STATE BOARD OF EDUCATION SPECIAL MEETING
November 19, 2012
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

Teleconference Number: (888)285-4585 **Public Participant Code:** 352813

Monday, November 19, 2012, 10:00 a.m. (MST)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. University of Idaho – Property Acquisition

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Pending Rule Docket 08-0110-1201 – Work Study Program
2. Pending Rule Docket 08-0111-1201 – Proprietary School and Postsecondary Education Institution Registration
3. Pending Rule Docket 08-0114-1201 – Rural Physician Incentive Fund
4. Pending Rule Docket 08-0202-1206 – Alternate Route to Certification
5. Pending Rule Docket 08-0203-1201 – Home Schooled Student Recognition
6. Pending Rule Docket 08-0204-1201 – Charter Schools
7. Pending Rule Docket 08-0301-1201 – Public Charter School Commission
8. Pending Rule Docket 47-0101-1201 – Division of Vocational Rehabilitation

STATE DEPARTMENT OF EDUCATION

1. Pending Rule Docket 08-0202-1201 – Endorsements, Health, Physical Education, Special Education Director, and Generalist
2. Pending Rule Docket 08-0202-1202 – Mathematical Thinking for Instruction Waiver
3. Pending Rule Docket 08-0202-1203 – Certification Standards, Teacher Leader
4. Pending Rule Docket 08-0202-1204 – Endorsements, Literacy, Consulting Teacher
5. Pending Rule Docket 08-0203-1202 – Relationship Abuse and Sexual Assault Prevention
6. Pending Rule Docket 08-0203-1203 – High School Graduation Requirements
7. Pending Rule Docket 08-0203-1204 – Curricular Material Approval
8. Pending Rule Docket 08-0203-1205 – WIDA Standards
9. Pending Rule Docket 08-0203-1206 – Definition of Professional Development
10. Rescission and/or Vacation of rules – Docket 08-0201-1201, Fractional ADA and Docket 08-0202-1205, Teacher and Principal Evaluations

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
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UNIVERSITY OF IDAHO

SUBJECT

Request for Approval of Acquisition of McCall Campus Site

REFERENCE

July 27, 2007	General Counsel Memo to Regents
December 07, 2011	Executive Session discussion of elements of land trade
February 3, 2012	Regents approval for due diligence expenditures and other initial pre-acquisition expenses

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.I.2.a, V.I.2.b, V.I.2.f, and V.I.5.b(3)
Section 33-3805, Idaho Code

BACKGROUND/DISCUSSION

The University of Idaho's McCall Campus sits on the shores of Payette Lake, adjacent to Ponderosa State Park, on endowment land managed by the Idaho Board of Land Commissioners (Land Board).

The University has leased the McCall Campus site for the past 65 years and has operated the University's Forestry Camp and other education services (including a growing education program available to K-12) through the College of Natural Resources (CNR - formerly the College of Forestry). In calendar year 2012, the lease rate increased from approximately $50,000 per year to approximately $250,000 as part of an ongoing re-evaluation of leasing rates by the state.

The University has been working with a private party for acquisition of its McCall campus site. The private party, IW4, LLC, an Idaho limited liability company, intends to acquire the McCall campus from the Idaho Department of Lands, and if successful, has agreed to sell the property to the University at a sales price of $6.1 million, its current appraised value.

IMPACT

The University has executed a Purchase and Sale Agreement (Attachment 1) which is contingent upon Board approval of the transaction. Upon approval of the Board, the University will be committed to purchase the McCall site for $6.1 million; to reimburse IW4 for certain due diligence costs incurred in its acquisition of the property; and to pay a 1.5% facilitation fee to IW4's real estate broker. The total reimbursement and facilitation fee amount is $134,672.50. In addition, the

University will purchase a title insurance policy and pay closing costs for the transaction. Closing of the purchase will remain contingent upon IW4's acquisition of title.

The University will use internal reserves to fund the purchase price and acquisition costs, and intends to reimburse its reserves from a future bond issuance. A proposed resolution of the Board to approve this funding mechanism is attached. The savings to the University from eliminating the current lease rate of approximately $250,000 per year will offset the future debt service.

ATTACHMENTS

Attachment 1 – Purchase and Sale Agreement Page 3
Attachment 2 – Reimbursement Resolution Page 19

STAFF COMMENTS AND RECOMMENDATIONS

This request for approval contemplates several separate but related transactions. First, the Board is being asked to approve the fee simple purchase of the property on which UI's McCall campus is sited. The source of funds for the purchase would be institutional reserves. Second, UI is requesting authorization to use proceeds from a future bond issuance to reimburse its reserves used in the acquisition of this property.

The Higher Education Bond Act (Idaho Code §33-3805) provides that "When the board shall find the proposed project or projects to be necessary for the proper operation of the institution and economically feasible and such finding is recorded in its minutes, the bonds therefor shall be authorized by resolution of the board."

