elements or compounds with a partner (e.g., in lab reports)	Explain, in detail, examples of scientific inquiry involving elements or compounds (e.g., in displays or exhibits)	

Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING — Scientific tools or instruments	Match scientific tools or instruments with pictures from oral statements (e.g., sundial)	Classify scientific tools or instruments with pictures and labels from oral directions (e.g., "Telescopes and sundials go with the sky.")	Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions	Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions (e.g., differences between telescopes and microscopes)	Infer uses of scientific tools or instruments from oral reading of grade-level material
SPEAKING — Scientific inventions or discoveries	Use general vocabulary associated with scientific inventions or discoveries based on illustrations (e.g., machine or x-ray)	Describe scientific inventions or discoveries based on illustrations	Compare/contrast scientific inventions or discoveries described orally with visual support (e.g., "___is similar to/different from ___ because ___.")	Imagine future scientific inventions or discoveries based on oral and visual clues	Predict potential impact of scientific inventions or discoveries on life based on oral evidence (e.g., "In 100 years, we could/may/might...")
READING — Cycles/Processes	Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks (e.g., nitrogen cycle)	Sort or classify descriptive phrases and diagrams by cycles or processes	Sequence descriptive sentences and diagrams according to cycles or processes (e.g., mitosis or meiosis)	Identify cycles or processes from descriptive paragraphs and diagrams	Predict consequences of alteration of cycles or processes from grade-level text
WRITING — Forms of energy	Match or classify forms of energy from everyday illustrated examples and models (e.g., light, sound, heat)	List and describe examples of illustrated forms of energy from word/phrase banks	Compare/contrast two forms of energy depicted visually (e.g., "___ and ___ are alike/different in these ways.")	Explain uses of different forms of energy depicted visually (e.g., "___ is used to ___.")	Evaluate and defend uses of different forms of energy (e.g., "I think solar energy is most efficient because…")

Level 6- Reaching

ELP Standard 4: The Language of Science, Summative Framework

WiDA CONSORTIUM

Grades 6-8

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ELP Standard 5: The Language of Social Studies, Formative Framework

WIDA CONSORTIUM

Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING Maps	Identify locations of land and water masses on maps based on oral statements and check with a partner	Sort locations on maps by land or water masses based on oral statements and check with a partner	Identify specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information and check with a partner	Compare/contrast locations on maps (e.g., cities in Northern and Southern Hemispheres) from oral descriptions and check with a partner	Evaluate locations on maps for different purposes from oral descriptions (e.g., "Show me the best city in Asia to….")	**Level 6- Reaching**
SPEAKING Civil wars	Identify historical figures or events associated with civil wars from photographs or illustrations in small groups	Describe historical figures or events associated with civil wars from photographs, illustrations or videos in small groups	Role-play scenes from historical events or lives of figures associated with civil wars in small groups	Re-enact historical events or lives of figures associated with civil wars from varied perspectives with peers (e.g., Lincoln-Douglas debates)	Give monologues simulating historical events or figures associated with civil wars (e.g., scenes in plays)	
READING Economic trends	Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production)	Classify economic data based on information in text and charts (e.g., major crops by states or regions)	Compare economic data based on information in text and charts (e.g., "Which crop is produced less today than five years ago?")	Predict economic data for upcoming years based on information in text and charts (e.g., "Which crop will have less production in five years?")	Interpret economic trend data based on information from grade-level text and charts (e.g., "Why has there been a decline in profits from this crop in the past five years?")	
WRITING Ancient/ Medieval civilizations	Identify features of historical periods from illustrations and word/ phrase banks and share with a partner in L1 or L2	Describe features of historical periods using notes from graphic organizers and share with a partner in L1 or L2	Compare historical periods using sentences from graphic organizers and share with a partner	Produce contrastive summaries of historical periods using information from graphic organizers and share with a partner	Create historical essays descriptive of past civilizations	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Agriculture**	Identify agricultural icons from oral statements using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products from oral statements using visual or graphic support (e.g., "Corn is an important crop. Show where the most corn is grown.")	Distinguish among resources or agricultural products from oral statements using visual or graphic support	Find patterns associated with resources or agricultural products from oral statements using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs described orally from grade-level material	
SPEAKING	**America's story**	Connect events with people in U.S. history using timelines, graphics or illustrations	Describe features or characteristics of major events or people in U.S. history depicted in timelines, graphics or illustrations	Summarize significance of major events or people in U.S. history depicted in timelines, graphics or illustrations	Paraphrase reasons for major events or people's actions in U.S. history depicted in timelines, graphics or illustrations	Explain causes and effects of major events and people's actions in U.S. history (e.g., "This happened as a result of…")	**Level 6- Reaching**
READING	**Civic rights & responsibilities**	Identify rights or responsibilities of people in U.S. or other countries using illustrations and labels or phrases	Sort rights or responsibilities of people in U.S. or other countries by descriptors using illustrations and written statements	Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions	Evaluate rights or responsibilities of people in U.S. or other countries using illustrated text	Infer rights or responsibilities of people in U.S. or other countries from grade-level text	
WRITING	**Forms & organization of government**	Label illustrations of features of U.S. or other governments using word/phrase banks	Describe features of U.S. or other governments using visuals or graphics and word/phrase banks	Compare/contrast features or functions of U.S. or other governments using graphic organizers (e.g., executive, legislative and judicial branches)	Discuss functions of U.S. or other governments in response to current events using graphic organizers	Discuss and justify relative effectiveness of forms or organization of governments	

ELP Standard 5: The Language of Social Studies, Summative Framework

WiDA CONSORTIUM

Grades 6-8

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Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics • Classroom routines • Personal & business communication • Personal preferences • Points of view • Recommendations/ Suggestions • School life • Social & cultural traditions & values • Study skills & strategies • Information gathering • Workplace readiness	**Example Genres** • Allusion • Autobiographical & biographical narratives • Comedies • Critical commentary • Epics • Literary genres • Monologues/soliloquy • Multicultural/world literature • Tragedies **Example Topics** • Analogies • Author's perspective/Point of view • Bias • Character development • Convention & mechanics • Literal & figurative language • Multiple meanings • Note taking • Parody • Research • Satire • Symbolism • Word derivations (etymology)	**Example Topics** • Congruence • Coordinate planes, graphs & equations • Data displays & interpretation • Derived attributes • Formulas & equations • Mathematical relations & functions • Multi-dimensional shapes • Powers • Problem solving • Quadrilaterals • Roots • Scale & proportion • Speed & acceleration • Theoretic probability • Trigonometric functions (sine, cosine, tangent)	**Example Topics** • Atoms & molecules/ Nuclear structures • Chemical & physical change • Conservation of energy & matter • Constellations • Ecology & adaptation • Elements & compounds • Food chains • Forces & motion • Genetics & heredity • Life cycles • Meteorology • Nuclear change • Scientific research & investigation • Simple organisms • Taxonomic systems	**Example Topics** • Banking and money • Behaviors of individuals & groups • Conflict resolution • Cultural diversity & cohesion • Federal, civil & individual rights • Global economy • Historical figures & times • Human populations • Individual responsibilities • Interdependence among states & nations • International & multinational organizations • Production, consumption & distribution • Social issues & inequities • Supply & demand • Supreme Court cases • Survey research • The story of the U.S. • World histories/ Civilizations/Cultures

ELP Standard 1: Social and Instructional Language, Formative Framework

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**School life**	Carry out requests from peers or teachers (e.g., "Hand in your homework.") with L1 support	Follow instructions from peers or teachers (e.g., "Meet me at my locker after 7th period.") with L1 support	Follow everyday conversations with teachers or other adults (e.g., guest speakers) with clarification in L1	React to discourse related to school life from indirect sources (e.g., loud speaker, CDs)	Infer subtleties of oral messages or information related to school life	**Level 6- Reaching**
SPEAKING	**Recommend-ations/ Suggestions**	State preferences for types of music, food, games or recreational activities from illustrated examples in a small group	Describe preferences for clothing, TV programs or recreational activities from illustrated examples in a small group	Recommend or suggest songs, Web sites or other interests and give reasons for selection in a small group	Discuss pros and cons based on recommendations or suggestions for plays, films, stories, books, poems or Web site articles in a small group	Critique, evaluate and make recommendations or suggestions for a variety of everyday information sources	
READING	**Study skills & strategies**	Preview visually supported text to glean basic facts (e.g., titles or bold print)	Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2)	Scan material from visually supported text to identify details that confirm main ideas	Skim material from visually supported text for meaning of words, phrases or sentences in context	Draw conclusions based on information from text	
WRITING	**Information gathering**	Copy information from media (e.g., newspapers, Web sites) and check with a partner	List points of information from media (e.g., TV, films, video or DVDs) and share with a partner	Form general ideas based on information from familiar speakers, media or print in a series of related sentences and share with a partner	Summarize information from various sources (e.g., radio, TV or newspapers) in paragraph form and share with a partner	Integrate information from multiple sources to produce short stories	

Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING Classroom routines	Follow simple commands pertaining to classroom routines using illustrations (e.g., "Close your book.")	Carry out multi-step, descriptive instructions pertaining to classroom routines using illustrations (e.g., "Open your book to page 46 and find the table that shows population growth.")	Match idiomatic or slang expressions pertaining to classroom routines with illustrations	Identify figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)	Select relevant information from complex oral discourse related to classroom routines
SPEAKING Personal preferences	Answer WH- questions that express likes and dislikes from visuals	Reply to a range of questions that expresses personal preferences from visuals	Express personal preferences and give reasons for selection from visuals	Explain, elaborate and defend personal preferences from visuals	Discuss and support changes in personal preferences over time
READING Workplace readiness	Identify words and phrases associated with the workplace from visually supported material (e.g., newspaper ads)	Glean information from workplace related forms supported visually or graphically (e.g., job applications)	Compare information from workplace related forms supported visually or graphically (e.g., workplace v. school rules)	Interpret information about situations in the workplace supported visually or graphically	Evaluate information about the workplace and its personal relevance
WRITING Personal & business communication	Complete forms read orally with identifying information or produce facts about self	Complete real-life forms from models (e.g., job applications)	Respond to personal or business correspondence from models (e.g., announcements, invitations)	Produce personal or business correspondence from models (e.g., social letters, autobiographical paragraphs)	Compose extended personal or business correspondence (e.g., editorials, reviews or narrative resumes)

Level 6- Reaching

ELP Standard 1: Social and Instructional Language, Summative Framework

WiDA CONSORTIUM

Grades 9-12

ELP Standard 2: The Language of **Language Arts**, Formative Framework

WIDA CONSORTIUM

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	**Example Genre** **Comedies**	Identify examples of comedic situations based on oral statements and visual scenes with a partner	Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms, as in literal depiction of 'honeymoon') with a partner	Apply oral descriptions that contain double meanings to visual representations to depict comedy with a partner	Identify comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony, or satire) with a partner	Match comedic elements from oral discourse to intended meanings
LISTENING	**Example Topic** **Satire**	Recognize different intonation patterns of speech working with a partner (e.g., statements, questions)	Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, "You didn't do your homework, *did you*?")	Compare intonation patterns of satirical/non-satirical speech working with a partner	Identify satire or inferences in speech from intonation patterns working with a partner	Analyze speech to identify and make inferences from satire
SPEAKING	**Example Genre** **Multicultural world literature**	Give examples of literature from native cultures using visuals or graphic organizers (e.g., books, poems, short stories) in literature circles using L1 or L2	Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) in literature circles using L1 or L2	Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers in literature circles	Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers in literature circles	Discuss how different views in multicultural literature represent global perspectives
SPEAKING	**Example Topic** **Character development**	State facts about characters in visuals with L1 support	Describe personalities of characters in visuals with L1 support	Compare character assets and flaws using visuals or graphic organizers with L1 support	Discuss, with examples, character development using visuals or graphic organizers	Critique, with detailed examples, character development in literary works

Level 6- Reaching

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	**Example Genre** — Autobiographical & biographical narratives	Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups	Identify influences (e.g., people or events) on familiar people's lives using visuals and sentence-level text in L1 or L2 in small groups	Match cause of influences on familiar people's lives with effect using visuals and multi-sentence text in small groups	Interpret impact of familiar people's lives on others or society using visuals and paragraph-level text in small groups	Predict people's reactions to living in different time periods or circumstances using grade-level text (e.g., "What would Martin Luther King, Jr. think if he lived today?")	**Level 6- Reaching**
	Example Topic — Bias	Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner	Sort information as biased or not biased using models or illustrated criteria and share with a partner	Identify evidence of bias in various texts using models or criteria and share with a partner	Critique information in regard to bias from various sources including Web sites using models or criteria and share with a partner	Evaluate validity of information in regard to bias from various sources, including Web sites	
WRITING	**Example Genre** — Critical commentary	Reproduce comments on various topics from visually supported sentences from newspapers or Web sites	Produce comments on various topics from visually supported paragraphs from newspapers or Web sites	Summarize critical commentaries from visually supported newspaper, Web site or magazine articles	Respond to critical commentaries by offering claims and counter-claims from visually supported newspaper, Web site or magazine articles	Provide critical commentary commensurate with proficient peers on a wide range of topics and sources	
	Example Topic — Note taking	Take notes on key symbols, words or phrases from visuals pertaining to discussions	List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector)	Produce sentence outlines from discussions, lectures or readings	Summarize notes from lectures or readings in paragraph form	Produce essays based on notes from lectures or readings	
	Conventions & mechanics	Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner	Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner	Revise or rephrase written language based on feedback from teachers, peers and rubrics	Expand, elaborate and correct written language as directed	

ELP Standard 2: The Language of Language Arts, Formative Framework

WiDA CONSORTIUM

Grades 9-12

ELP Standard 2: The Language of **Language Arts**, Summative Framework

WIDA CONSORTIUM

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Example Genre** Comedies	Identify examples of comedic situations based on oral statements and visual scenes	Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms as in literal depiction of 'honeymoon')	Apply oral descriptions that contain double meanings to visual representations to depict comedy	Identify subtle comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony or satire)	Match subtle comedic elements from oral discourse to intended meanings	**Level 6- Reaching**
	Example Topic Multiple meanings	Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner *table*, *Table* of Contents)	Pair examples of use of words or phrases with multiple meanings from visuals (e.g., "Which one shows what *table* means in math class? Which one shows what *table* means in English class?")	Sort examples of words, phrases or sentences with multiple meanings from visuals according to context	Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support	Infer nuances from oral discourse containing multiple meanings	
SPEAKING	**Example Genre** Multicultural world literature	Give examples of literature from native cultures using visuals or graphic organizers	Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines)	Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers	Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers	Discuss how different views in multicultural literature represent global perspectives	
	Example Topic Analogies/ Symbolism	State information using visual support as a precursor for identifying symbolism or analogies	Restate or paraphrase information that contains symbolism or analogies using visual support	Relate analogies or symbolism using visual support (e.g., cartoons) to personal experiences	Discuss or extend analogies or symbolism within familiar contexts using visual support	Explain meaning of analogies or symbolism within familiar contexts	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	**Example Genre** **Autobiographical & biographical narratives**	Associate people with their acts or contributions using visuals and word or phrase level text	Identify influences on people's lives using visuals and sentence-level text	Match cause of influences on people's lives with effect using visuals and multi-sentence text	Interpret impact of people's lives on others or society using visuals and paragraph-level text	Predict people's reactions to living in different time periods or circumstances using grade-level text	**Level 6- Reaching**
	Example Topic **Author's perspective/ Point of view**	Identify words and phrases related to author's perspective in visually supported sentences	Identify main ideas related to author's perspective in visually supported series of related sentences	Identify main ideas and supporting details related to author's perspective in visually supported paragraphs	Interpret author's perspective in visually supported literary text	Apply author's perspective in literary text to other contexts	
WRITING	**Example Genre** **Critical commentary**	Reproduce critical statements on various topics from illustrated models or outlines	Produce critical comments on various topics from illustrated models or outlines	Summarize critical commentaries on issues from illustrated models or outlines	Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines	Provide critical commentary on a wide range of issues commensurate with proficient peers	
	Example Topic **Literal & figurative language**	Produce literal words or phrases from illustrations or cartoons and word/phrase banks	Express ideas using literal language from illustrations or cartoons and word/phrase banks	Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks	Elaborate on examples of literal and figurative language with or without illustrations	Compose narratives using literal and figurative language	

ELP Standard 3: The Language of **Mathematics**, Formative Framework

WIDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Quadrilaterals	Identify properties of geometric figures based on visual representations and oral descriptions	Visualize, draw or construct geometric figures based on visual representations and oral descriptions	Locate intersections of geometric figures based on visual representations and oral descriptions (e.g., points, lines or planes)	Compare two- and three-dimensional figures based on visual representations and oral descriptions	Transform geometric figures (e.g., rotations, reflections or enlargements) by following oral directions
SPEAKING	Problem solving	Exchange key words involved in problem solving from models and visual support in L1 or L2 with a partner	Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner	Sequence sentences to show how to solve problems using visual support and confirm with a partner (e.g., think-alouds)	Describe two or more approaches to solve problems using visual support and share with a partner	Explain to peers, with details, strategies for solving problems
READING	Data displays & interpretation	Organize graphically displayed data from written directions and models (e.g., rank sports teams based on statistics) in small groups	Organize graphically displayed data sets from newspapers or magazines (e.g., stock market trends) in small groups	Display data sets in charts, tables or graphs according to written directions in small groups	Interpret data presented in charts, tables or graphs in small groups	Predict impact of changes in data displayed in charts, tables or graphs
WRITING	Scale & proportion	Draw and compare dimensions (e.g., width, length, depth) of figures or real-life objects to scale	Describe differences in figures or real-life objects based on scale and proportion	Compare/contrast figures or real-life objects based on scale and proportion	Give detailed examples from diagrams of the use of scale and proportion (e.g., in various occupations)	Report on designing models to scale and proportion (e.g., "If you were an architect…")

Level 6- Reaching

Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING — Coordinate planes, graphs & equations	Identify language of basic components of coordinate planes, graphs or equations from figures and oral statements (e.g., x-axis, y-axis, coefficients, variables)	Create or change graphs, equations or points on coordinate planes from figures and general oral descriptions (e.g., "Shift the graph up by two.")	Match specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions (e.g., zeros, y-intercept, slope, rise, run, change in x)	Compare/contrast graphs, equations or coordinate planes from figures and oral scenarios using some technical language (e.g., trends, logarithmic/exponential growth, periodic motion)	Analyze graphing techniques, graphical models or equations from oral reading of grade-level material (e.g., best fit lines, connections between multiple representations)	Level 6- Reaching
SPEAKING — Mathematical relations & functions	Name variables from illustrations and notation	Relate functions of two variables from illustrations and notation	Give examples of representations of functions of two variables from illustrations and notation	Interpret representations of functions of two variables with or without visual support	Analyze functions of one variable in relation to another (e.g., rates of change, intercepts, zeros, asymptotes)	
READING — Multi-dimensional shapes	Identify basic components of multi-dimensional shapes from visually supported words or phrases (e.g., segment, angle, side, diagonal)	Pair descriptions of multi-dimensional shapes or their components with visually supported sentences (e.g., prism, cube, sphere, cylinder)	Compare/contrast multi-dimensional shapes or arguments within visually supported text (e.g., based on angles, parallel/perpendicular sides or diagonals, "At least one pair of…")	Match specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text (e.g., ray, alternate interior angles, corresponding sides)	Analyze and defend geometric arguments, theorems or shapes (e.g., examples v. proofs)	
WRITING — Formulas & equations	Produce elements of equations or formulas from word/phrase banks and models (e.g., labeling diagrams)	Describe equations or formulas using figures and notation from word/phrase banks and models (e.g., factors, terms)	Sequence steps for solving problems involving equations or formulas using figures, notation and sequential language (e.g., "First, put an x in the top half or numerator")	Explain uses of equations or formulas using figures, notation and complex sentences (e.g., "Give examples of when you would use…")	Summarize procedures for solving problems involving formulas and equations (e.g., geometry problems involving algebra)	

ELP Standard 3: The Language of Mathematics, Summative Framework

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Grades 9-12

ELP Standard 4: The Language of Science, Formative Framework

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Elements & compounds	Collect and share real-life examples of elements and compounds based on oral directions and models	Distinguish between elements and compounds described orally with visual support or real-life examples with a partner	Build hypotheses from oral descriptions based on use of elements and compounds and share with a partner	Follow multi-step oral directions with specific and some technical language to test hypotheses about elements and compounds and check with a partner	Draw conclusions regarding results of scientific investigation involving elements and compounds based on oral explanations	Level 6- Reaching
SPEAKING	Ecology & adaptation	Create and present collages or depictions of conservation or ecology from models in small groups	Brainstorm ideas about conservation or ecology that affect everyday life (e.g., "What are some examples of pollution?") based on illustrations in small groups	Suggest ways to resolve issues related to conservation or ecology using visuals or graphic organizers (e.g., "How can we reduce pollution?") in small groups	Discuss pros and cons of issues related to conservation or ecology using visuals or graphic organizers in small groups	Engage in debates on issues related to conservation or ecology (e.g., global warming, solar heating)	
READING	Genetics & heredity	Match pictures or visuals with symbols, words or phrases (e.g., ♀ and females) with a partner	Sort pictures and phrases into categories (e.g., recessive and dominant traits) with a partner	Predict traits of individuals or groups based on visually supported text (e.g., combination of genes) with a partner	Analyze and identify reasons for genetic alterations based on visually supported text (e.g., mutation) with a partner	Evaluate theories and practices related to genetics based on grade-level materials	
WRITING	Chemical & physical change	Answer WH- questions (e.g., on lab reports) based on experiments involving chemical or physical change using drawings, words and phrases in L1 or L2	Answer questions on lab reports based on experiments involving chemical or physical change using phrases and sentences in L1 or L2	Complete lab reports following step-by-step procedures based on experiments involving chemical or physical change using a series of sentences	Produce lab reports from outlines or learning logs based on experiments involving chemical or physical change in paragraph form	Create narrative lab reports based on science experiments involving chemical or physical change	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Atoms & molecules/ Nuclear structures**	Locate components of elements or compounds from diagrams and oral statements (e.g., atomic structure)	Identify types or properties of elements or compounds from diagrams and oral statements (e.g., weight of electrons and protons)	Distinguish between types or properties of elements or compounds from diagrams and oral descriptions (e.g., isotopes, ions)	Compare/contrast functions of atomic or molecular structures or models from diagrams and oral descriptions	Analyze processes involving atomic or molecular structures from oral descriptions of grade-level material (e.g., radioactive decay)	**Level 6- Reaching**
SPEAKING	**Food chains/ Life cycles**	Identify components of food chains or life cycles from diagrams or graphic organizers	Give examples of components or functions of food chains or life cycles from diagrams or graphic organizers	Describe sequence within food chains or life cycles from diagrams or graphic organizers	Explain the importance or impact of the iterative nature of food chains or life cycles	Discuss how food chains or life cycles within ecosystems are interdependent	
READING	**Scientific research & investigation**	Identify data from scientific research from tables, charts or graphs	Match sources of data depicted in tables, charts or graphs from scientific studies with research questions	Describe use of data from scientific research presented in tables, charts or graphs with text	Interpret data from scientific research presented in text and tables	Infer significance of data presented in grade-level text on scientific research	
WRITING	**Taxonomic systems**	Label examples from different taxonomies using illustrations and word/phrase banks (e.g., one-celled plants and animals)	Describe in sentences features of taxonomies depicted in illustrations or graphic organizers	Summarize in a series of related sentences features of taxonomies depicted in illustrations or graphic organizers	Compare/contrast in paragraph form features of taxonomies depicted in illustrations or graphic organizers	Integrate information about taxonomic systems into essays or reports	

ELP Standard 5: The Language of **Social Studies**, Formative Framework

WiDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	**Supply & demand**	Identify resources or products in supply or demand on maps or graphs from oral statements	Indicate availability of resources or products in supply or demand from maps or graphs and oral statements	Compare resources or products in supply or demand from maps or graphs and oral statements	Analyze oral scenarios related to resources or products in supply or demand from maps or graphs	Interpret cause and effect of resources or products in supply or demand from oral discourse	Level 6- Reaching
SPEAKING	**Social issues & inequities**	Name major social issues or inequities depicted in illustrations (e.g., war) in L1 or L2	Characterize major social issues or inequities depicted in illustrations (e.g., slavery) in L1 or L2	Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons	Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives	Discuss and pose solutions to social issues or inequities depicted in illustrations or political cartoons	
READING	**Behavior of individuals & groups**	Locate visually supported information on behavior of individuals and groups (e.g., from photographs, headlines and bylines in newspapers or magazines)	Locate visually supported information on behavior of individuals and groups (e.g., in newspaper, magazine or Web site articles)	Compare/contrast visually supported information on behavior of individuals and groups from various news sources	Interpret visually supported information on behavior of individuals and groups from various news sources	Evaluate authenticity of information on behavior of individuals and groups from various news sources	
WRITING	**Survey research**	Answer yes/no or choice questions in visually supported surveys with a partner	Formulate WH-questions for visually supported survey research from models with a partner	Describe how to compile and state results of visually supported survey research in small groups	Summarize responses to interview questions from visually supported survey research in small groups	Interpret results of survey research and pose questions for further study	

Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING Global economy	Identify products related to economic trends of regions or countries from oral statements and maps or charts (e.g., "Oil is part of the world's economy. Find countries with oil.")	Match regions or countries to economic trends from oral descriptions and maps or charts	Find examples of regions or countries with similar economic trends from descriptive oral scenarios and maps or charts	Compare/contrast economic trends of regions or countries from oral discourse and maps or charts	Evaluate impact of economic trends on regions or countries from oral reading of grade-level material	**Level 6- Reaching**
SPEAKING Federal, civil & individual rights	Give examples of federal, civil or individual rights in U.S. or native country using visual support	Describe federal, civil or individual rights in U.S. or native country using visual support	Compare federal, civil or individual rights in U.S. to native or other countries using visual support	Discuss federal, civil or individual rights in U.S. or native country and their personal impact using visual support	Critique federal, civil or individual rights in U.S. or native country giving pros and cons	
READING World histories, civilizations & cultures	Match people or places to periods in world history through illustrations, words/phrases and timelines	Identify features of periods in world history from phrases or sentences and timelines	Classify features of periods in world history from descriptive sentences and timelines (e.g., government before and after French Revolution)	Compare/contrast features of periods in world history based on paragraphs and timelines	Interpret features of periods in world history from grade-level text	
WRITING Historical figures & times	Label significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Outline contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Describe contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Discuss how significant individuals or historical times have impacted politics, economics or society using illustrations or photographs	Explain and evaluate contributions of significant individuals or historical times in politics, economics or society	

ELP Standard 5: The Language of **Social Studies, Summative Framework**

WIDA CONSORTIUM

Grades 9-12

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2012 AMPLIFICATION OF

The English Language Development Standards

KINDERGARTEN–GRADE 12

INCLUDING

- Features and examples of academic language

- Connections to state content standards, including the Common Core State Standards and Next Generation Science Standards

- Higher-order thinking at all levels of language proficiency

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The English Language Development Standards

KINDERGARTEN - GRADE 12

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SECTION 1: Understanding the WIDA Standards Framework

WIDA's focus has always been on advancing academic language development and academic achievement for English language learners (ELLs). We continue to tirelessly promote our belief that ELLs enrich our school communities with their many contributions and strengths. However, the WIDA standards framework has evolved since its introduction in 2004. With the release of this publication in 2012, our goal is to make the framework more meaningful to those who work to support the success of this diverse group of students. This introduction will orient you to the components of the current framework.

The Five Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

Figure A: The English Language Development Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language of Language Arts
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The language of Mathematics
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The language of Science
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The language of Social Studies

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2–5 address the language of the content-driven classroom and of textbooks, which typically is characterized by a

more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions).

Grade Levels and Clusters

WIDA recognizes that English language development occurs over multiple years, is variable, and depends on many factors (e.g., age, maturation, classroom experiences, programming, motivation, and attitudes), which makes it difficult to establish fixed language expectations for any grade level or age. With this in mind, WIDA has organized the ELD standards around grade-level clusters (see 2007 Edition). In the current framework, we provide examples for individual grade levels from Kindergarten through 8th grade and for grade-level clusters 9–10 and 11–12. The purpose for having examples at the individual grade levels is so that educators recognize content topics pertaining to their grade level and, most importantly, as a reminder that instruction for ELLs must be age and developmentally appropriate. However, as language development is a multi-year process, we encourage educators to look at examples of language development across a cluster of grade levels to get a fuller picture of what language development might look like for their students. WIDA plans to develop and release a separate publication containing standards for PreKindergarteners (3-5-year-olds) in the future, as language development for this age group is unique and merits additional research.

Components of the Standards Framework

An important feature in the WIDA standards framework is an explicit **CONNECTION** to state content standards. The connection displays the content standard referenced in the example topic or example context for language use. The standards that appear in this section are drawn from the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and content standards from other states, like Alaska, Minnesota, and Virginia, who chose not to adopt the CCSS or the NGSS but maintain their rigor.

Figure B: Standard, Grade Level, Example Topic, and Connection

	GRADE 4
ELP STANDARD 2: The Language of Language Arts	**EXAMPLE TOPIC: Narration**

CONNECTION: *Common Core Reading Standards for Literature, Craft and Structure #6 (Grade 4):* Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

This example addresses the Common Core Reading Standard for Literature, Craft and Structure #6 for fourth grade. Since this standard is broad, a topic was chosen among many that relate to the content standard. In the example above, the example topic is "Narration." For a complete list of example topics appearing in this publication, please see Appendix C on pp. 120–123.

WIDA recognizes that language learning is maximized in authentic and relevant contexts. In the standards framework, the **EXAMPLE CONTEXT FOR LANGUAGE USE** includes the task or situation in which communication occurs, for example, when students engage in group work or conduct

research online. It also includes who participates in the communication, the intended audience, and the types of roles the different participants enact. In the example related to group work, the students may have roles assigned to them, such as facilitator or note taker, and the language expected for each of these roles is different. Likewise, if all participants in the group are peers, that also has an impact on the language used. The curriculum is also part of the context, since it impacts the register, genre, and text types that students and educators will need to try out or explore.
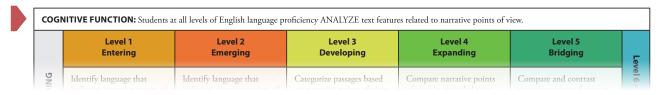
Figure C: Example Context for Language Use

EXAMPLE CONTEXT FOR LANGUAGE USE: Students explore features of print in a variety of books with unique topics, formatting, and styles.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	

The curriculum of Language Arts shares some language features with other subject areas, while also possessing some unique features of its own. The example context above describes multiple parts of a Language Arts lesson including whole group collaborative learning as well as student exploration that could take place individually, in partners, or in small groups. While the genre for this topic is set as narrative, the crafting of the context is left open for educators to incorporate their own ideas and resources. Students may encounter a variety of text types within the narrative genre, such as recounts, descriptions, opinions, or dialogue. Further, narratives can vary in the way they are organized (e.g., sequential or not, shifts in points of view) and how forms and conventions are used to create effects (e.g., process or action verbs, tenses, simple, compound, and complex sentences). When educators make strategic decisions about the texts or oral language students will process or produce and how they will approach a given task, they can shape the example context for language use to guide students' language and content learning.

Learning through participation in tasks within and outside the classroom requires particular levels of cognitive demand. WIDA expresses this cognitive demand in our standards framework through the **COGNITIVE FUNCTION.** For example, students need to *understand* language in the instructions to conduct an experiment. After the students perform the experiment, they need to *analyze* their observations and *evaluate* their original hypotheses. Understand, analyze, and evaluate are all examples of cognitive functions. WIDA has adopted the language used by Bloom's revised taxonomy (Anderson & Krathwohl, 2001*) to represent a uniform cognitive demand across all levels of language proficiency.

Figure D: Cognitive Function

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6
ING	Identify language that	Identify language that	Categorize passages based	Compare narrative points	Compare and contrast	

*Anderson, L.W. & D.R. Krathwohl (eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* New York: Longman.

In Figure D, the cognitive function runs along the different levels of language proficiency to emphasize that the process of analysis applies to all students, regardless of their level of language proficiency. Educators need to maintain the cognitive demand of a task as they differentiate the language of instruction and assessment to ensure educational equity for all students. In the example, students have to compare and contrast different points of view in a narrative. The mental process involved in doing so is analysis. At an entering level of language proficiency, although students can analyze, they do not yet have the language necessary to process extended texts. They can, however, locate familiar words and phrases in context and then analyze whether they indicate a point of view.

ELLs need to construct meaning from oral and written language as well as to express complex ideas and information. To achieve this goal, students must practice using language in different **DOMAINS.** WIDA's standards framework addresses four language domains: listening, speaking, reading, and writing. This organization helps educators plan balanced opportunities for language learning and take advantage of stronger English language skills in one domain to support their development in the other domains. This format does not imply, however, that language domains are used, taught, or learned in isolation. The nature of language necessitates the integration of language domains; for example, during classroom interactions, students have to listen and speak to carry on a conversation. In general, to show processing or comprehension of language, students need to produce language either orally, in writing, or using semiotics (signs or symbols). Section 2: Integrated Strands on pp. 18–21 showcases how the language domains are realistically integrated within units of instruction. The rest of the examples of language performance, as shown below, portray language used within a single domain, in this case, reading.

Figure E: Domain and Levels

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING						

Language develops across different **LEVELS OF LANGUAGE PROFICIENCY.** WIDA's standards framework distinguishes five levels of language proficiency, defined by specific criteria. Level 6, Reaching, represents the end of the continuum rather than another level of language proficiency. In other words, level 6 represents language performance that meets all the criteria for level 5.

WIDA organizes social, instructional, and academic language into three levels: discourse level, sentence level, and word/phrase level. The **FEATURES OF ACADEMIC LANGUAGE** in Figure F delineate academic language at each of these levels, which correspond to the criteria of Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage. These three criteria represent WIDA's view of the language of school. Notice that the criteria are framed within the sociocultural context that highlights the purpose of the communication and, most importantly, the participants and their experiences.

Figure F: The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	**Linguistic Complexity** *(Quantity and variety of oral and written text)*	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	**Language Forms and Conventions** *(Types, array, and use of language structures)*	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	**Vocabulary Usage** *(Specificity of word or phrase choice)*	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the…

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

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The three criteria used to define each level of language proficiency are displayed in two sets of **PERFORMANCE DEFINITIONS.** One set of Performance Definitions (see Figure G) is for receptive language and represents how ELLs process language to comprehend information, ideas, or concepts in either oral or written communication. The other set of Performance Definitions (see Figure H) is for productive language and shows how students use language to express information, ideas, or concepts in either oral or written communication.

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Figure G: WIDA Performance Definitions Listening and Reading, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching	Language that meets all criteria through Level 5, Bridging		
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content language, including expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

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Figure H: WIDA Performance Definitions Speaking and Writing, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…
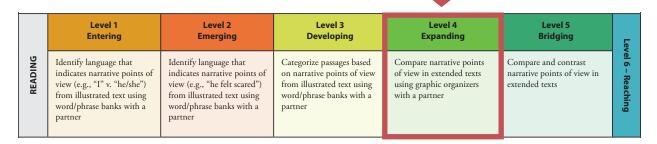
	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching	Language that meets all criteria through Level 5, Bridging		
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

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Students do not follow one common process for language development. As a matter of fact, language development is dependent on many factors (e.g., student personality, language exposure, program design, service delivery, scaffolding, models for language). Therefore, the Performance Definitions outline many possible pathways to students' language development.

WIDA's standards framework shows examples of how language is processed or produced within a particular context through **MODEL PERFORMANCE INDICATORS (MPIs).** MPIs are meant to be examples and not fixed guidelines of the language with which students may engage during instruction and assessment.

Figure I: Model Performance Indicator (MPI)

READING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	Identify language that indicates narrative points of view (e.g., "I" v. "he/she") from illustrated text using word/phrase banks with a partner	Identify language that indicates narrative points of view (e.g., "he felt scared") from illustrated text using word/phrase banks with a partner	Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner	Compare narrative points of view in extended texts using graphic organizers with a partner	Compare and contrast narrative points of view in extended texts	

The MPI above represents how language might be processed in the context presented by students with English language proficiency at Level 4, Expanding, in reading. In this example, students compare narrative points of view in extended texts with a partner. WIDA's MPIs are composed of three main parts: the language function, the content stem, and supports.

LANGUAGE FUNCTIONS are the linguistic processes used in receiving or conveying a message. This first part of the MPI describes how ELLs process or produce language. In this example, ELLs identify language related to narrative points of view and derive meaning from it by comparing. MPIs need to be used in conjunction with the Performance Definitions to provide a better picture of the language in the example MPI. Recall that the Performance Definitions illustrate the language that students are able to process or produce at the different levels of language proficiency. The performance definition for level 4 for receptive language is presented in Figure J below.

Figure J: Excerpt of Performance Definitions for Listening and Reading at Level 4

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas

Educators can use this information to better understand the type of language that students will have to process in the text as they compare narrative points of view with a partner.

The second element of the MPI is the **CONTENT STEM.** The content stem is derived from state and national content standards, including the Common Core and Next Generation Science Standards. The content stem denotes WIDA's view that language development should be integrated with content instruction and assessment through meaningful and authentic contexts.

The third element of the MPI is the instructional **SUPPORT.** It is always listed at the end of the MPI and illustrates the importance of scaffolding language development for ELLs, at least through level 4. In the example in Figure I, the support is "using graphic organizers with a partner." Working with a partner is an interactive support because it allows for increased interaction and engagement of students. However, working with a partner is not always enough to scaffold language development. Educators need to organize their instruction and assessment with intention, especially considering students' roles in partner and group work, to ensure the efficacy of any support. In this example, level 4 students might also refer to graphic organizers as they read to remind them of key language related to each narrative point of view. WIDA categorizes supports as sensory, graphic, or interactive, with some examples of each below.

Figure K: Examples of Sensory, Graphic, and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

For each domain represented in this document, we present MPIs for language proficiency levels 1–5. We call this a **STRAND** of MPIs and this arrangement helps students and their teachers envision how language may look as a progression from one level of language proficiency to the next. As discussed before, a strand of MPIs represents one of many possible pathways in language development within a particular context. Students and educators can modify or transform existing strands of MPIs to make them more relevant to their local curriculum or classroom instruction. Educators can then use strands to a) match students' performance to levels of language development, b) create language targets and objectives that go beyond students' independent level of language proficiency, and/or c) differentiate the language of the content to match the level of students' language proficiency.
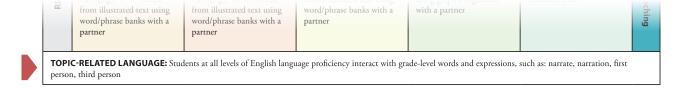
Figure L: Strand of Model Performance Indicators

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.					
	Level 1 **Entering**	**Level 2** **Emerging**	**Level 3** **Developing**	**Level 4** **Expanding**	**Level 5** **Bridging**
READING	Identify language that indicates narrative points of view (e.g., "I" v. "he/she") from illustrated text using word/phrase banks with a partner	Identify language that indicates narrative points of view (e.g., "he felt scared") from illustrated text using word/phrase banks with a partner	Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner	Compare narrative points of view in extended texts using graphic organizers with a partner	Compare and contrast narrative points of view in extended texts

(rightmost column: Level 6 – Reaching)

In the example above, a student with language proficiency at level 4 for reading is able to compare narrative points of view in extended texts using graphic organizers with a partner. "Compare and contrast narrative points of view in extended texts" could be the language target for the unit.

Another important feature in the standards framework is the **TOPIC-RELATED LANGUAGE.** These are example content-related words and expressions to which all students of that grade level should be exposed, regardless of their language proficiency. Although students may be at different points in their language development trajectory, when learning particular content, certain specific and technical language is essential for engaging in learning the ideas and concepts presented. Therefore, through the use of scaffolding and supports, students should have the opportunity to interact with that language. In the example below, the topic-related language includes: narrate, narration, first person, and third person.

Figure M: Topic-related Language

	from illustrated text using word/phrase banks with a partner	from illustrated text using word/phrase banks with a partner	word/phrase banks with a partner	with a partner	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: narrate, narration, first person, third person

Integrated, Expanded, and Complementary Strands

As part of the 2012 standards framework, WIDA decided to include several special strands. Two "integrated" strands are presented on pp. 18–21 that show how extensive units of instruction integrate the use of all four language domains.

The "expanded" strand for each grade level (see pp. 22–44) shows examples of the features of academic language and could be used in collaboration between language and content area educators. The purpose of these strands is to a) show how the MPIs are connected to the Performance Definitions, b) provide concrete examples of language at discourse, sentence, and word/phrase levels, and c) inform teachers' planning and instruction as they identify language that might be appropriate for their students. You will notice that for these types of strands, the levels are presented in overlapping tiers. Figure N on the next page shows examples of the features of academic language associated with levels 2–4. Each expanded strand offers language features for levels 1–3 and 3–5 as well.

In the example in Figure N, students' language performance for Linguistic Complexity might exhibit multiple related simple and compound sentences with emerging cohesion. Students use of Language Forms and Conventions might include the use of comparatives, conjunctions in compound sentences, and prepositions in idiomatic expressions. Lastly, students at this level would use specific words and expressions of the content area, such as "plus tax" and "on sale." The distinction between the three performance criteria is not fixed, but fluid; in other words, some language features relate to more than one of the performance criteria. In this example, the use of compound sentences could be seen through different perspectives. First, students might use them to connect related ideas and organize extended discourse as part of Linguistic Complexity. Compound sentences are also a sentence structure pertaining to Language Forms and Conventions. At the word/phrase level, students need particular vocabulary such as conjunctions to produce these sentences. All three criteria include language that addresses the language function of "compare and contrast." A great variety of language features may be introduced to achieve that goal, depending on students' individual strengths and needs.

Figure N: Excerpt of an Expanded Strand

	Levels 2–4
Linguistic Complexity Discourse Level	There are many phones. We selected the smart phone. Some phones are cheaper, but the smart phone can do more. The price was $400 plus tax. It was on sale for 15% off.
Language Forms & Conventions Sentence Level	cheap ➞ cheaper expensive ➞ more expensive Some phones are cheaper, but… on sale 15% off
Vocabulary Usage Word/Phrase Level	plus tax on sale

It is important to remember that these strands are examples and not guidelines. Knowing your students and your curriculum as well as engaging in ongoing formative assessment will inform your understanding of what your individual students can do and possible next steps in their language instruction. Because multiple pathways to language proficiency exist and because each student brings unique experiences and knowledge to the classroom, individual students may or may not already know the language shown in the examples. Therefore, we recommend that these strands be used to trigger a focus on language, but not to prescribe curriculum or suggest a specific trajectory towards language proficiency.

In addition to strands for each of WIDA's five ELD standards, the framework includes one "complementary" strand per grade level to reach out to all educators who work with ELLs. These strands represent our belief that language learning occurs throughout the school day and in formal and informal settings. We wish to recognize that academic language permeates schooling and that all teachers are in fact language teachers.

WIDA's complementary strands cover:
• The Language of Music and Performing Arts
• The Language of the Humanities
• The Language of Visual Arts
• The Language of Health and Physical Education
• The Language of Technology and Engineering

College and Career Readiness for ELLs

Together, the components of the WIDA standards framework support the instruction and assessment of ELLs. The language represented in this framework should work alongside the content expectations in the classroom. Currently, college and career readiness standards, including the Common Core State Standards and Next Generation Science Standards, guide many states in setting their curricular goals. These new content standards exemplify many of the language features of WIDA's original standards framework, namely:

- a focus on oral language development
- literacy across the content areas
- attention to genre, text type, register, and language forms and conventions
- use of instructional supports

As part of the amplification process, WIDA has reviewed the college and career readiness standards to enhance their representation within its current framework. We have intentionally addressed the language demands presented in these content standards in numerous ways, from selecting particular instructional supports emphasized in the content standards, to ensuring that students at all levels of language proficiency have opportunities to engage in the cognitive challenges represented in those content standards.

In addition to the core knowledge and skills represented in content standards, students need to develop social language and cross-cultural competencies to be successful in school and beyond. ELLs will benefit tremendously from direct instruction in these aspects of language development, represented particularly in ELD Standard 1, as well as across the other four ELD standards. Finally, WIDA encourages educators to recognize and maximize the language, knowledge, and skills that students bring from their homes and communities, empowering them to explore their own unique pathways to college and career success.

Uses of WIDA's Standards Framework: Collaborate and Advocate!

WIDA's mission of advancing the academic language development and academic achievement of ELLs starts with our standards. The standards framework exemplifies our belief in the assets, contributions, and potential of ELLs. We encourage educators to work collaboratively, to use the framework to make the standards suitable to local contexts, and to connect them to other resources available in the school community. We hope this framework serves as a starting point to help students, families, teachers, and administrators in their advocacy efforts promoting ELLs' access to grade-level, standards-based content curriculum as well as extra-curricular opportunities. Through careful attention to language development and scaffolded support that builds on students' particular strengths, all learners in the educational community will benefit. For ELLs in particular, this is an essential start for their journey to academic achievement.

Customizing Strands for Your Local Context

WIDA's strands of MPIs are only examples that illustrate differentiated language expectations related to content-area instruction within one language domain. We invite teachers to look back at our 2007 Edition for additional examples and to create, innovate, transform, and customize the standards matrices to best meet the needs of their ELLs and language education programs. Figure O shows the questions educators should ask themselves when planning instruction for ELLs or when drafting additional strands of MPIs. Figure P contains a blank template that can be copied and reused for this purpose.

Figure O: Guiding Questions for the Components of WIDA English Language Development Strands

GRADE: _____

ELD STANDARD: _____

EXAMPLE TOPIC:

What is one of the topics addressed in the selected content standard(s)?

CONNECTION: Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

EXAMPLE CONTEXT FOR LANGUAGE USE: What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
					Level 6 – Reaching

A Strand of Model Performance Indicators:

What language are the students expected to process or produce at each level of proficiency?

Which language functions reflect the cognitive function at each level of proficiency?

Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?

Language Domain(s):
How will learners process and use language?

TOPIC-RELATED LANGUAGE: With which grade-level words and expressions will all students interact?

Figure P: A Blank Template for Drafting Strands of MPIs

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GRADE: _____

ELD STANDARD: _____

EXAMPLE TOPIC: _____

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:

DOMAIN: _____	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
					Level 6 – Reaching

TOPIC-RELATED LANGUAGE:

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Strands of Model Performance Indicators Representing the WIDA English Language Development Standards

The strands in sections 2–3 are new to the 2012 standards framework. Like the grade-level strands found in Section 4, they illustrate how students process and produce language across the levels of language proficiency. Additionally, they are uniquely formatted to highlight certain aspects of language development such as the domains and features of academic language.

SECTION 2: Integrated Strands

Two strands (for Kindergarten–Grade 5 and Grades 6–12) address the use of multiple language domains and standards in cross-curricular units of study

SECTION 3: Expanded Strands

One strand for each grade level provides concrete examples of language features at the discourse, sentence, and word/phrase levels

SECTION 2: Integrated Strands

KINDERGARTEN–GRADE 5

This integrated strand invites educators to consider how they might prepare units incorporating multiple language domains and subject areas so that students can make important learning connections across disciplines. For example, as students gain familiarity with ideas and concepts about weather, educators have a great opportunity to focus on instructing them in the unique features of language used to communicate about weather in each content area. In this integrated strand, the model performance indicators for receptive and productive domains are combined. Therefore, students can use their stronger domain skills (e.g., in speaking) to scaffold their development in the other productive domain (e.g., writing). Likewise, reading might act as a scaffold for students' listening, or vice versa. Some possibilities for what this scaffolding might look like include taking turns listening to each other read a text, such as an Internet-based news article, and then listening to a recording of it to increase comprehension. For the productive domains, students might think aloud with their classmates orally then write, or even dictate to an adult to see what their ideas look like in writing. For students with stronger writing skills, they might take time to prepare their thoughts independently on paper, then use their writing as a support for a speaking activity. These activities would all require differentiated support depending on students' language proficiency levels, and it is important to make sure throughout the unit that all students can engage in higher-order thinking to apply their background knowledge of weather to each of the content areas.

ELD STANDARDS 1–5

CONNECTIONS: *Common Core College and Career Readiness Anchor Standards for Reading #10, Writing #10, and Speaking and Listening #1 (Grades K–5):* 10. Read and comprehend complex literary and informational texts independently and proficiently. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Common Core State Standards for Mathematics, Measurement and Data.

Next Generation Science Standards K.WEA.b–d, 2.IOS.a, 3.WCI.d, 5.ESI.g (May 2012 Draft): Observe, record, and share findings of local weather over a period of time. Develop, use, and share representations of weather conditions to describe changes over time and identify patterns. Analyze weather data to determine that some kinds of severe weather are more likely to occur than others in the local region. Construct a representation in which plants and animals depend on their environment and each other to meet their needs. Obtain and evaluate information about a variety of weather-

EXAMPLE TOPIC: Weather

related hazards that result from natural processes, as well as their environmental and societal impacts. Design and evaluate a process or product to minimize unwanted outcomes of human activities on Earth's systems, while increasing benefits and meeting societal demands.

History and Social Science Standards of Learning for Virginia Public Schools 1.6 (Grade 1), 1 (Virginia Studies): The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation. The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students investigate, collect data, and report on the impact of weather conditions on people in different communities, regions, and nations around the world.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY knowledge of weather conditions across the content areas.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING & READING	Match icons or numbers with photographs to denote weather conditions and their effects on people (e.g., people's moods, ways of living) based on videos and text-based resources using calendars, maps, charts, and graphs	Select information related to weather conditions and their effects on people based on videos and text-based resources using calendars, maps, charts, and graphs	Relate weather conditions to their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	Compare weather conditions and their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	Draw conclusions about weather conditions and their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	
SPEAKING & WRITING	Name weather conditions and their effects on people using calendars, maps, charts, and graphs	Restate weather conditions and their effects on people using calendars, maps, charts, and graphs	Describe weather conditions and their effects on people using calendars, maps, charts, and graphs	Discuss weather conditions and their effects on people using calendars, maps, charts, and graphs	Explain weather conditions and their effects on people using calendars, maps, charts, and graphs	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions across the content areas.

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INTEGRATED STRANDS

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GRADES 6–12

This integrated strand is intended to capture the imagination of educators who have the opportunity to work in teams and construct interdisciplinary units of study. The ideas contained within the strand are only a fraction of the possibilities for learning that could take place in such a unit. The unit presented here will no doubt require some adaptation to fit local contexts, and students themselves may have ideas for areas of exploration within their communities, making the content and language instruction around green architecture relevant, motivating, and memorable.

As you review the model performance indicators for all four domains, consider the direct language instruction and support required to allow ELLs at all levels of proficiency to take an active role in their group's final project. Please note that the domains of listening and reading showcase how students will gather information in earlier phases of the project, and the productive domains present differentiated expectations for how students will develop (writing) and present (speaking) the final product. If referring to this strand to plan instruction, please keep in mind that students' levels of language proficiency vary across the domains, so educators can best serve students if they differentiate and scaffold for that variety rather than using only the MPIs for each students' overall proficiency level. For example, if a student in your class has an overall proficiency level of 4, but performs consistently at level 2 in writing, level 3 in reading, level 4 in speaking, and level 5 in listening, make sure to look at the level corresponding to each domain and not just the MPIs for level 4.

ELD STANDARDS 1–5

CONNECTIONS: *Common Core College and Career Readiness Anchor Standards for Reading (#7) and Writing (#1–2) for Literacy in History/Social Studies, Science, and Technical Subjects:* Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core State Standards for Mathematics, the Number System (Grades 6–8), Number and Quantity, Modeling (Grades 9–12), Geometry, Statistics and Probability (Grades 6–12)

Next Generation Science Standards, May 2012 Draft, Human Impacts ESS–HI.c, e (Middle School) and ESS–HS.b, g (High School): Design engineering solutions for stabilizing changes to communities by: (1) using water efficiently, (2) minimizing human impacts on environments and local landscapes by reducing pollution, and (3) reducing the release of greenhouse gases. Use empirical evidence to evaluate

EXAMPLE TOPIC: Green architecture

technologies that utilize renewable energy resources. Reflect on and revise design solutions for local resource development that would increase the ratio of benefits to costs and risks to the community and its environment. Construct arguments about how engineering solutions have been and could be designed and implemented to mitigate local or global environmental impacts.

Minnesota K–12 Academic Standards in Social Studies, Civics #1, Economics #1, Geography #2 (Grades 6–12): Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices, and revising their goals based on their analysis. Geographic inquiry is a process in which people ask geographic questions and gather, organize, and analyze information to solve problems and plan for the future.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students working in heterogeneous groups draft and present plans to local government and community members for green architectural development for their community including, for instance, social action efforts, scientific needs assessments, budgets, and design and construction blueprints.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE information and CREATE a green architectural plan.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Select possible components of green architectural plans from videos, interactive presentations (e.g., from Internet), and guest speakers	Categorize information on components of green architectural plans from videos, interactive presentations, and guest speakers using graphic organizers	Compare and contrast possible components of green architectural plans from videos, interactive presentations, and guest speakers using graphic organizers	Identify details that support selection of components of green architectural plans from videos, interactive presentations, and guest speakers	Connect ideas and reasons that support selection of components of green architectural plans from videos, interactive presentations, and guest speakers	Level 6 – Reaching
SPEAKING	Present green architectural plans using multimedia with visuals and captions based on research, original blueprints, and business plans in small groups	Describe features of green architectural plans based on research, original blueprints, and business plans in small groups	Explain the need to adopt green architectural plans based on research, original blueprints, and business plans in small groups	Defend choices made in designing green architectural plans based on research, original blueprints, and business plans in small groups	Persuade stakeholders to adopt green architectural plans based on research, original blueprints, and business plans	
READING	Select possible components of green architectural plans (e.g., community gardens, high-tech building materials) from a variety of informational texts and models using L1 or L2	Find exemplars of different components of green architectural plans from a variety of informational texts and models using L1 or L2	Classify information on components of green architectural plans (e.g., by usefulness, efficiency, cost) from a variety of informational texts and models in small groups	Identify details that support selection of components of green architectural plans from a variety of informational texts and models in small groups	Find research-based evidence supporting selection of components of green architectural plans from a variety of informational texts and models in small groups	
WRITING	Label and caption materials for multimedia presentations on green architectural plans in small groups	Compose bulleted text for slides or handouts for multimedia presentations on green architectural plans in small groups	Describe green architectural plans for multimedia presentations in small groups	Summarize positions or approaches in green architectural plans for multimedia presentations in small groups	Produce and edit scripts for multimedia presentations on green architectural plans in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions across the content areas.

INTEGRATED STRANDS

SECTION 3: Expanded Strands

KINDERGARTEN

All kindergarten students are beginning their journey of learning the language of school. ELLs in particular rely on modeling from teachers and peers as they produce social and instructional oral English. In this expanded strand, students with level 1 English language proficiency begin by repeating and responding to repetitive chants about familiar topics. The italicized text in the Linguistic Complexity row for levels 1–3 represents the teacher's voice, with the students' response in plain text. For levels 2–4, the underlined text in the Linguistic

Complexity row represents oral sentence starters introduced by the teacher. With support such as modeling, students at the higher levels of language proficiency can independently produce sentences to tell about their daily classroom routines. Many students will need time and practice to produce language like the examples in the expanded strand below, but that repetitive practice is valuable not only linguistically, but in forming their identities as part of the learning community.

ELD STANDARD 1: Social & Instructional Language   EXAMPLE TOPIC: Classroom collaboration

CONNECTION: *Common Core Speaking and Listening Standards #3 (Kindergarten):* Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students give visitors (e.g., family members) a classroom tour and tell how students work collaboratively in groups or centers.

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER how to work collaboratively with their peers.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Repeat and respond to chants about working collaboratively in small groups or centers (e.g., call and response) using gestures	Produce simple statements about working collaboratively in small groups or centers using oral sentence starters and models	Produce statements about working collaboratively in small groups or centers using oral sentence starters and models	Tell about working collaboratively in small groups or centers using models	Elaborate on working collaboratively in small groups or centers using models	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: taking turns, cooperation, job, today, tomorrow

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
		Level 6 – Reaching	
Linguistic Complexity Discourse Level	*Is this the yellow group?* Yes, we are. *Is this the yellow group?* Yes, we are. *Who is the leader?* I am! *Who is a helper?* I am! I am! *What do you do?* I help. *What do you do?* I clean up.	I am in the yellow group. Cristina is in my group. My friend is in the red group. I like to be the leader. I can help the teacher. My job today is _____ (lunch count/calendar/weather).	This is the _____ center. At this center, everyone _____. We are working on _____. We work together. It is my turn _____ (to do lunch count/to be line leader/for share time/for show and tell).
Language Forms & Conventions Sentence Level	Yes, [I am/we are]. I am/We are.	I am/Cristina is I like to… I can help _____	This is… At…, I/we _____. working We are working on
Vocabulary Usage Word/Phrase Level	yellow green red blue group help clean up	job I can help leader lunch count calendar weather	center work together everyone my turn line leader share time/show and tell

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GRADE 1

In the expanded strand below, the instructions for completing a task are differentiated according to students' levels of language proficiency. It is assumed in this strand that students at the upper levels of language proficiency would follow and complete all the instructions shown from Level 1, Entering through Level 5, Bridging. Educators should not give extensive or abstract oral instructions to

beginning students, so the instructions exemplified for levels 2–5 would need to be supported in multiple ways for beginning level students. Sensory, graphic, and interactive supports such as models, templates, and partners can be used in scaffolding the linguistic complexity of the instructions for ELLs and support multiple learning styles.

ELD STANDARD 3: The Language of Mathematics　　　EXAMPLE TOPIC: Measurement of objects

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 CONTEXT FOR LANGUAGE USE: Students work independently or with a partner to create charts about the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the relative length of objects.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Follow oral instructions to identify lengths of objects following a model with a partner	Follow oral instructions to categorize objects according to their length following a model with a partner	Follow oral instructions to order objects according to their lengths following a model with a partner	Follow oral instructions to compare the lengths of objects using a template with a partner	Follow multi-step oral instructions to compare the lengths of objects with a partner	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, length, chart, standard, non-standard

Example Language Features

Level 6 – Reaching

	Levels 1–3	Levels 2–4	Levels 3–5
Linguistic Complexity Discourse Level	Let's measure our books! I'm going to use a ruler to measure my book *(teacher shows ruler and book)*. My book is 14 inches long. Take out your ruler. Now *you* measure *your* book! Show me how to measure your book. Let's measure our desks! I'm going to use a popsicle stick… Let's measure our bookshelf!	Look at your measurement tools The paper clip is short. The popsicle stick is longer than the paper clip. The ruler is longest. Put them in order from shortest to longest. The teacher desk is easier to measure with the ruler. The student desk is easier to measure with the popsicle stick.	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 other things using the same tool. Don't forget to write down your measurements!
Language Forms & Conventions Sentence Level	one inch two inch<u>es</u>	short, short<u>er</u>, short<u>est</u> long, long<u>er</u>, long<u>est</u> easi<u>er</u>	First,… then,…. <u>as</u> long <u>as</u>
Vocabulary Usage Word/Phrase Level	desk, book paper clip popsicle stick string ruler yard/meter stick short long	shorter than longer than Put them in order measure with	find the length of Remember Don't forget measurements

EXPANDED STRANDS

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GRADE 2

Through the use of informational texts, students analyze societal changes from past to present in this expanded strand. While the depth of their analysis in English may be greater at the higher levels of proficiency, all students are given the opportunity to analyze rather than remember, understand, or apply. Linguistically, students across the language development continuum are given opportunities to move from matching phrases and simple sentences to sorting, sequencing, and

connecting information presented in complex sentences. At the beginning levels, students might be introduced to count/non-count nouns while others at the higher levels work on introductory and comparative clauses. The examples for language structures and vocabulary presented are only some possibilities that should be adapted to local curricular goals.

ELD STANDARD 5: THE Language of Social Studies   EXAMPLE TOPIC: Historical times and people

CONNECTION: *Common Core Reading Standards for Informational Text, 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 CONTEXT FOR LANGUAGE USE: Students research historical times and people using informational texts in preparation for creating a timeline poster.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the connections between different historical times and people.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication

Example Language Features

<table>
<tr><th></th><th colspan="3">Level 6 – Reaching</th></tr>
<tr><th></th><th>Levels 1–3</th><th>Levels 2–4</th><th>Levels 3–5</th></tr>
<tr>
<td>Linguistic Complexity
Discourse Level</td>
<td>Labels to match to pictures:

the Pony Express

letters

telegraph

air mail

email

Horses carried mail.

People send emails.</td>
<td>Men rode horses to bring people letters.

Pilots fly planes to bring people their mail.</td>
<td>A long time ago, horses helped carry the mail across the country. A short time later, the telegraph was invented. People used it to send messages over wires. It was faster than the Pony Express.</td>
</tr>
<tr>
<td>Language Forms & Conventions
Sentence Level</td>
<td>mail/letters

carry mail → carried mail

People send emails.</td>
<td>People send emails to…

bring people their mail</td>
<td>A long time ago,
A short time later,

used it to

It was faster than</td>
</tr>
<tr>
<td>Vocabulary Usage
Word/Phrase Level</td>
<td>the Pony Express
letters
telegraph
air mail
email

carry mail
send mail</td>
<td>Pilots fly planes
their mail</td>
<td>across the country

was invented

messages

wires</td>
</tr>
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EXPANDED STRANDS

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EXPANDED STRANDS

GRADE 3

This expanded strand highlights how to support students in giving feedback to peers on their writing. In third grade, all students will be more comfortable in this role if their educator constructs specific awareness of the criteria on which they must evaluate their peers' writing, and the language they can use to do so. By providing sentence frames and models to students in levels 1–3, educators can explicitly demonstrate how to use topic-related vocabulary in more linguistically complex ways. Word banks and models help students at higher levels of language proficiency apply their language skills more independently. The examples in the forms and conventions row draw attention to possible linguistic features that can be practiced, such as tenses, pluralization, pronouns, and others. Teachers should take care to introduce similar language structures across the language domains so that when the focus is on writing, as in this strand, it reinforces development of students' speaking skills for the next time they give oral feedback.

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Giving feedback for revision

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 CONTEXT FOR LANGUAGE USE: Students provide feedback to peers in writing conferences to recognize key elements in strengthening narratives.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE writing.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Supply words for sentences about revising from models	Compose phrases and simple sentences about revising from models	Compose sentences about revising from models	Suggest ideas for revising using word banks	Provide detailed feedback for revising	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: revise, redo, improve

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
			Level 6 – Reaching
Linguistic Complexity Discourse Level	Model sentences The best part of your story was…(the setting/ the characters) I liked… Your story needs… (information, humor, details) Tell me more about…	Nice job. I liked your title, "Life with Summer." I enjoyed it because dogs are cute. Your dog Summer is big. Please write more stories about Summer.	You were good at describing your dog Summer. I really liked reading 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 fetch.
Language Forms & Conventions Sentence Level	better, best your, my, his, hers is → was like → liked	"Life with Summer" because story → stories about	describe → describing read → reading really dog's
Vocabulary Usage Word/Phrase Level	setting, characters needs Tell me more	enjoyed more, less	good at looks like improve write more

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GRADE 4

When addressing a whole class, it may not always be possible to adjust language to each student's listening proficiency level. For example, students at all levels of language proficiency can learn from videos or other presentations when given adequate support, and this expanded strand models how a teacher might scaffold the use of such audiovisual materials. In this expanded strand, it is assumed that educators would select which level of language discourse to use based on the range of language proficiency profiles of students in the classroom. In other words, if the class has several beginning ELLs, the educator would follow the linguistic and

supporting features shown next to Linguistic Complexity for levels 1–3. On the other hand, if the class consists of primarily non-ELLs and some ELLs who are nearing exit from language support programs, the levels 3–5 example is the most logical model to follow. Many classes will fall somewhere in the middle or consist of a full range of proficiency levels. In such cases, the use of instructional assistants or co-teachers allows grouping of students so that they are given appropriate support. Note how the content presented does not vary from level to level, but the support and language input does.

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Earth history/materials

CONNECTION: *Next Generation Science Standards, May 2012 Draft, Processes that Shape the Earth a, c (Grade 4):* Ask testable questions about the effects of moving water on the rate of erosion under various conditions and plan and carryout investigations to observe and document the effects. Use evidence to explain how the physical characteristics of local areas are affected by the processes of weathering and erosion, including the activities of living organisms.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students gather information about scientific processes (e.g., from teacher demonstrations, computer programs, or videos) and demonstrate how the surface of the earth has changed over time as part of a long-term project on earth history.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Identify and sort the effect of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Categorize the effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos and graphic organizers with a partner	Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos and graphic organizers	Interpret the effects of processes or events on earth materials using videos based on grade-level oral discourse	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: weather v. weathering, erosion, breaks down rocks

Example Language Features

	Level 6 – Reaching		
	Levels 1–3	**Levels 2–4**	**Levels 3–5**
Linguistic Complexity Discourse Level	Look at this photo. It shows erosion. Did you see erosion in the video? *(teacher waits for students to respond).* Yes? What examples did you see in the video? *(students provide examples like tornados or rain and the teacher repeats each example while pointing at the corresponding pictures).* Erosion is when water—like rain *(teacher shows picture of a storm)*—or wind *(shows picture of a tornado)*—removes dirt and rock *(touches realia or photos including dirt and rock).* Weathering also breaks rocks *(breaks apart realia or shows broken 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 moves the rocks *(moves rocks).* Look at this *(indicates graphic organizer).* When I talk about a picture, decide with your partner if the picture shows erosion *(points to illustrated definition)* or weathering *(points to illustrated definition).* Tell me why. You can use English or your home language.	We watched a video about erosion. Erosion is when wind, even tornadoes, or water from storms or floods removes earth materials. How did you know it was erosion? *(teacher paraphrases responses).* Weathering is different. It breaks rocks *(shows broken rocks),* but it does not move earth materials. Now, I will describe more pictures. Decide with your partner if the picture is an example of erosion *(points to illustrated definition)* or weathering *(points to illustrated definition)* and if it is a fast or slow process. You need to tell me why.	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 and water. What are some ways that wind and water cause erosion? *(students provide examples like tornados, storms, etc., with prompting using pictures if necessary).* Good. Now remember, weathering is a bit different, isn't it? Weathering is like erosion because it breaks down rocks, but weathering doesn't move any materials. Now, I am going to describe a situation related to either weathering or erosion. Be ready to explain what has happened and why, okay? Remember to give reasons.
Language Forms & Conventions Sentence Level	Erosion <u>removes</u> materials. Weathering does not <u>move</u> materials.	It breaks rocks, <u>but</u> it does not move earth materials.	Weathering is <u>like</u> erosion <u>because</u> it breaks up rocks, <u>but</u>…
Vocabulary Usage Word/Phrase Level	rocks move wind dirt remove rain	earth materials tornado storm flood	natural phenomena occurs cause (verb)

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GRADE 5

The expanded strand for fifth grade represents an opportunity for students to practice their oral skills while at the same time learning about the features of a clear, strong presentation. This includes strategies in support of language development that are also good for all students, such as the use of sentence frames, templates, and visuals. The examples given suggest that while all students can be practicing with the same content, the quantity of language they are able to produce as well

as the sophistication of their oral discourse, including vocabulary, forms, and conventions, will vary across levels. The underlining in the forms and conventions row draws attention to some possibilities for linguistic features that could be practiced, such as tenses, pluralization, adverbs, and others. Please remember, this is an example but the particular areas of focus and their order should be adjusted to meet students' needs and correspond with your curricular goals.

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Peer assessment

CONNECTION: *Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4–5 (Grade 5)*: 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 CONTEXT FOR LANGUAGE USE: Students collaborate in providing coaching or feedback to peers' on their oral presentations using class-created rubrics.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE their classmates' presentations and give oral feedback.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	State ratings of peers' presentations using simple illustrated sentence frames and word banks	Describe ratings of peers' presentations using illustrated sentence frames	Discuss ratings of peers' presentations and suggest improvements using sentence frames	Explain ratings of peers' presentations with evidence and suggest improvements using sentence frames	Justify ratings of peers' presentations with evidence and suggest improvements using rubrics	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: rubric, use of voice, pace, visual aids, message

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
		Level 6 – Reaching	
Linguistic Complexity Discourse Level	I learned about bears. I can hear you. You talk fast. I liked your pictures.	Good job on your presentation. I liked when you told us about the koala's diet. Your photos helped me understand. Don't read your notes so much. You speak in a clear voice.	Your presentation showed you know a lot about the topic. Your map about different food sources was interesting. You spoke with a very clear voice but sometimes you spoke too quickly or too softly. I suggest you slow down and talk a little louder. Next time, I recommend you look up at your audience.
Language Forms & Conventions Sentence Level	you → your picture<u>s</u> learn → learn<u>ed</u> like → <u>liked</u>	I liked <u>when</u> (what/how/that)	<u>very</u> clear <u>too</u> quickly quickly softly Next time,
Vocabulary Usage Word/Phrase Level	learned about hear talk fast/slow pictures	presentation notes so much speak clear voice	topic I suggest you… I recommend… audience

EXPANDED STRANDS

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GRADE 6

This expanded strand showcases an opportunity for students to hone their writing skills within Standard 3, the Language of Mathematics. Students at all levels of language proficiency are asked to evaluate, a demanding cognitive function, and they must justify their decisions based on computation and reasoning. The example topic of ratio and rate can be made relevant for students using a variety of real-life applications, as shown in the example context for language use. Educators should be mindful of some of the specific and technical language that can be present in such specialized topics as taxes, cars, and sports, and make a point to teach it to students explicitly. ELLs can be more successful when provided linguistic supports. In levels 1 and 2 of this strand, students are supported by the use of a template. In the row for Linguistic Complexity, students' writing is underlined to show that they have filled in blanks with words, phrases, and simple sentences, while the template provided by their teacher is shown in italicized text. At the higher levels of language proficiency, students can draft all text independently using the support of graphic organizers that remind them of comparative and explanatory language.

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Ratio & rate

CONNECTION: *Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):* Use ratio and rate reasoning to solve real-world and mathematical problems… 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 CONTEXT FOR LANGUAGE USE: Students justify their decisions in real-life scenarios (e.g., choosing items to buy based on discounts and local tax, determining miles per gallon for different models of cars, or selecting players for a fantasy team based on sports average).

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE their options and make choices.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	List choices based on rate calculations in real-life situations using templates and word banks with a partner	Describe choices based on rate calculations in real-life situations using templates and word banks with a partner	Compare choices based on rate calculations in real-life situations using graphic organizers with a partner	Explain choices based on rate calculations in real-life situations using charts with partners	Elaborate on choices based on rate calculations in real-life situations with partners	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
		Level 6 – Reaching	
Linguistic Complexity Discourse Level	*Selection: We chose* the computer. *Price:* It costs $750. *Discount: Today it is* 15%. *Reason:* The price is cheap.	There are many phones. We selected the smart phone. Some phones are cheaper, but the smart phone can do more. The price was $400 plus tax. It was on sale for 15% off.	We had a choice of buying a tablet or a smart phone. We looked for a good deal. We selected the tablet because it was the best value at the discounted rate. It had a greater percentage off. The price of the tablet, including the 20% discount and sales tax, was $495. The final price of the smart phone was $340 after taking 10% off.
Language Forms & Conventions Sentence Level	choose → chose cost → costs	cheap → cheaper expensive → more expensive Some phones are cheaper, but… on sale 15% off	The price of the tablet, including the 20% discount and sales tax, was $495. after taking
Vocabulary Usage Word/Phrase Level	costs discount price cheap/expensive	plus tax on sale	a good deal best value discounted rate percentage off final price

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GRADE 7

In the expanded strand that follows, students engage in analytical reading of print or digital texts to support their interpretation and ultimately, creation of charts or maps about agriculture. In order for students at all levels to maintain the same cognitive function of analyzing, educators need to ensure that students are asked to differentiate agricultural products from other resources such as mineral or human resources. This example activity consists of many parts that are not all illustrated here, including the use of the other language domains of speaking, listening, and/or writing. Language activities are almost always integrated across multiple domains in this way, and students are often asked to produce language to indicate their reading comprehension. In other words, we can't see whether students have correctly identified language or drawn conclusions based on their reading unless they show their learning in other ways. This expanded strand suggests that students would read text like that which appears next to Linguistic Complexity, but then might indicate their understanding by creating a unique chart or map. The rows for Language Forms and Conventions and Vocabulary Usage suggest some possible language learning opportunities to introduce and practice with students at each level of language proficiency. Such practice will enhance and expand students' abilities to access content presented through written text.

ELD STANDARD 5: The Language of Social Studies   EXAMPLE TOPIC: Agriculture

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 CONTEXT FOR LANGUAGE USE: Students read informational texts and related websites about crops or agricultural products to interpret maps or create charts.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	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	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: renewable, non-renewable, resource allocation

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
		Level 6 – Reaching	
Linguistic Complexity Discourse Level	Rice is an important crop. It grows in the wet flat lands of China. Bananas grow in the tropics.	Coffee grows in countries with high mountains that are near the equator, while olives grow near warm seas. Therefore, coffee is a major agricultural product of Ecuador while olives are important to the Mediterranean region.	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.
Language Forms & Conventions Sentence Level	rice, coffee, corn, v. olives, bananas, oranges Rice grows…. Bananas grow….	Coffee grows… while olives grow… Therefore,…	One requirement of successful agricultural production is….
Vocabulary Usage Word/Phrase Level	rice coffee olives wheat orange trees important crop wet flat lands	near the equator or near warm seas major therefore while region	In contrast, agricultural productivity/production moist, tropical climates cooler, arid climates well-suited

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GRADE 8

The 8th grade expanded strand assumes that students will listen to classroom discussions about literature, and will connect common themes across multiple genres, including myths, traditional stories, or religious works. ELLs from diverse backgrounds may offer tremendous richness to such discussions of universal themes, as they may know different traditional stories and have unique life experiences to relate to the literary works. In the domain of listening, they may exhibit their listening comprehension in a variety of ways, as suggested in the model performance indicators. Educators may rely on illustrations of common themes, events, or character types across multiple units to increase students' familiarity with these concepts. Students may recreate, select, or manipulate these illustrations to engage in a variety of activities. However, illustrations are just one way to support students' listening. Other graphic, sensory, and interactive supports may be equally valuable. The complexity of sentences that students can process increases across three tiered levels. Different forms, conventions, and vocabulary can be introduced through different activities as part of the lesson on literature. Listening will serve as a scaffold for many students who can use it as a foundation for building their productive skills of speaking and writing.

ELD STANDARD 2: The Language of Language Arts   EXAMPLE TOPIC: Literature analysis

CONNECTION: *Common Core Reading Standards for Literature, Integration of Knowledge and Ideas #9 (Grade 8)*: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE universal themes of literature.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	Predict the evolution of literary characters, themes, and plots	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
		Level 6 – Reaching	
Linguistic Complexity Discourse Level	The main character, Loretta, is a heroine. She is not afraid of dragons. She is like the warrior from the other story we read.	In general, Loretta is a strong character. She is both faithful and fearless. She never leaves Sandra's side. Additionally, Loretta challenges the dragon in the magical forest. This is different from how the warrior abandons his horse in the scene of battle.	Obviously, 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. Through overcoming numerous obstacles, she conquers her fears and realizes her own strength. What if Loretta met the warrior from the ancient myth? Would she criticize his actions? Could she offer him some advice?
Language Forms & Conventions Sentence Level	The main character, Loretta, she is v. she is not	In general, both _____ and _____ For instance,… never Additionally, different from how	Obviously, not only…but also Through overcoming numerous obstacles, she… What would… Could…
Vocabulary Usage Word/Phrase Level	main character hero/heroine afraid dragon warrior other story	strong character faithful fearless _____'s side challenges magical abandons scene of battle	represents defeats loyal friend overcoming obstacles conquers realizes her own strength serve ancient myth criticize offer some advice

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EXPANDED STRANDS

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GRADES 9–10

The following expanded strand is focused on a productive domain (speaking). Five examples are given of how students will gain proficiency as they progress through the levels. The progression starts at level 1 where students will combine new vocabulary with set phrases such as "stayed the same" to describe their experiment. At level 2, they might use repetitive sentence frames to tell about the different outcomes of experimentation. At levels 3–5, teachers should gradually increase the complexity of

sentence frames provided and allow students ample time to practice with them prior to giving a final report to the class. Graphic support such as a process map will also support students' ability to recount the experiment's results orally. The passive voice, a hallmark of scientific language, can be rehearsed with all students, including ELLs at the upper levels of language proficiency. All students will benefit from enhanced awareness of the most common features of language pertaining to science.

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Dependent & independent variables

CONNECTION: *National Science Education Standards, Science as Inquiry, A2, Design and Conduct Scientific Investigations (Grades 9–12)**: 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 CONTEXT FOR LANGUAGE USE: Students will discuss the design of an experiment (e.g., reaction rate of photosynthesis) to test the effect of modifying a variable. Groups will perform the experiment and discuss their observations on the impact of the specific variable. Finally, they will give a formal presentation on the results.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the effect of modifying a variable in an experiment.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Describe the effects of modifying a variable using illustrated word banks in small groups	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups	Report on the effects of modifying a variable in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data

* As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
		Level 6 – Reaching	
Linguistic Complexity Discourse Level	Illustrated word bank: independent variable dependent variable water CO₂ Carbon dioxide stayed the same changed	The independent variable was carbon dioxide. We changed the amount of CO₂ each time. We saw the reaction slow down with less carbon dioxide and it did not occur without carbon dioxide.	In our experiment, varying the amounts of carbon dioxide impacted the reaction. First, we dissolved sodium bicarbonate in water to release CO₂, our independent variable. We knew how much CO₂ to use in the experiment because we had the chemical equation for photosynthesis. Decreasing the amount of CO₂ in the experimental groups slowed down the reaction rate. Removing the carbon dioxide resulted in no reaction.
Language Forms & Conventions Sentence Level	stayed the same changed	We saw… with…and it…	varying… decreasing… removing….
Vocabulary Usage Word/Phrase Level	stayed the same/changed same/different slow/fast	changed reaction each time without	impact dissolve release chemical equation photosynthesis resulted in

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GRADES 11–12

This expanded strand is focused on the receptive language domain of reading. Therefore, the language functions (sort, identify, categorize, make judgments, and draw conclusions) require students to do something to show their ability to process the language they read. As you examine the example expectations associated with the three criteria from the Performance Definitions, please note that the Linguistic Complexity section showcases the type of language students would be reading from college or career marketing materials, not language that they themselves would produce. Since it is important for each student to work with authentic materials, the quantity of language each student will process is greater than what we typically associate with the beginning levels of language proficiency (levels 1 and 2). However, this example shows how educators can select sections of those materials that are appropriate for students at each level and offer support (such as visuals and partner work) to allow them to access it. In this example, some of the language functions such as identification via highlighting (level 2) and the use of category headings (level 3) are incorporated within the row for Linguistic Complexity. At the highest levels, students need to process all language shown in order to successfully make judgments and draw conclusions. The vocabulary associated with this example topic is relevant to students' lives in school and beyond.

ELD STANDARD 1: Social & Instructional Language   EXAMPLE TOPIC: Informed decisions (college & career)

CONNECTION: *Common Core Reading Standards for Informational Texts, Integration of Knowledge & Ideas #7:* 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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students review college or career marketing materials (e.g., print or online) according to personal preferences (e.g., affordability, location, time commitment, requirements, interest) to make informed decisions on post-secondary options.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE post-secondary options.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Sort information on post-secondary options from multiple sources with visual support with a partner	Identify important information (e.g., by highlighting) on post-secondary options from multiple sources with visual support with a partner	Categorize (e.g., best, maybe, unlikely) post-secondary options from multiple sources using illustrated graphic organizers	Make judgments about post-secondary options from multiple sources using illustrated graphic organizers (e.g., checklists of types of evidence)	Draw conclusions on post-secondary options from claims in multiple sources of information	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: priorities, vocation/trade, merit scholarship, cost of living, room and board, professional reference, résumé-building

Example Language Features

Level 6 – Reaching

	Levels 3–5	Levels 2–4	Levels 1–3
Linguistic Complexity Discourse Level	*Mechanics* — Individuals who enjoy working with tools and their hands 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 keep up with changes in technology. Most mechanics specialize in at least one area such as automotive, aircraft, small engine, or industrial machinery. Mechanics generally have a love for machines, but many also like customer service and feel a sense of accomplishment from helping people. *Pre-law* — Are you driven to earn top grades? Can you picture yourself as an intern in a law office? Are you committed to studying for the LSAT?. 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! *Nursing Aides* — Nursing aides' responsibilities range from taking patients' temperatures to leading a group card game. If you are attracted to the virtues of nursing but not the time it takes to become an RN, a nursing aide position may be right for you. Aides can work days, nights, and/or weekends, and some jobs require use of your own transportation.	*Best, Close, Interesting:* **The Creative Institutes** — 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! *Maybe, Close, Affordable:* **Convenient College** — For over 15 years, Convenient College has offered affordable student-centered, quality, career-focused education. Our online program offers associate's and 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. *Unlikely but interesting:* **Teacher College** — 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!	**The University: Quick Facts** • 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 **Residential Life** First- and second-year students reside in campus housing. Living opportunities include 12 residence halls, 35 theme houses, and nine apartment complexes. **Scholarships and Financial Aid** • More than $150 million in scholarships and financial aid each year • Awarded for need, merit, and/or talent **Majors** Accounting, Anthropology, Art, Biochemistry, Biology, Business… **Visit Campus** The best way 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.

EXPANDED STRANDS

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Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
			Level 6 – Reaching
Language Forms & Conventions Sentence Level	founded in… located in… named a…	With over 50 schools in 30 states, For over 15 years, tailored to combines ____ with ____	such as… range from ____ to ____ If… An RN
Vocabulary Usage Word/Phrase Level	University residence hall financial aid major campus	real-world education affordable student-centered career-focused meet your needs pace warm community advancement flexibility dependability strong communication skills the time is right	keep up with specialize picture yourself advising program stay on track analytical thinker problem solving anything at all virtues

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Strands of Model Performance Indicators Representing the WIDA English Language Development Standards

The strands in Section 4 do not replace the strands presented in the 2007 Edition of WIDA's standards but instead includes an additional resource for educators working with English language learners in a variety of contexts. The current framework includes strands for individual grade levels so that the strands can be connected to grade-level content standards. However, educators are encouraged to review strands across multiple grade levels to gain a fuller picture of the various pathways to language development for their students.

SECTION 4: Strands by Grade Level

Six strands per grade level illustrate language development within each of the five WIDA ELD Standards and across all language domains, plus a complementary strand supports language learning within music education, performing arts, the humanities, visual arts, health, physical education, technology, and engineering

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Classroom collaboration

CONNECTION: *Common Core Speaking and Listening Standards #3 (Kindergarten)*: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students give visitors (e.g., family members) a classroom tour and tell how students work collaboratively in groups or centers.

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER how to work collaboratively with their peers.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Repeat and respond to chants about working collaboratively in small groups or centers (e.g., call and response) using gestures	Produce simple statements about working collaboratively in small groups or centers using oral sentence starters and models	Produce statements about working collaboratively in small groups or centers using oral sentence starters and models	Tell about working collaboratively in small groups or centers using models	Elaborate on working collaboratively in small groups or centers using models	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: taking turns, cooperation, job, today, tomorrow

See expanded version of this strand on pp. 22–23

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Features of print

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 CONTEXT FOR LANGUAGE USE: Students explore features of print in a variety of books with unique topics, formatting, and styles.

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER features of print.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Identify features of print in response to one-step oral commands and following a model (e.g., "Show me the title.")	Identify features of print in response to questions involving a choice and following a model (e.g., "Is *this* the title or is *this* the title? Show me the title.")	Identify features of print in response to Wh- questions by pointing and following a model (e.g., "Who wrote this book? Show me the author.")	Identify features of print in response to expanded Wh- questions by pointing and following a model (e.g., "Where do you find the author's name on the title page? Show me where you find it.")	Identify features of print in response to expanded multi-step oral instructions and following a model (e.g., "Find the author's first and last name and then show me the upper case letters.")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with 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

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Attributes of objects

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 CONTEXT FOR LANGUAGE USE: Students talk with classmates about real objects at a math center and sort them according to attributes.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the attributes of objects.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Indicate attributes of objects (e.g., "big," "small") using gestures and words in small groups	Describe attributes of objects (e.g., "a small ball," "a big ball") using gestures and words in small groups	Describe in detail attributes of objects (e.g., "the smaller ball") in small groups	Compare attributes of objects (e.g., "This is the biggest ball.") in small groups	Specify similarities and differences in attributes of objects (e.g., "The chalk and the crayon are short. The pencil is longer.") in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: bigger, smaller, heavier, lighter, longer/taller, shorter

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Body parts & senses

CONNECTION: *National Science Education Standards C.1 Life Science: The Characteristics of Organisms (Grades K–4)*:* 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 CONTEXT FOR LANGUAGE USE: Following an interactive/shared reading experience on an informational book about body parts and their functions, students will examine the book with a partner.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the functions of body parts and senses.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Associate pictures with modeled language about body parts and their functions with a partner	Find words or icons related to body parts and their functions in books with a partner	Match labeled pictures with body parts and their functions with a partner	Sort illustrated text about body parts and their functions using graphic organizers (e.g., T-charts) with a partner	Locate language about body parts and their functions in illustrated texts	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: senses, see, smell, taste, touch, hear, human body, body part

* As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.

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ELD STANDARD 5: The Language of Social Studies

CONNECTION: *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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students participate in a shared writing and then independently contribute to a classroom mural with "stories" about important people in their lives who they consider part of their family.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the structure of their family.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Draw and label family members using models and illustrated word cards (e.g., "grandma") in L1 or L2	Draw and label family members using models and illustrated word cards (e.g., "This is ____.") in L1 or L2	Draw and describe family members using sentence frames and illustrated word cards (e.g., "This is ____. He is ____.")	Produce illustrated "stories" about family members using multiple related sentence frames and illustrated word cards (e.g., "This is ____. She is ____. She ____ with me.")	Produce illustrated "stories" about family members	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: family, family tree, family members

COMPLEMENTARY STRAND: The Language of Music & Performing Arts

EXAMPLE TOPIC: Rhythm

CONNECTION: *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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students follow directions from the teacher on how to move their body to re-create rhythms and musical patterns and form a band using everyday classroom objects.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND rhythm.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Follow teacher-modeled rhythms and musical patterns based on gestures and simple oral commands with a partner	Follow teacher-modeled rhythms and musical patterns based on oral commands with a partner	Follow peer-modeled rhythms and musical patterns based on oral commands with a partner	Follow directions of lyrics in songs with repeated patterns about rhythmic movement with a partner	Follow directions of lyrics in songs about rhythmic movement (e.g., "The Wheels on the Bus")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: tap, clap, stomp, beat, rest

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ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Recreational classroom activities

CONNECTION: *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 CONTEXT FOR LANGUAGE USE: Students gather information from a variety of illustrated texts about recreational activities to share with peers.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND meaning in text.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify icons from illustrated texts related to games or activities with a partner	Identify labeled pictures from illustrated texts related to games or activities with a partner	Identify key words in illustrated texts related to games or activities with a partner	Identify key phrases in illustrated texts related to games or activities with a partner	Identify short sentences in illustrated texts related to games or activities with a partner	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: illustration, photo, fair

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Text elements

CONNECTION: *Common Core Writing Standards #1–3 (Grade 1)*: 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 CONTEXT FOR LANGUAGE USE: Student authors produce illustrated texts incorporating elements of different text types based on prompts (e.g., for opinions, "My favorite book is…") to create displays for classroom or school events.

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE original texts.

| | Level 1
Entering | Level 2
Emerging | Level 3
Developing | Level 4
Expanding | Level 5
Bridging | Level 6 – Reaching |
|---|---|---|---|---|---|---|
| **WRITING** | Draw icons or symbols to represent ideas and text elements from models | Produce labeled illustrations to represent ideas and text elements from models (e.g., "I like the dog.") | Provide details about ideas and text elements from models (e.g., "I like the funny cat.") | Connect ideas and text elements from models (e.g., "The dog plays in the park. I like the big park.") | Compose stories incorporating text elements (e.g., "First, the dog plays in the park. Then, he sees the cat. The dog and cat are friends.") | |

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: favorite, book report, title

GRADE 1

WIDA

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Measurement of objects

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 CONTEXT FOR LANGUAGE USE: Students work independently or with a partner to create charts about the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the relative length of objects.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Follow oral instructions to identify lengths of objects following a model with a partner	Follow oral instructions to categorize objects according to their length following a model with a partner	Follow oral instructions to order objects according to their lengths following a model with a partner	Follow oral instructions to compare the lengths of objects using a template with a partner	Follow multi-step oral instructions to compare the lengths of objects with a partner	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, length, chart, standard, non-standard

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ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Force & motion

CONNECTION: *National Science Education Standards, Physical Science Standards #B2 (Grades K–4)*:* 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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Based on oral discourse, students use realia to design models for experiments on force and motion and discuss their plans in small groups.

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE experiments on force and motion.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Construct models to test force and motion based on simple oral commands in small groups using L1 or L2	Construct models to test force and motion based on simple segmented instructions in small groups using L1 or L2 (e.g., "Get the blocks. [Pause] Get the ramp. [Pause] Put the ramp on the blocks. [Pause] Put the ramp higher to make it move faster.")	Construct models to test force and motion based on a series of oral statements using illustrations in small groups	Construct models to test force and motion based on oral discourse using illustrations in small groups	Construct models to test force and motion based on extended 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.")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions such as: push, pull, force, motion, change

* As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.

GRADE 1

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Neighborhoods/Communities

CONNECTION: *Common Core Standards Speaking and Listening Standards K–5 Comprehension and Collaboration #4 (Grade 1):* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students participate in role-play activities (e.g., with costumes/puppets) involving different members of their community using information from classroom guest speakers, field trips, videos, stories, or posters.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the roles of community members/workers.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Name community workers using word walls and realia that represent their roles in different settings	State the work of community workers using realia (e.g., "Firefighters put out fires.")	Describe the work of community workers using realia (e.g., "Firefighters ride a truck and use a hose to fight fires.")	Describe in detail the work of community workers using realia (e.g., "Firefighters are brave and work as a team to put out fires.")	Discuss the work of community workers using realia (e.g., "The firefighters protect our community and save lives. For example…")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: community, neighborhood, safety

COMPLEMENTARY STRAND: The Language of the Humanities

EXAMPLE TOPIC: Multiculturalism

CONNECTION: *Alaska Standards for Culturally Responsive Students, B1, E4:* Acquire insights from other cultures without diminishing the integrity of their own. Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students interact with a variety of narrative and expository texts to select artifacts to include in exhibits representing multiculturalism (e.g., heritage, language, family customs, religion).

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the features of cultural artifacts.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Sort cultural artifacts according to their use based on labeled illustrations from texts in small groups using L1 or L2	Sort cultural artifacts according to their use based on illustrated descriptive labels from texts in small groups using L1 or L2	Sort cultural artifacts according to their use based on sentences from illustrated texts using illustrated word walls in small groups	Sort cultural artifacts according to their use based on information from illustrated texts in small groups	Sort cultural artifacts according to their use based on information from multiple sources (e.g., stories, Internet)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: tradition, culture, same, different, respect

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: School areas, personnel, & activities

CONNECTION: *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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students take photos on a tour of the school and create maps incorporating school areas, personnel, and activities based on oral descriptions or text read aloud.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE oral directions.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Find school areas on maps based on oral clues about personnel or activities with a partner	Place objects in school areas on maps based on oral clues about personnel or activities with a partner (e.g., "There was a flag in the corner.")	Match school areas on maps to personnel and activities based on descriptive oral clues with a partner	Arrange school areas on maps according to descriptive oral clues about personnel and activities with a partner (e.g., "Remember how we could hear the musical instruments next door when we were in the gym?")	Distinguish among school areas on maps based on multi-step descriptive oral clues about personnel or activities with a partner	

TOPIC-RELATED LANGUAGE: : Students at all levels of English language proficiency interact with grade-level words and expressions, such as: across from, down the hall, in the corner, upstairs, custodian, second grade teacher, computer lab

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Storytelling/Experiential recounting

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 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.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
					Level 6 – Reaching	
SPEAKING	Point to and tell about events in stories 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) 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	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: order, details, word choice

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Money

CONNECTION: *Common Core Standards for Mathematics, Measurement and Data #8 (Grade 2):* Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students act out real-life mathematics scenarios related to money (e.g., to make purchases in a classroom store).

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE text of word problems.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Match words and phrases (e.g., "more than," "less than," "take away") involving money and value to operations (e.g., +, -) using illustrated word cards and realia with a partner	Find words and phrases involving money and value from illustrated text using realia with a partner	Sequence sentences to decide how to solve word problems involving money and value using realia with a partner	Locate clues for solving problems involving money and value from simplified text (e.g., written in present tense with familiar contexts) using realia with a partner	Categorize word problems (e.g., by addition or subtraction) involving money and value using realia	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: total, enough, cost, change, left over, solve

ELD STANDARD 4: The Language of Science

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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students learn about the stages within life cycles of different plants and animals in small groups to produce classroom posters.

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER the changes in life cycles.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Label drawings about stages of life cycles using illustrated word banks (e.g., seed, sprout) and graphic organizers	Produce simple sentences about the stages of life cycles using illustrated word banks and graphic organizers	Describe the stages of life cycles using illustrated word banks and graphic organizers	Describe in detail the stages of life cycles using illustrations and graphic organizers	Reproduce stories about the stages of life cycles using illustrations	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: life cycle, change into, stages

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GRADE 2

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Historical times & people

CONNECTION: *Common Core Reading Standards for Informational Text, 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 CONTEXT FOR LANGUAGE USE: Students research historical times and people using informational texts in preparation for creating a timeline poster.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the connections between different historical times and people.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication

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COMPLEMENTARY STRAND: The Language of Visual Arts

EXAMPLE TOPIC: Visual characteristics

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 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 lend themselves to different ideas.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE visual characteristics of art forms.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	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	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: shades of color, mood, style

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ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Research interests

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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Prior to conducting research, students brainstorm/free write about topics or questions they want to investigate.

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER personal and school experiences in selecting research topics.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	List ideas on research topics (e.g., sports and hobbies for kids) using illustrated graphic organizers in L1 or L2	Organize ideas on research topics (e.g., popularity of snow sports v. water sports) using graphic organizers in L1 or L2	State ideas related to research topics following a model using graphic organizers	Elaborate ideas related to research topics following a model using graphic organizers	Connect ideas related to research topics using graphic organizers	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: research topic, brainstorm

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Giving feedback for revision

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 CONTEXT FOR LANGUAGE USE: Students provide feedback to peers in writing conferences to recognize key elements in strengthening narratives.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE writing.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Supply words for sentences about revising from models	Compose phrases and simple sentences about revising from models	Compose sentences about revising from models	Suggest ideas for revising using word banks	Provide detailed feedback for revising	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: revise, redo, improve

GRADE 3

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Area

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CONNECTION: *Common Core Standards for Mathematics, Measurement and Data #5–6 (Grade 3):* Recognize area as an attribute of plane figures and understand concepts of area measurement… Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

EXAMPLE CONTEXT FOR LANGUAGE USE: Students follow directions to arrange manipulatives into shapes representing specified areas (e.g., to create building floor plans or plan a community garden).

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE floor plans or models.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Follow simple oral commands to design area maps using manipulatives and illustrated examples (e.g., "Make a square like this.") in small groups	Follow simple oral directions to design area maps using manipulatives and illustrated examples in small groups	Follow oral directions to design area maps using manipulatives and illustrated examples in small groups	Follow detailed oral directions to design area maps using manipulatives in small groups (e.g., "The area for beans needs to be less than 12 square units. Make the side less than 4 units long.")	Follow complex oral specifications to design area maps using manipulatives in small groups (e.g., "The total area of the garden is 50 square units. Each tomato plant requires 5 square units. Draw an area for the tomatoes.")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: square unit, unit squares, length, width, area

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ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Electricity & magnets

CONNECTION: *Next Generation Science Standards, May 2012 Draft, Interaction of Forces d–e (Grade 3):* Investigate the forces between two or more magnets to identify patterns. Investigate the push-and-pull forces between objects not in contact with one another.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students discuss their observations and draw conclusions about the outcomes of electricity and magnetism experiments in small groups to practice designing their own experiments.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE experimental observations.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	State reasons for outcomes of experiments on electricity using illustrations or realia and teacher guidance (e.g., "electricity goes", "electricity stops" when circuit is open or closed)	State reasons for outcomes of experiments on electricity using illustrations or realia, oral sentence starters, and teacher guidance (e.g., "The bulb turned on because…", "The balloons attracted/repelled because…")	Explain outcomes of experiments on electricity using illustrations and oral sentence frames	Explain in detail outcomes of experiments on electricity using illustrations or realia and word/phrase banks	Explain in detail outcomes of experiments on electricity using illustrations or realia	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: turn on, turn off, static electricity, charge, attract, repel, open/closed circuit

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Civic participation

CONNECTION: *National Standards for Civics and Government C–D (Grades K–4):* Students should be able to explain why certain rights are important to the individual and to a democratic society, such as personal, political, and economic rights. Students should be able to explain why certain responsibilities are important to themselves and their family, community, state, and nation, such as personal and civic responsibilities.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students read informational texts about the rights and responsibilities of citizens, create visual representations of them, and practice identifying them.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND citizens' rights and responsibilities.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Match labels to photos, pictures, or icons representing citizens' rights and responsibilities with a partner in L1 or L2	Match descriptions to photos, pictures, or icons representing citizens' rights and responsibilities with a partner in L1 or L2	Locate details related to citizens' rights and responsibilities with a partner using graphic organizers	Distinguish among citizens' rights and responsibilities with a partner using graphic organizers	Infer citizens' rights and responsibilities based on texts	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: citizenship, individual rights and responsibilities, duty, law and order

EXAMPLE TOPIC:
Healthy choices

COMPLEMENTARY STRAND: The Language of Health & Physical Education

CONNECTION: *National Health Education Standards #1, Health Promotion and Disease Prevention (Grades K–4):* 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 how the family influences personal health. Describe how physical, social, and emotional environments influence personal health.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students weigh options depicted in role plays (e.g., videos, performances, or text read aloud) in order to make healthy choices.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE different habits to decide if they are healthy or not.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Demonstrate or respond non-verbally to language associated with healthy and unhealthy choices from oral discourse using pictures or gestures	Match language associated with healthy and unhealthy choices to examples from oral discourse using illustrated graphic organizers	Identify language associated with healthy and unhealthy choices from oral discourse using graphic organizers	Identify details related to healthy and unhealthy choices from oral discourse using graphic organizers	Compare and contrast healthy and unhealthy choices from oral discourse using graphic organizers	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: healthy/unhealthy choices, behavior, consequences

GRADE 3

WIDA

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Community practices

CONNECTION: *Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1 (Grade 4):* 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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students report information from interviews conducted in their community to class and share stories about local practices (e.g., oral histories or community/family networks).

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND community practices.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
						Level 6 – Reaching
SPEAKING	Tell about community practices using photographs or realia and following a model with a partner	Describe community practices using photographs or realia and following a model with a partner	Recount information about community practices using photographs or realia and following a model	Recount detailed information about community practices using photographs or realia	Recount and reflect on information about community practices using photographs or realia	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: community practices, interview, personal experiences

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Narration

CONNECTION: *Common Core State Reading Standards for Literature, Craft and Structure #6 (Grade 4):* Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

EXAMPLE CONTEXT FOR LANGUAGE USE: After a whole group discovery activity exploring narrative points of view, students review example narrative texts to discover how first- and third-person narrations convey different perspectives.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify language that indicates narrative points of view (e.g., "I" v. "he/she") from illustrated text using word/phrase banks with a partner	Identify language that indicates narrative points of view (e.g., "he felt scared") from illustrated text using word/phrase banks with a partner	Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner	Compare narrative points of view in extended texts using graphic organizers with a partner	Compare and contrast narrative points of view in extended texts	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: narrate, narration, first person, third person

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ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Lines & angles

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 CONTEXT FOR LANGUAGE USE: Students build models or posters with photo displays specifying the lines and angles they find in their school, home, or community.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY their understanding of lines and angles to everyday situations.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Label types of lines and angles according to their properties using realia and graphic support	Define types of lines and angles according to their properties using realia and graphic support (e.g., "Obtuse > 90 degrees")	Describe types of lines and angles according to their properties using realia and graphic support	Compare and contrast types of lines or angles according to their properties using realia and graphic support	Explain types of lines and angles according to their properties using realia (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 and two obtuse angles of 125 degrees.")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: obtuse, acute, right or 90-degree angle, parallel and perpendicular lines, end points, rays, vertex, line segment

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Earth history/materials

CONNECTION: *Next Generation Science Standards, May 2012 Draft, Processes that Shape the Earth a, c (Grade 4):* Ask testable questions about the effects of moving water on the rate of erosion under various conditions and plan and carry out investigations to observe and document the effects. Use evidence to explain how the physical characteristics of local areas are affected by the processes of weathering and erosion, including the activities of living organisms.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students gather information about scientific processes (e.g., from teacher demonstrations, computer programs, or videos) and demonstrate how the surface of the earth has changed over time as part of a long-term project on earth history.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Identify and sort the effect of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Categorize the effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos and graphic organizers with a partner	Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos	Interpret the effects of processes or events on earth materials using videos based on grade-level oral discourse	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: weather v. weathering, erosion, breaks down rocks

See expanded version of this strand on pp. 30–31

GRADE 4

WIDA

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Maps & globes/Locations

CONNECTION: *National Curriculum Standards for Social Studies, Standard 3: People, Places, and Environments #3a-d (Early Grades):* Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape; interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs; use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information; estimate distances and calculate scale.

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 to prepare for producing a historical travelogue from the point of view of an explorer, trader, or leader.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY understanding of map concepts and skills.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
					Level 6 – Reaching	
LISTENING	Follow routes on maps based on segmented simple oral commands using illustrated word banks and manipulatives (e.g., "Go north two, [pause] east one.")	Follow routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g., "Freed slaves went north.")	Follow routes on maps based on oral descriptions using illustrated word banks (e.g., "Florence Nightingale traveled southeast from London to Crimea.")	Follow routes on maps based on detailed oral descriptions using visual supports (e.g., "Columbus sailed southwest. His first stop was the Canary Islands. Then he continued west to San Salvador.")	Follow routes on maps based on detailed oral discourse (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?")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: map key, compass rose, cardinal directions, intermediate directions, map scale, equator, hemisphere, continent

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COMPLEMENTARY STRAND: The Language of Technology & Engineering

CONNECTION: *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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students simulate the work of software engineers by designing illustrated manuals or brochures describing the procedures for creating multimedia presentations as part of a collaborative project.

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE procedural directions.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Label images/illustrations/icons that show the steps for producing multimedia presentations using illustrated word banks in small groups	List the steps for producing multimedia presentations using graphic organizers and illustrated word banks in small groups	Describe the process for producing multimedia presentations using graphic organizers and word banks in small groups	Detail the process for producing multimedia presentations using word banks in small groups	Elaborate the steps for producing multimedia presentations in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: software program, file name, tool bar, icons, formatting, image, clip art, slides, multimedia presentation

WIDA™

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Peer assessment

CONNECTION: *Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4–5 (Grade 5):* 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. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students collaborate in providing coaching or feedback to peers' on their oral presentations using class-created rubrics.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE their classmates' presentations and give oral feedback.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	State ratings of peers' presentations using simple illustrated sentence frames and word banks	Describe ratings of peers' presentations using illustrated sentence frames	Discuss ratings of peers' presentations and suggest improvements using sentence frames	Explain ratings of peers' presentations with evidence and suggest improvements using sentence frames	Justify ratings of peers' presentations with evidence and suggest improvements using rubrics	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: rubric, use of voice, pace, visual aids, message

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Text evidence

CONNECTION: *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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students participate in teacher-guided or media-based read-alouds and relate character traits quoted from the oral text with a partner.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE information about characters in oral text.

| | Level 1
Entering | Level 2
Emerging | Level 3
Developing | Level 4
Expanding | Level 5
Bridging | Level 6 – Reaching |
|---|---|---|---|---|---|---|
| LISTENING | Identify character traits based on evidence from oral text, along with visual cues, physical movement, and tone of voice | Identify details related to character traits based on evidence from oral text, along with visual cues and tone of voice (e.g., "Sam is adventurous because…") | Identify character traits based on evidence from oral text using visual and graphic support | Make predictions from character traits based on evidence from oral text using visual and graphic support | Infer character traits based on evidence from oral text | |

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: character traits, provide evidence, direct quotations

GRADE 5

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ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Coordinate plane

CONNECTION: *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… 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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students practice referring to axes and coordinates in real-world situations with a partner.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND how to plot points on a coordinate plane.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Ask and answer yes/ no questions related to coordinate planes using teacher modeling and visual support (e.g., "Is the house at (2,3)?" "Yes")	Ask and answer simple Wh- questions related to coordinate planes using word banks and visual support (e.g., "Where is the school?" "It is at (5,7)")	Describe the relationships among points on coordinate planes using word banks and visual support (e.g., "The new park will be one block from the school. It will be located at (4,7).")	Describe real-world applications of plotting points and navigating distances between locations on coordinate planes using visual support	Explain real-world applications of plotting points and navigating distances between locations on coordinate planes	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: horizontal and vertical axes, coordinates, coordinate plane, ordered pair

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Solar system

CONNECTION: *Next Generation Science Standards, May 2012 Draft, Stars and the Solar System a, c (Grade 5)*: Obtain and communicate information about the sizes of stars, including the sun, and their distances from Earth to explain their apparent brightnesses. Use a model of a rotating, spherical Earth and the relative positions of the sun and moon to explain patterns in daily changes in length and direction of shadows, day and night, and the phases of the moon.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students explore a variety of informational texts and media to discover how Earth's rotation around the sun affects shadows, day and night, and the phases of the moon and extract pertinent information to create a class book to share with first grade reading buddies who are also exploring day and night in science.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the effects of Earth's rotation.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify words and phrases associated with Earth's rotation from illustrated texts using manipulatives with a partner	Sort words and phrases associated with Earth's rotation from illustrated texts (e.g., illustrated books, media, posters) using graphic organizers with a partner	Categorize sentences associated with Earth's rotation from a variety of texts (e.g., books, media) using graphic organizers with a partner	Organize sentences associated with Earth's rotation from a variety of texts (e.g., books, media, encyclopedias) with a partner	Order paragraphs associated with Earth's rotation from a variety of texts	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: Earth's rotation, phases of the moon.

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Exploration

CONNECTION: *National Standards for World History: Social Studies Standards 1A-C, (Grade 5):* Demonstrate understanding of the origins and consequences of European overseas expansion in the 15th and 16th centuries; Demonstrate understanding of the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries; Demonstrate understanding of the consequences of the worldwide exchange of flora, fauna, and pathogens.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students examine 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) after participating in a large group activity to map the spread of plants, animals, diseases, and riches in the age of exploration.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE effects of exploration on history.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	List positive and negative impacts of exploration using graphic organizers (e.g., T-chart, concept map) and illustrated word banks in L1 or L2	State positive and negative impacts of exploration using illustrated word banks in L1 or L2	Describe and give examples of positive and negative impacts of exploration using graphic organizers and word banks	Explain and give specific examples of positive and negative impacts of exploration using graphic organizers	Critique impacts of exploration and give detailed examples (e.g., new discoveries v. loss of native culture, freedom, life)	

TOPIC-RELATED LANGUAGE: : Students at all levels of English language proficiency interact with grade-level words and expressions, such as: colonization, explorers/exploration, discover/discovery, conquerer/conquest

COMPLEMENTARY STRAND: The Language of Music & Performing Arts

EXAMPLE TOPIC: Song lyrics

CONNECTION: *The National Standards for Arts Education #1, Understanding the Relationship Between Music, the Other Arts, and other Disciplines Outside the Arts #8 (Grades 5–8): Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music…).*

EXAMPLE CONTEXT FOR LANGUAGE USE: Students in preparing to create their own song lyrics, examine composers' writing styles and how they fit with their music.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY reading comprehension strategies to understanding lyrics.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Distinguish among features (e.g., chorus, verses) to determine gist of songs' message using graphic organizers	Identify repetitive words or phrases to determine gist of songs' message using graphic organizers	Identify key words or phrases to determine songs' message using graphic organizers	Identify expressive words and phrases that reflect lyrical choices to determine songs' message using graphic organizers	Interpret lyrical choices to determine songs' message (e.g., alliteration, rhyme)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: repeated verses, chorus, song lyrics

WIDA

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Behavioral expectations

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 CONTEXT FOR LANGUAGE USE: Students refer to information on behavioral expectations (e.g., school handbook, school website, classroom rules or syllabus, etc.) to create posters for their classroom/school community.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND behavioral expectations.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify settings for behavioral expectations (e.g., in the classroom, lunchroom) from visually supported text	Classify settings for behavioral expectations from visually supported text in small groups	Locate main ideas about behavioral expectations from illustrated handbooks and texts in small groups	Locate details about behavioral expectations from handbooks and texts in small groups	Infer results of adhering or not adhering to behavioral expectations from handbooks and texts	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: posture, manners, polite behavior

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Peer editing

CONNECTION: *Common Core State Language Standards, Conventions of Standard English #1–2 (Grade 6):* Demonstrate command of the conventions of standard English grammar when writing or speaking; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students provide written feedback to each other about their use of conventions and mechanics in original written texts as part of the writing process.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY their knowledge of English conventions and mechanics.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Identify conventions and mechanics in peers' writing (e.g., by highlighting) using models and environmental print	Identify language to be edited in peers' writing using models and rubrics	Suggest edits of peers' writing using models and rubrics	Give reasons for editing peers' writing using models and rubrics	Explain editing of peers' writing through detailed feedback using models and rubrics	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: edit, conventions, mechanics

WIDA

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Ratio & rate

CONNECTION: *Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):* 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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students justify their decisions in real-life scenarios (e.g., choosing items to buy based on discounts and local tax, determining miles per gallon for different models of cars, or selecting players for a fantasy team based on sports average).

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE their options and make choices.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	List choices based on rate calculations in real-life situations using templates and word banks with a partner	Describe choices based on rate calculations in real-life situations using templates and word banks with a partner	Compare choices based on rate calculations in real-life situations using graphic organizers with a partner	Explain choices based on rate calculations in real-life situations using charts with partners	Elaborate on choices based on rate calculations in real-life situations with partners	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion

See expanded version of this strand on pp. 34–35

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ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Ecosystems

CONNECTION: *Next Generation Science Standards, May 2012 Draft, Matter and Energy in Organisms and Ecosystems d, Interdependent Relationships in Ecosystems a–b (Middle School):* Construct and communicate models of food webs that demonstrate the transfer of matter and energy among organisms within an ecosystem. Use a model to demonstrate the effect of resource availability on organisms and populations of organisms in an ecosystem. Construct explanations to describe competitive, predatory, and mutually beneficial interactions as patterns across various ecosystems.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students listen to oral descriptions (e.g., video clips, lecture, peer groups) and recognize key functions of organisms within ecosystems to prepare models to display in their classrooms.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND functions of organisms within ecosystems.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Identify functions of organisms within ecosystems based on oral statements using photos or illustrations and graphic organizers	Match functions to organisms within ecosystems based on oral language using photos or illustrations and graphic organizers	Match functions to organisms within ecosystems based on descriptive oral language using graphic organizers	Connect functions of organisms within ecosystems based on extended oral discourse using graphic organizers	Categorize functions of organisms within ecosystems based on extended oral discourse	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: consumers/predators, producers, decomposers, scavengers, function, species

GRADE 6

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GRADE 6

WIDA™

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Forms & organization of government

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 CONTEXT FOR LANGUAGE USE: Students exchange ideas about features of their own form and organization of government in preparation for giving a multimedia presentation.

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE model governments.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Suggest features of model governments using illustrated templates in small groups in L1 or L2	Suggest detailed features of model governments using illustrated templates in small groups in L1 or L2	Discuss features of model governments using a template in small groups	Discuss reasons for selection of features of model governments using a template in small groups	Defend selection of features of model governments (e.g., through debate)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: forms of government, personal rights, equality, the common good

WIDA

COMPLEMENTARY STRAND: The Language of the Humanities   EXAMPLE TOPIC: Interpretation of oral histories

CONNECTION: *Alaska Cultural Standards for Students D (K–12):* 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

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.

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.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Name events and traditions of the local community and their significance using illustrated environmental print, graphic organizers, and realia	Describe events and traditions of the local community and their significance using illustrated environmental print, graphic organizers, and realia	Explain events and traditions of the local community and their significance using notes from interviews and realia	Discuss events and traditions of the local community and their significance using notes from interviews and realia	Interpret the significance of events and traditions of the local community using notes from interviews and realia	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: accumulated specific knowledge, interpretation, local conventions, cultural significance

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Reflective listening

CONNECTION: *Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #1 (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 CONTEXT FOR LANGUAGE USE: Students listen to each other in a classroom discussion on a contemporary issue (e.g., poverty, new school rules) and reflect on how their own views were influenced by others.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE diverse views on contemporary issues.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Identify points of view from oral statements using illustrated graphic organizers and word banks	Classify points of view from oral statements using illustrated graphic organizers and word banks	Compare points of view from oral discussion using graphic organizers and word banks	Compare points of view from oral discussion using word banks	Interpret points of view in expanded oral discourse	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: active listening, reflection, mutual respect, contemporary issue, points of view

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ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Main ideas

CONNECTION: *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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students discuss main ideas of short stories, novels, and essays with partners or in small groups to clarify the theme, topic, or issue under study.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY main ideas of short stories, novels, and essays.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Produce key words about themes related to the main idea using visual support (e.g., captioned illustrations of plot and main ideas) with a partner	Produce statements about themes related to the main idea using graphic organizers with a partner	Explain themes related to the main idea using graphic organizers (e.g., story map, plot line) to a partner	Discuss themes related to the main idea using graphic organizers	Discuss themes related to the main idea using extended discourse	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supporting details, theme, thesis

GRADE 7

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Algebraic equations

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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students read real-life problems and use manipulatives to construct algebraic equations and find their solutions in small groups.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY their algebraic knowledge.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
					Level 6 – Reaching	
READING	Identify key language that provides information to solve real-life mathematical problems using visual and graphic supports with a partner	Identify key language that provides information to solve real-life mathematical problems using labeled visual and graphic supports with a partner	Identify key language that provides information to solve real-life mathematical problems using graphic supports (e.g., charts and tables)	Identify key language patterns to solve real-life mathematical problems using graphic supports	Identify key language patterns to solve real-life mathematical problems	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inequality, linear equation, non-linear, simplify the expression, _____ per _____

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Scientific inquiry

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 CONTEXT FOR LANGUAGE USE: Students report on the process and results of a science experiment to construct scientific knowledge.

COGNITIVE FUNCTION: Students at all levels of English language proficiency will UNDERSTAND how to interpret and represent the results of scientific inquiry.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Produce labeled illustrations of scientific questions and conclusions using graphic organizers with a partner	Describe scientific questions and conclusions using graphic organizers (e.g., cloze activity) using word banks with a partner	Describe in detail scientific questions and conclusions using words banks and graphic organizers	Organize language about scientific questions and conclusions using graphic organizers (e.g., paragraph frames)	Summarize scientific questions and conclusions	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: scientific inquiry, hypothesis, hypothesis testing, observations, results

* *As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.*

GRADE 7

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Agriculture

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 CONTEXT FOR LANGUAGE USE: Students read informational texts and related websites about crops or agricultural products to interpret maps or create charts.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	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	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: renewable, non-renewable, resource allocation

See expanded version of this strand on pp. 36–37

COMPLEMENTARY STRAND: The Language of Visual Arts   EXAMPLE TOPIC: Art media, techniques, & processes

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 CONTEXT FOR LANGUAGE USE: Students listen to oral descriptions (e.g., teacher talk, video, podcast, etc.) to determine the effectiveness of media, techniques, and processes in communicating artists' ideas in preparation for defending their own artistic choices.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Identify oral statements about artistic qualities and characteristics used to communicate ideas and experiences using visual and non-verbal cues and illustrated word walls	Identify oral descriptions about artistic qualities and characteristics used to communicate ideas and experiences using illustrated word walls	Categorize artistic qualities and characteristics used to communicate ideas and experiences using graphic organizers	Distinguish among artistic qualities and characteristics used to communicate ideas and experiences using graphic organizers	Infer reasons for artists' selection of media, techniques, and processes	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: perspective, abstract, realistic, dimension, form and function

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Peer Pressure

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 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.

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE a script.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Draw and label storyboards about emotions and decisions influenced by peer pressure using illustrated word banks	Compose dialogues for storyboards or scripts about emotions and decisions influenced by peer pressure using sentence frames	Compose dialogues for scripts about emotions and decisions influenced by peer pressure using illustrations and following models	Compose scripts about emotions and decisions influenced by peer pressure using illustrations following models	Compose scripts about emotions and decisions influenced by peer pressure	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: attitudes, behaviors, peer pressure, belonging, membership, strength of character

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ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Literature analysis

CONNECTION: *Common Core Reading Standards for Literature, Integration of Knowledge and Ideas #9 (Grade 8)*: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE universal themes of literature.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	Predict the evolution of literary characters, themes, and plots	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist

See expanded version of this strand on pp. 38–39

GRADE 8

GRADE 8

ELD STANDARD 3: The Language of Mathematics   EXAMPLE TOPIC: Transformation of two-dimensional figures

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CONNECTION: *Common Core State Standards for Mathematics, Geometry #4 (Grade 8):* 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 CONTEXT FOR LANGUAGE USE: Students manipulate two-dimensional figures based on oral instructions to determine the sequence of transformations of two-dimensional figures in a coordinate plane.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND congruence of figures in different positions on the coordinate plane.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
						Level 6 – Reaching
LISTENING	Adjust the position of figures based on simple oral commands (e.g., "rotate," "reflect," etc.) using visual supports with a partner	Adjust the position of figures based on oral descriptions (e.g., "reflect over the y-axis") using visual supports with a partner	Adjust the position of figures based on detailed oral descriptions using visual supports with a partner	Adjust the position of figures based on multi-step oral instructions using visual supports	Adjust the position of figures based on information from complex oral discourse	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: geometric transformation, rotation, reflection, translation, dilation, scale factor, vector

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Forms of energy

CONNECTION: *Next Generation Science Standards, May 2012 Draft, Energy b–d (Middle School):* Use representations of potential energy to construct an explanation of how much energy an object has when it's in different positions in an electrical, gravitational, and magnetic field. Plan and carry out investigations to show that in some chemical reactions energy is released or absorbed. Use and/or construct models to communicate the means by which thermal energy is transferred during conduction, convection, and radiation.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students decide with peers the types of energy transfers that occur in various situations from everyday life (e.g., glow sticks, thunderstorms, simple engines) to demonstrate the conservation of energy.

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE energy transfer.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	State how energy transfers using visual supports (e.g., "heat," "light," "sound")	Give examples of how energy transfers using sentence frames and graphic supports	Describe how energy transfers using sentence frames and graphic supports	Compare and contrast how energy transfers using graphic supports	Discuss how energy transfers using graphic supports	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: energy transfer, conservation of energy, sound wave, kinetic energy, potential energy, thermal energy

GRADE 8

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Globalization

CONNECTION: *Common Core State Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Text Type and Purposes #2 (Grades 6–8):* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students read informational articles on globalization to consider its impact on their lives (e.g., Internet, mass media, food and beverage distributors, retail stories).

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE the effects of globalization around the world and in their local community.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Classify visually-supported words or phrases related to the effects of globalization using graphic organizers with a partner in L1 or L2	Categorize language related to the effects of globalization using graphic organizers with a partner	Organize language related to the effects of globalization based on visually-supported text using graphic organizers with a partner	Compare the effects of globalization based on text using graphic organizers in small groups	Draw conclusions about the effects of globalization based on text in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: interdependence, worldwide, network, transnational

COMPLEMENTARY STRAND: The Language of Health & Physical Education

EXAMPLE TOPIC:
Personal health & fitness

CONNECTION: *The National Physical Education and Health 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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students develop personal health and fitness plans based on research-based recommendations for nutrition and physical activity. Later, they record and reflect on their choices in a food and exercise diary to self-monitor their progress over time.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	List personal health goals using word banks and graphic organizers in L1 or L2	State personal health goals using word banks (e.g., "I want to eat balanced meals.")	Explain personal health goals using sentence starters (e.g., "I chose _____ because _____.")	Detail personal health goals using a model (e.g., "I would like to decrease my body mass index by…")	Elaborate reasons for personal health goals (e.g., "I know that I need to add more cardio instead of just weight lifting because I don't have the highest metabolism…")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: nutritional content, body mass index, calories, food pyramid, metabolism

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Collaborative discussion

CONNECTION: *Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1.c (Grade 9–10):* 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 CONTEXT FOR LANGUAGE USE: Students discuss and build consensus by role playing community members acting on current school or community issues.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY consensus-building procedures to group discussions.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Repeat set phrases (e.g., "I agree", "I disagree") and use non-verbal communication to propel discussions using sentence frames, word banks, and visuals	Make statements (e.g., "We can…", "We must…") to propel discussions using sentence frames, word banks, and visuals	Paraphrase statements ("We agree that…") to propel discussions using sentence frames and word banks	Pose and respond to questions (e.g., "I think we could…") to propel discussions using sentence frames	Elaborate on responses to propel discussions using sentence frames (e.g., "I'd like to add to that…", "Have you also considered…?")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: delegate, compromise, represent, motivate, inspire, set an example

ELD STANDARD 2: The Language of Language Arts

CONNECTION: *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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students learn how to choose appropriate sources for a research project by examining texts (e.g., speech transcripts, websites, editorials) to identify author's bias.

COGNITIVE FUNCTION: Students at all levels of English language proficiency will EVALUATE author's bias.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Locate language associated with fact and/or opinion from visually supported text with a partner using L1 or L2 and word banks (e.g., "I think", "I believe" v. "data", "fact")	Locate language associated with fact and opinion from visually supported text with a partner using word banks (e.g., "70% of Latinos" v. "almost all Latinos")	Locate language of opinion and bias from excerpts of texts following a model in small groups (e.g., "We as scientists agree…" v. "Scientists everywhere agree…")	Sort language of bias from texts (e.g., by validity of reasoning/evidence) following a model in small groups	Infer author's bias from texts in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: bias, claim, argument, relevant evidence, valid reasoning, stereotype

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Right triangles

CONNECTION: *Common Core State Standards for Mathematics, Geometry, Similarity, Right Triangles and Trigonometry #6–8 (High School):* 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 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.

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.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Draw and label scenarios for right triangle word problems using illustrated phrase banks	Draw and describe scenarios for right triangle word problems using sentence frames and illustrated phrase banks	Reproduce right triangle word problems using sentence frames and phrase banks	Compose right triangle word problems using textbook models and phrase banks	Compose detailed right triangle word problems using textbook models	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sine, cosine, tangent (trigonometric functions), hypotenuse, opposite, adjacent

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Dependent & independent variables

CONNECTION: *National Science Education Standards, Science as Inquiry, A2, Design and Conduct Scientific Investigations (Grades 9–12)**: 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 CONTEXT FOR LANGUAGE USE: Students will discuss the design of an experiment (e.g., reaction rate of photosynthesis) to test the effect of modifying a variable. Groups will perform the experiment and discuss their observations on the impact of the specific variable. Finally, they will give a formal presentation on the results.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the effect of modifying a variable in an experiment.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Describe the effects of modifying a variable using illustrated word banks in small groups	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups	Report on the effects of modifying a variable in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data

* As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.

See expanded version of this strand on pp. 40–41

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Supply & demand

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 CONTEXT FOR LANGUAGE USE: Students listen to a video (e.g., a news clip or CEO presentation to shareholders) or professional guest visitor about supply and demand of a popular product to project its market value in coming months.

COGNITIVE FUNCTION: Students at all levels of English language proficiency will UNDERSTAND the concept of supply and demand.

| | Level 1
Entering | Level 2
Emerging | Level 3
Developing | Level 4
Expanding | Level 5
Bridging | Level 6 – Reaching |
|---|---|---|---|---|---|---|
| **LISTENING** | Point to key terms related to supply and demand using visuals and bilingual dictionaries with a partner | Select language related to supply and demand to complete graphic organizers using word banks with a partner | Organize information related to supply and demand using graphic organizers in small groups | Identify examples of changes in supply and demand using graphic organizers in small groups | Infer reasons for changes in supply and demand in small groups | |

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supply and demand, consumption, market prices, market economies, goods and services, commodities

COMPLEMENTARY STRAND: The Language of Technology & Engineering

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 CONTEXT FOR LANGUAGE USE: Students investigate the social effects of new technologies through articles on contemporary topics (e.g., social media use in the teenage population) to advocate for safe and responsible use of information and technology.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the effects of new technologies in today's society.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Classify statements from visually supported texts about effects of new technologies on behavior using L1 or L2 with a partner	Organize information from visually supported texts about the effects of new technologies on behavior using graphic organizers (e.g., cause and effect maps) and L1 or L2 with a partner	Find text evidence of the effects of new technologies on behavior using graphic organizers	Draw conclusions about the effects of new technologies on behavior based on texts using graphic organizers	Infer relationships between the effects of new technologies and behavior	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: cyber bullying, social media, ethical behavior

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Informed decisions (College & career)

CONNECTION: *Common Core Reading Standards for Informational Texts, Integration of Knowledge & Ideas #7:* 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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students review college or career marketing materials (e.g., print or online) according to personal preferences (e.g., affordability, location, time commitment, requirements, interest) to make informed decisions on post-secondary options.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE post-secondary options.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Sort information on post-secondary options from multiple sources with visual support with a partner	Identify important information (e.g., by highlighting) on post-secondary options from multiple sources with visual support with a partner	Categorize (e.g, best, maybe, unlikely) post-secondary options from multiple sources using illustrated graphic organizers	Make judgments about post-secondary options from multiple sources using illustrated graphic organizers (e.g., checklists of types of evidence)	Draw conclusions on post-secondary options from claims in multiple sources of information	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: priorities, vocation/trade, merit scholarship, cost of living, room and board, professional reference, résumé-building

ELD STANDARD 2: The Language of Language Arts

CONNECTION: *Common Core State Standards, English Language Arts, Reading: Literature, Craft and Structure #6 (Grades 11–12):* 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).

Common Core State Standards, English Language Arts, Speaking and Listening, Comprehension and Collaboration #3 (Grades 11–12): Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students are encouraged to draw on their own cultural experiences with satire and use observations about intonation patterns to understand underlying meaning in performances of satirical literature.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the characteristics and function of culturally-relevant satire.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Recognize satirical expressions (e.g., exaggeration) in familiar contexts using visual cues and storyboards	Identify literal meaning and satirical meaning in familiar contexts using visual cues and illustrated scripts	Identify literal meaning and satirical meaning using illustrated scripts	Compare the literal meaning and satirical meaning of visually supported speech	Infer the speaker's purposes in satirical speech	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: satire, satirical humor, reading between the lines, juxtaposition, ridicule

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Mathematical relations & functions

CONNECTION: *Common Core State Standards for Mathematics, Functions, Interpreting Functions #4–6 (Grades 11–12):* 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. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

EXAMPLE CONTEXT FOR LANGUAGE USE: Students use mathematical abstractions in equations and graphs to 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).

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND properties of functions.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Name key properties of functions using graphs and equations in L1 or L2 with a partner	Give examples of key properties of functions using labeled graphs and equations with a partner	Describe how key properties of functions are represented using labeled graphs and equations	Summarize representations of key properties of functions in small groups (e.g., think aloud)	Explain with details representations of key properties of functions in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola

ELD STANDARD 4: The Language of Science

CONNECTION: *Next Generation Science Standards, May 2012 Draft, Chemical Reactions e (High School):* Construct and communicate explanations using the structure of atoms, trends in the periodic table and knowledge of the patterns of chemical properties to predict the outcome of simple chemical reactions.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students investigate the characteristics of substances through expository (e.g., technical descriptions of chemical reactions) and narrative (e.g., feature story on chemists cleaning up chemicals in natural waterways) texts in preparation to identify unknown chemicals in reactions.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the chemical properties of substances.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Identify variables (e.g., pH, number of free electrons) affecting chemical reactions using visuals with a partner	Locate information about chemical reactions using visuals in small groups	Distinguish among chemical reactions using graphic organizers in small groups	Categorize chemical reactions using graphic organizers in small groups	Draw conclusions about chemical reactions (e.g., "This chemical would cause problems in a natural waterway.")	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: reactant, endothermic, exothermic, oxidation-reduction, catalyst, single/double replacement reaction

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Historical figures & times

CONNECTION: *Common Core State Standards for English Language Arts, Writing, Research to Build & Present Knowledge #7–8 (Grade 11–12):* 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… 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.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students write up the results of research on the impact of a historical figure or event on contemporary politics, economics, or society (e.g., prohibition, women's suffrage, eugenics).

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE historical information.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Reproduce key words and phrases about impact of significant individuals or events using photographs and word banks or bilingual dictionaries	Define impact of significant individuals or events using photographs and word banks or bilingual dictionaries	Describe impact of significant individuals or events using photographs and models	Discuss in detail impact of significant individuals or events using models	Critique impact of significant individuals or events	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: ideology, social/political movement, social construct, authority, social justice, equity

![WIDA logo]

COMPLEMENTARY STRAND: The Language of Music and Performing Arts   EXAMPLE TOPIC: Musical genres

CONNECTION: *National Arts Standards for Music #9, Understanding Music in Relation to History and Culture (Grades 9–12):* Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context. Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students give presentations to the class using representative recordings and/or realia showing the relationships between social or cultural changes in society and the evolution of musical genres (e.g., hip hop, blues, 1970s salsa, protest music).

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND musical genres within their social or cultural context.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Name influences on musical genres using visuals, graphic organizers, and sentence frames (e.g., "I chose ____. It was influenced by…")	Tell about the evolution of musical genres using visuals, graphic organizers (e.g., timelines), and sentence frames	Paraphrase the evolution of musical genres using graphic organizers and following models	Describe in detail the evolution of musical genres using graphic organizers and following models	Explain the evolution of musical genres	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: musical genre, instrumentation, fusion, aesthetic tradition, chord structure, phrasing, crossover artist

Appendix A: Glossary of Terms and Expressions Related to WIDA's Standards

academic content standards: the skills and knowledge expected of students in the core content areas for each grade level

academic language: the oral and written text required to succeed in school that entails deep understanding and communication of the language of content within a classroom environment; revolves around meaningful application of specific criteria related to Linguistic Complexity at the discourse level, Language Forms and Conventions at the sentence level, and Vocabulary Usage at the word/phrase level within the particular context in which communication occurs

amplified strands: a framework for representing the WIDA English Language Development Standards that extends to include examples of the three performance criteria of academic language (Linguistic Complexity, Language Forms and Conventions, Vocabulary Usage) across levels of language proficiency

cognitive functions: the mental processes involved in learning

cohesion: a feature of academic language at the discourse level involving the grammatical and lexical elements within and across sentences that hold text together to give it meaning

collocations: words or phrases that naturally co-occur with each other, (e.g., "peanut butter and jelly," or "a strong resemblance")

Common Core State Standards: the skills and knowledge expected of students in English language arts, mathematics (Kindergarten–Grade 12), and literacy in history/social studies, science, and technical subjects, (Grades 6–12); adopted by the vast majority of states in the U.S. in 2010

complementary strands: the use of the standards framework to represent critical areas of schooling outside the five English language development standards, including music and performing arts, the humanities, visual arts, health and physical education, technology, and engineering

complex sentences: one independent clause joined by one or more dependent clauses with a subordinator such as because, since, after, although, or when or a relative pronoun such as that, who, or which (e.g., "When school started, the students were excited.")

compound sentence: two or more independent clauses joined by coordinating conjunctions (e.g., for, and, nor, but, or, yet, so), semicolons, or a semicolon followed by a conjunctive adverb (e.g., "School started today; the students were excited.")

content stem: the element of model performance indicators, derived from state and national content standards, including the Common Core State Standards and Next Generation of Science Standards, that provides a standards-referenced example for contextualizing language development

connections to academic content standards: examples of the association or correspondence of content to language standards

discourse: extended oral or written language conveying multiple connected ideas; its language features are shaped by the genre, text type, situation, and register

domains: see language domains

English language learners (ELLs): linguistically and culturally diverse students who have been identified (by a WIDA screener and other placement criteria) as having levels of English language proficiency that require language support to achieve grade-level content in English

example context for language use: element of the standards matrix situating the representation of the English language development standards within a sociocultural setting that considers the register, genre/text type, topic, and task

example topic: element of the standards matrix listing a theme or concept derived from state and national content standards that provides a context for language development

expanded sentences: complete thoughts that contain descriptive language or two ideas that are combined using connectors (and, but, or)

features of academic language: the performance criteria of oral and written communication that include Linguistic Complexity at the discourse level, Language Forms and Conventions at the sentence level, and Vocabulary Usage at the word/phrase level

formulaic expressions: a feature of academic language at the sentence level that represents a string of words acquired as a single chunk, such (e.g., "How are you?")

framework: see standards framework

general language: words or expressions not typically associated with a specific content area (e.g., describe or book)

genres: socially-defined ways in which language (e.g., oral and written) is used to participate in particular contexts to serve specific purposes

instructional language: the language that typifies classroom discourse from teacher to teacher across content areas, such as "Open your books to page ___."

instructional supports: sensory, graphic, and interactive resources embedded in instruction and assessment that assist students in constructing meaning from language and content

integrated strands: a framework for representing the WIDA ELD Standards in which grade levels, language domains, and standards are combined in different configurations

L1: the first language a student acquires; usually refers to a home language(s) other than English, although for some English language learners, L2 (English) may be developing simultaneously alongside L1

L2: the second language a student acquires; usually refers to English as an additional language

language development standards: language expectations for English language learners represented within progressive levels of language proficiency

language domains: the modalities of language; listening, speaking, reading, and writing

language function: the purpose for which oral or written communication is being used; language functions guide the choices in language use and structure as well as the social relationships being established; first element of model performance indicators that indicates how English language learners process or use language to demonstrate their language proficiency

language proficiency: a person's competence in processing (through listening and reading) and producing (through speaking and writing) language

Language Forms and Conventions: the grammatical structures, patterns, syntax, and mechanics associated with sentence level meaning; one of three criteria that constitute the Performance Definitions

levels of language proficiency: the division of the second language acquisition continuum into stages descriptive of the process of language development; the WIDA ELD Standards have six levels of language proficiency: 1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching

Linguistic Complexity: the organization, cohesion, and relationship between ideas expressed in the variety and kinds of sentences that make up different genres and text types in oral or written language at the discourse level; one of three criteria that constitute the Performance Definitions

model performance indicator (MPI): a single cell within the standards matrix that is descriptive of a specific level of English language development for a language domain within a grade or grade-level cluster

Next Generation Science Standards: the skills and knowledge expected of students in science and engineering; draft released for states' review in May 2012

Performance Definitions: the criteria that define the Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage for receptive and productive language across the five levels of language proficiency

productive language: communicating meaning through the language domains of speaking and writing

proficiency: see language proficiency

realia: real-life objects used as instructional supports for language and content learning

receptive language: the processing of language through listening and reading

register: features of language that vary according to the context, the groups of users and purpose of the communication (e.g., the speech used when students talk to their peers versus their principal)

scaffolding: careful shaping of the supports (e.g., processes, environment, and materials) used to build on students' already acquired skills and knowledge to support their progress from level to level of language proficiency

simple sentence: an independent clause with a subject and a predicate; can also have a compound subject and/or predicate (e.g., "The students and teachers were excited.")

social language: the everyday registers used in interactions outside and inside school

sociocultural context: the association of language with the culture and society in which it is used; in reference to schooling, understandings of sociocultural context revolve around the interaction between students and the classroom language environment, which includes both curriculum and those involved in teaching and learning

specific language: words or expressions used across multiple academic content areas in school (e.g., chart, total, individual)

standards framework: the components representing WIDA's five ELD Standards, including the standards themselves, the Features of Academic Language, the Performance Definitions, and the strands of model performance indicators (standards matrix)

standards matrix: the basic framework for representing the English language development standards including a strand of model performance indicators, connection to state content standards, example context for language use, cognitive function, and topic-related language

strands of model performance indicators (MPIs): the five sequential or scaffolded levels of English language proficiency for a given topic and language domain within the standards matrix

supports: see instructional supports

technical language: the most precise words or expressions associated with topics within academic content areas in school

text types: categories of text that employ particular language features for specific purposes

topic-related language: grade-level words and expressions, including those with multiple meanings and cognates, that are associated with the example topic within the standards matrix

visual support: accompanying the use of written or oral language with illustrations, photographs, charts, tables, graphs, graphic organizers, etc. to give ELLs additional opportunities to access meaning

Vocabulary Usage: the specificity of words or phrases for a given topic and context; one of three criteria that constitute the Performance Definitions

Appendix B: Selected References

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Appendix C: Index of Strands by Grade Level

The tables below reference the language domains and example topics presented in WIDA's *2012 Amplification of the English Language Development Standards.* As this publication does not include a strand for every domain within each of the five standards, we encourage educators to look for examples across surrounding grade levels or refer to WIDA's 2007 Edition (available at www.wida.us) for additional examples of language development. We also invite educators to adapt, customize, and create new strands of model performance indicators to meet the needs of their ELLs. A blank template for this purpose is provided on p. 16.

Kindergarten		
ELD Standard	**Example Topic**	**Language Domain**
1: Social & Instructional Language*	Classroom collaboration	Speaking
2: The Language of Language Arts	Features of print	Listening
3: The Language of Mathematics	Attributes of objects	Speaking
4: The Language of Science	Body parts & senses	Reading
5: The Language of Social Studies	Self & family	Writing
Complementary: The Language of Music & Performing Arts	Rhythm	Listening

Grade 1		
ELD Standard	**Example Topic**	**Language Domain**
1: Social & Instructional Language	Recreational classroom activities	Reading
2: The Language of Language Arts	Text elements	Writing
3: The Language of Mathematics*	Measurement of objects	Listening
4: The Language of Science	Force & motion	Listening
5: The Language of Social Studies	Neighborhoods/Communities	Speaking
Complementary: The Language of the Humanities	Multiculturalism	Reading

Grade 2		
ELD Standard	**Example Topic**	**Language Domain**
1: Social & Instructional Language	School areas, personnel, & activities	Listening
2: The Language of Language Arts	Storytelling/Experiential recounting	Speaking
3: The Language of Mathematics	Money	Reading
4: The Language of Science	Life cycles	Writing
5: The Language of Social Studies*	Historical times & people	Reading
Complementary: The Language of Visual Arts	Visual characteristics	Speaking

denotes expanded strand

Grade 3

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Research interests	Writing
2: The Language of Language Arts*	Giving feedback for revision	Writing
3: The Language of Mathematics	Area	Listening
4: The Language of Science	Electricity & magnets	Speaking
5: The Language of Social Studies	Civic participation	Reading
Complementary: The Language of Health & Physical Education	Healthy choices	Listening

Grade 4

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Community practices	Speaking
2: The Language of Language Arts	Narration	Reading
3: The Language of Mathematics	Lines & angles	Writing
4: The Language of Science*	Earth history/materials	Listening
5: The Language of Social Studies	Maps & globes/Locations	Listening
Complementary: The Language of Technology & Engineering	Multimedia publishing	Writing

Grade 5

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language*	Peer assessment	Speaking
2: The Language of Language Arts	Text evidence	Listening
3: The Language of Mathematics	Coordinate plane	Speaking
4: The Language of Science	Solar system	Reading
5: The Language of Social Studies	Exploration	Writing
Complementary: The Language of Music & Performing Arts	Song lyrics	Reading

*denotes expanded strand

Grade 6		
ELD Standard	**Example Topic**	**Language Domain**
1: Social & Instructional Language	Behavioral expectations	Reading
2: The Language of Language Arts	Peer editing	Writing
3: The Language of Mathematics*	Ratio & rate	Writing
4: The Language of Science	Ecosystems	Listening
5: The Language of Social Studies	Forms & organization of government	Speaking
Complementary: The Language of the Humanities	Interpretation of oral histories	Speaking

Grade 7		
ELD Standard	**Example Topic**	**Language Domain**
1: Social & Instructional Language	Reflective listening	Listening
2: The Language of Language Arts	Main ideas	Speaking
3: The Language of Mathematics	Algebraic equations	Reading
4: The Language of Science	Scientific inquiry	Writing
5: The Language of Social Studies*	Agriculture	Reading
Complementary: The Language of Visual Arts	Art media, techniques, & processes	Listening

Grade 8		
ELD Standard	**Example Topic**	**Language Domain**
1: Social & Instructional Language	Peer pressure	Writing
2: The Language of Language Arts*	Literature analysis	Listening
3: The Language of Mathematics	Transformation of two-dimensional figures	Listening
4: The Language of Science	Forms of energy	Speaking
5: The Language of Social Studies	Globalization	Reading
Complementary: The Language of Health & Physical Education	Personal health & fitness	Writing

*denotes expanded strand

Grades 9–10		
ELD Standard	**Example Topic**	**Language Domain**
1: Social & Instructional Language	Collaborative discussion	Speaking
2: The Language of Language Arts	Bias	Reading
3: The Language of Mathematics	Right triangles	Writing
4: The Language of Science*	Dependent & independent variables	Speaking
5: The Language of Social Studies	Supply & demand	Listening
Complementary: The Language of Technology & Engineering	Technology & ethics	Reading

Grades 11–12		
ELD Standard	**Example Topic**	**Language Domain**
1: Social & Instructional Language*	Informed decisions (college & career)	Reading
2: The Language of Language Arts	Satire	Listening
3: The Language of Mathematics	Mathematical relations & functions	Speaking
4: The Language of Science	Chemical reactions	Reading
5: The Language of Social Studies	Historical figures & times	Writing
Complementary: The Language of Music & Performing Arts	Musical genres	Speaking

*denotes expanded strand

Appendix D: Acknowledgements and Development Process

WIDA would like to extend its appreciation to the many individuals who have inspired, supported, and contributed to the development of this edition of the English language development standards. This section outlines the formal process by which WIDA conceptualized, drafted, and reviewed this 2012 amplification of the WIDA standards and acknowledges those educators who were a part of that process, with apologies to many others who contributed ideas via less formal interactions.

First, it is important to acknowledge the numerous educators who were involved in the development of the 2004 and 2007 Editions of the WIDA English Language Proficiency Standards. In 2003–04, more than 65 teachers, administrators, and researchers at the classroom, district, state, university, and national levels provided input and feedback. The first major standards development meeting in May 2004 included representatives from eight states and involved close analysis of the national TESOL (1997) ESL standards for preK–12 students, as well as individual states' language and content standards. Performance indicators from these standards were examined and expanded to highlight their language functions. After intensive review and revisions by the WIDA standards development team and partner staff at the Center for Applied Linguistics, the large-scale assessment framework emerged. Later that year, the classroom framework was added and in 2004, both were published.

In 2006–07, stakeholder consensus about several new ideas for the standards called for action. First among these was the need to separate PreK–Kindergarten standards from those for grades 1 and 2, along with the desire to reformat for ease of use, the decision to add a sixth proficiency level and finally, the need to incorporate example topics and genres from all member states' content standards. Upon release of the 2007 Edition, the Consortium included 15 states. The drafts of the 2007 Edition were approved by a Standards Review Committee consisting of state and local educational agency representatives, as well as WIDA staff and partners at the Center for Applied Linguistics. As with all of WIDA's standards work, the drafts were also vetted by the Consortium Board of member state representatives.

The 2012 amplification development process began with the goal of improving how WIDA illustrates academic language within its standards framework, especially considering the wide impact of the Common Core State Standards on curriculum, instruction, and assessment. WIDA presented ideas, plans, and templates at focus groups, meetings, and professional learning workshops, as well as shared its vision with Consortium member states, Board representatives, and its Standards National Advisory Panel. Overall, the development of this edition involved hundreds of teachers, consultants, administrators, university faculty, and test developers. The visionary leadership of Dr. Margo Gottlieb and Andrea Cammilleri ensured that all voices were heard and the best interests of students and teachers were always the main focus.

In February and March of 2010, WIDA held two initial feedback sessions. Consortium member state educational agency representatives were invited to attend and/or nominate attendees, and several higher education instructors and professional development facilitators were recruited. Participants in these events were asked to share how the 2004 and 2007 Editions of the WIDA ELP Standards had been used in their educational contexts and they rated 24 possible uses on their level of success to date. Next, they

were invited to rank their interest in 15 proposed resources that could support greater understanding and use of the WIDA ELP Standards. Later, they discussed and rated many proposed new features to the standards matrix. Finally, they reviewed an early draft of the new standards matrix and responded to some guiding questions.

Thanks to the following individuals for their important contributions at these events:

Feedback Session, February 23, 2010, Arlington Heights, IL

Maria Barreras, Madison Metropolitan School District, WI
Miguel Fernandez, Ph.D., Cicero Public School District 99, IL
Betzaida Gomez, Milwaukee Public Schools, WI
Lorena Gueny, Milwaukee Public Schools, WI
Harriette Herrera, Consultant, DePaul University, IL
John Hilliard, Illinois Resource Center, IL
Seon Hwa Eun, Illinois State Board of Education, IL
Tammy King, Illinois Resource Center, IL
Robin M. Lisboa, Illinois State Board of Education, IL
Alan Matan, Maine Township High School District 207, IL
Robin Rivas, Milwaukee Public Schools, WI
Gladys Rodriguez, Cicero Public School District 99, IL
Cristina Sanchez-Lopez, Illinois Resource Center, IL
Amaveli Ugaz, Madison Metropolitan School District, WI
Judy Yturriago, Ph.D., Northeastern Illinois University, IL
Diane Zendejas, Chicago Public School District 299, IL

Feedback Session, March 2, 2010, Washington, D.C.

Katarina Brito, District of Columbia Public Schools, DC
Nora Bustios, Oyster-Adams Bilingual School, DC
Curt Emmel, Manassas City Public Schools, VA
Matilde Rosa Jimenez, Manassas City Public Schools, VA
Carol Johnson, Georgia Department of Education, GA
Megan Moore, Manassas City Public Schools, VA
Bethany Nickerson, Ph.D., District of Columbia Office of the State Superintendent of Education, DC
Regina Postogna, Asbury Park School District, NJ
Mari Rasmussen, Ph.D., National Clearinghouse for English Language Acquisition (NCELA)
Sarah Rosenbaum, Manassas City Public Schools, VA
Mindi Teich, District of Columbia Public Schools, DC
Jon Valentine, Georgia Department of Education, GA

WIDA also convened a Standards National Advisory Panel Meeting consisting of experts and representatives from our Consortium's state-level leaders in March 2010. The group discussed the vision for the future of WIDA's standards-based system of offerings and brainstormed the first draft of WIDA's Guiding Principles of Language Development to serve as the theoretical foundation for the

project. Participants discussed how to bring these principles to life within the standards matrices, the Resource Guide, and through other complementary efforts such as professional development. Finally, they brainstormed how to encourage buy-in from wider groups of stakeholders, address the needs of sub-groups of ELLs, incorporate multicultural elements and perspectives into the standards and standards-based resources, and address the Common Core State Standards.

Standards National Advisory Panel Meeting, March 16–17, 2010

Diane August, Ph.D., Center for Applied Linguistics
Alison Bailey, Ph.D., University of California, Los Angeles
Gisela Ernst-Slavit, Ph.D., Washington State University
John Hilliard, Illinois Resource Center
Anne Katz, Ph.D., Consultant
Robin M. Lisboa, Illinois State Board of Education
Joanne Marino, North Carolina Department of Public Instruction
Mary Lou McCloskey, Ph.D., Educo
Robert Measel, Rhode Island Department of Education
Mark Nigolian, Burlington School District, VT
Janet Orr, TEAL Services
Robin Rivas, Milwaukee Public Schools, WI
Dely Roberts, Alabama State Department of Education

At WIDA's June 2010 Consortium Board meeting in Richmond, VA, progress on the project was shared along with preliminary drafts of a strand. Twenty WIDA member states sent representatives to this meeting and together, they endorsed the plans of the standards development team.

Over the remaining months of 2010, WIDA finalized the Guiding Principles of Language Development, drafted Performance Definitions, and convened another national group of experts known as the Madison Academic Language Working Group. This group was charged with defining and elaborating the core components of academic language to support student growth, and continues to think about how to effectively disseminate this information to various stakeholders including teachers and administrators, researchers, policy-makers, and others.

Concurrently, the WIDA standards development team worked to finalize a draft matrix, and shared it with about 20 educators participating in WIDA's institute. The draft matrix was brought to the Executive Committee of the WIDA Consortium Board for discussion and approval in December 2010. The Executive Committee consisted of state educational agency representatives from six WIDA states (each representing a region) and one local educational agency representative.

In February and April of 2011, WIDA brought together groups of language educators to learn about the updated standards matrix and begin drafting grade-level strands of model performance indicators. The grade-level and linguistic expertise of the following educators generated creative ideas for the draft strands. WIDA is grateful for their ongoing commitment to the project.

Grades K–5 Strand-Writing Workshop, February 17–18, 2011, Madison, WI

Karen Alderson, CCSD#15, Palatine, IL
Donna DeVito, Cicero Public School District 99, IL
Pamela Dorn, Madison Metropolitan School District, WI
Rocio Fisher, West Chicago District 33, IL
Maritza Guilamo, West 40 Intermediate Service Center No. 2, IL
Mary Lattas, CCSD#15, Palatine, IL
Bonnie Nagel, District 300, Carpentersville, IL
Guadalupe Navarro, West Chicago District 33, IL
Carla O'Connor, CCSD#15, Palatine, IL
Ruth Reinl, Consultant
Robin Rivas, Milwaukee Public Schools, WI
Leslie Sandeen, Madison Metropolitan School District, WI
Allison Yount, West Chicago District 33, IL

Grades 4–12 Strand-Writing Workshop, April 13–14, 2011, Arlington Heights, IL

Jorge Almodovar, District 300, Carpentersville, IL
Kelly Buczkiewicz, CCSD#15, Palatine, IL
Peg Christiansen, Township High School District 214, Arlington Heights, IL
Griselda Flores, Chicago Public School District 299, IL
Alma Giner-Garcia, Albuquerque Public Schools, NM
Maria Gregorio, CCSD#59, Arlington Heights, IL
Shelia Heck, Township High School District 214, Arlington Heights, IL
Greg Hansen, Albuquerque Public Schools, NM
Leticia Hernandez, Chicago Public School District 299, IL
Kari Jaeckel-Rodriguez, Evanston Township High School, IL
Tammy King, Illinois Resource Center, IL
Ben Kollasch, Middleton-Cross Plains Area School District, WI
Ruthann Lewis, Madison Metropolitan School District, WI
Hanna Martin, School District of Beloit, WI
Emily Miller, Madison Metropolitan School District, WI
Guadalupe Navarro, West Chicago District 33, IL
Kaitlin Parrett, CCSD#59, Arlington Heights, IL
Patricia Payne, Evanston Township High School, IL
Josh Thorison, School District of Beloit, WI
Magali Williams, IL

WIDA continued to review the strands created by educators, and in June 2011, presented an overview of the development process and an example expanded standards matrix to the full WIDA Consortium Board, which was met with enthusiasm by the 26 state educational agency representatives in attendance.

In late July 2011, the educators listed below were invited to WIDA's office in Madison, WI to focus on revising the example context for language use accompanying each strand.

Example Context for Language Use Event, July 27, 2011, Madison, WI

Pamela Dorn, Madison Metropolitan School District, WI
Ben Kollasch, Middleton-Cross Plains Area School District, WI
Maureen Kuhn-Rojas, Naperville School District #203, IL
Ruthann Lewis, Madison Metropolitan School District, WI
Hanna Martin, School District of Beloit, WI
Sarah Symes, Madison Metropolitan School District, WI
Josh Thorison, School District of Beloit, WI

WIDA shared drafts of the Features of Academic Language, Performance Definitions, and three grade levels of strands with its Standards National Advisory Panel during August 2011. In response to guiding questions, participants gave written feedback and shared their perspectives in an interactive webinar. Their approval prompted WIDA to publish its full draft for public review.

Standards National Advisory Panel Interactive Webinar, August 30, 2011

Alison Bailey, Ph.D., University of California, Los Angeles
Gisela Ernst-Slavit, Ph.D., Washington State University
John Hilliard, Illinois Resource Center
Anne Katz, Ph.D., Consultant
Joanne Marino, North Carolina Department of Public Instruction
Mary Lou McCloskey, Ph.D., Educo
Mark Nigolian, Burlington School District, VT
Janet Orr, TEAL Services
Robin Rivas, Milwaukee Public Schools, WI

In September 2011, WIDA released a draft of the Features of Academic Language, strands of model performance indicators for each grade level, and supplemental materials, including a tutorial. Educators across the country were invited to submit an anonymous web form with overall comments about the draft and its usefulness for language teachers and general education teachers. Additionally, surveys were made available for educators to consider the appropriateness of the specific elements of one strand of model performance indicators at each grade level. After the close of the comment period in November, this information was compiled and reviewed to inform edits and enhancements to the final version of this edition. In all, over 675 grade-level surveys were submitted along with over 100 comments.

During the draft release period, the Center for Applied Linguistics also conducted a review of the expanded matrices with a particular focus on improving the accuracy of linguistic features represented at each proficiency level and grade level. The following WIDA project staff at CAL participated in the review and/or the aforementioned events:

SUBJECT
> Pending Rule – Docket No. 08-0203-1206 - Rules Governing Thoroughness - Definitions H-S

REFERENCE
> August 2012   Board approved proposed rule change to IDAPA 08.02.03 subsection 008.

APPLICABLE STATUTE, RULE, OR POLICY
> Sections 33-105 and 33-1627, Idaho Code

BACKGROUND/DISCUSSION
> The definition in the proposed rule was crafted 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.
>
> No comments received relevant to the remaining portion of this rule.

ATTACHMENTS
> Attachment 1- Pending Rule – Docket No. 08-0203-1206   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
> Changes made in to this rule between the Proposed Rule and Pending Rule includes the elimination of the definition of "One-To-One Mobile Computing Program." Section 33-1627, Idaho Code, establishes a mobile computing device program, but did not define what a mobile computing device was. To clarify this term the Department proposed the definition the Board approved at the regular August 2012 Board meeting. With the rejection of Proposition 3, Section 33-1627, Idaho Code is null and void, thereby eliminating the need for the definition in rule.
>
> There have been no changes to the definition of Professional Development.
> Board staff recommends approval of the Pending Rule with changes.

BOARD ACTION
> I move to approve Pending Rule – Docket No. 08-0203-1206 with changes as submitted.

> Moved by _____ Seconded by _____ Carried Yes _____ No _____

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DAPA 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.   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.   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 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)

10.   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)

11.   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)

12.   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)

13..   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)

14.   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)

15.   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)

16.   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 Common Core 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. (   )

16.17.   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)

17.18.   Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

18.19.   Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

19.20.   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)

20.21. **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)

21.22. **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)

22.23. **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)

23.24. **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)

24.25. **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)

25.26. **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)

26.27. **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)

27.28. **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
Rescind Temporary and Vacate Proposed Rules – Docket No. 08-0201-1201 and Docket No. 08-0202-1205.

REFERENCE

October 18, 2012	Board approved final draft of Idaho's ESEA Waiver request.
August 16, 2012	Board approved proposed rules changes to IDAPA 08.02.02, Rules Governing Uniformity, subsection 120-121, Local district Evaluation Policies
June 21, 2012	Board approved temporary and proposed rule changes to IDAPA 08.01.01.250, Rules Governing Administration.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1002A, Idaho Code
Idaho Administrative code, IDAPA 08.02.01.250 and IDAPA 08.2.02.020.120-121

BACKGROUND/DISCUSSION
With the rejection of Proposition 3, Section 33-1002A, Idaho Code, Fractional Average Daily attendance is null and void. Section 33-1002A gave the Board the statutory authority for the Proposed Rule Docket 08-0201-1201. Without that authority the Temporary rule should be rescinded and the Proposed rule should be vacated.

The language in the Proposed rule Docket 08-0202-1205 is supported within the original language contained in Section 33-513(4), Idaho Code and is not impacted by the rejection of Proposition 1, however, the department has received significant public input on these this rule and has chosen to vacate the rule at this time. A new rule may be brought forward in 2013 with amendments to the school personnel evaluations already contained in Administrative Rule.

IMPACT
Rescinding the temporary and vacating the proposed Docket 08-0201-1201 will make the temporary rule null and void and eliminate the proposed rule.

Vacating the proposed rule Docket 08-0202-1205 will revert IDAPA 08.02.02. subsection 120 to its original language, and eliminate subsection 121.

ATTACHMENTS

Attachment 1 – Temporary Proposed Rule Docket 08-0201-1201	Page 3
Attachment 2 – Proposed Rule Docket 08-0202-1205	Page 5

STAFF COMMENTS AND RECOMMENDATIONS
Board staff recommends approval of both actions.

BOARD ACTION

I move to Rescind the Temporary and Vacate the Proposed Rule – Docket No. 08-0201-1201

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to Vacate the Proposed Rule – Docket No. 08-0202-1205

Moved by _____ Seconded by _____ Carried Yes _____ No _____