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to purchase the McCall campus for a purchase price of $6.1 million and to pay transaction costs as set forth in the Purchase and Sale Agreement submitted to the Board; and further to authorize the Vice President for Finance and Administration, and Bursar of the University of Idaho to execute all necessary transaction documents for closing the purchase.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the University of Idaho for authority to use future bond proceeds to reimburse for the purchase of the McCall campus, including the purchase price and the costs and expenses associated with the

purchase (including in this approval the Board's finding that the acquisition of the McCall campus is necessary for the proper operation of the University of Idaho and economically feasible), and further to approve the Resolution of the Board of Regents regarding the same, as set forth in Attachment 2 to the materials submitted to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Purchase and Sale Agreement

THIS PURCHASE AND SALE AGREEMENT ("**Agreement**") is entered into on _____, 2012, between **IW4, LLC,** an Idaho limited liability company ("**Seller**"), and The Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("**Buyer**").

1) **Purchase.** Seller shall sell and Buyer shall purchase that certain real property located in the County of Valley, State of Idaho, and more particularly described in Exhibit A ("**Real Property**"), together with all easements, rights and appurtenances thereto and improvements thereon, all in accordance with the terms and conditions hereinafter set forth. The Real Property, appurtenances, and improvements are hereinafter referred to as "**Subject Property.**"
2) **Purchase Price.** The purchase price of the Subject Property is the sum of Six Million One Hundred Thousand Dollars ($6,100,000) ("**Purchase Price").**
3) **Other Transaction Costs.** Buyer agrees to reimburse the following additional transaction costs to Seller at Closing from funds deposited by Buyer with the Closing Agent:
   a) Due Diligence Costs. Sums paid by or charged to Seller with respect to acquisition of title to the Subject Property as follows:

i) Property Inspection costs	$5,450.00
ii) Environmental Site Assessment costs	$2,062.50
iii) Appraisal costs	$12,300.00
iv) Title Insurance costs	$12,375.00
v) Transaction closing costs	$1360.00
vi) Survey	$9,625.00

   b) Facilitation Fee. The sum of $91,500 to Seller's agent as a facilitation fee.
4) **Conditions Subsequent.**
   a) **Seller:** Notwithstanding anything to the contrary in this Agreement, Seller shall not be obligated to sell the Subject Property to Buyer as herein set forth if Seller is unable to, or unwilling for any reason to, obtain title thereto simultaneously with the Closing under this Agreement.
   b) **Buyer:** Notwithstanding anything to the contrary in this Agreement, Buyer shall not be obligated to purchase the Subject Property unless at or prior to closing each of the following conditions has been met or Buyer has waived said condition in writing. Seller shall cooperate with Buyer to execute any documents which may be necessary or convenient to the performance of these conditions:
      i) Buyer has determined that title to the Subject Property shall be good and marketable and shall be free and clear of all liens, leases, encumbrances, easements, assessments, restrictions, tenancies (whether recorded or unrecorded) and other exceptions to title, except those exceptions set forth in the Limited Liability Company Deed ("Deed") attached hereto as Exhibit B or such other exceptions approved in writing by Buyer ("**Permitted Exceptions**"). Pursuant to the terms of that certain Memorandum of Agreement Regarding Exchange and Purchase of Endowment Lands executed by Buyer and Seller on April 16, 2012 ("Memorandum Agreement"), the Seller is

responsible only for exceptions to title that arise solely from Seller's taking title to the Property immediately prior to the conveyance to the Buyer, and Buyer is responsible for resolving all other exceptions to title and therefor Buyer agrees that such other exceptions to title are hereby agreed to constitute Permitted Exceptions under this Agreement and the parties agree that such provisions of the Memorandum Agreement shall remain in full force and effect notwithstanding Section 10 thereof. Seller shall not enter into any lease or occupancy agreement affecting the Subject Property or any portion thereof unless first approved in writing by Buyer.

ii) Buyer is able to obtain, at its costs, from First American Title Company a policy of title insurance, including any endorsements reasonably required by Buyer in the full amount of the purchase price, insuring that marketable fee simple title to the Real Property is vested in Buyer, subject only to the Permitted Exceptions (if any).

iii) If required, Buyer has obtained approval from Buyer's governing body to purchase the Subject Property in accordance with the terms of this Agreement.

iv) All of Seller's representations and warranties under this Agreement shall continue to be true and correct as of the date of closing.

In the event Buyer, at any time, reasonably deems any of the conditions set forth in this Section 4(b) unsatisfied, Buyer may terminate this Agreement upon fifteen (15) days' prior written notice to Seller and this Agreement shall terminate. Either party shall also have the right to terminate this Agreement in the event the Buyer or Seller has not notified the other party by December 30, 2012, of its satisfaction of all conditions of transaction closing as set forth in this Section 4. Notwithstanding any of the foregoing, neither party shall have the right to terminate this Agreement if such party is in default under this Agreement. In the event of any such termination of this Agreement, both parties shall be released from any further obligations hereunder except for liabilities, actual or contingent, which arose prior to the date of termination.

5) Representations and Warranties

a) Buyer

i) Buyer represents and warrants to Seller that Buyer has been in sole possession and control of the Subject Property as the lessee thereof for a continuous period in excess of 75 years. Buyer agrees that the subject lease shall terminate in conjunction with Seller's acquisition of title and neither Buyer nor Seller shall have any obligations or rights thereunder by reason of such lease. Buyer is fully aware of the condition of the Subject Property, including all improvements thereon, and accepts the Property in its "as is" condition. Buyer makes no reliance in any fashion on Seller with respect to the condition of the Subject Property and waives any right or interest to perform any further survey or to perform any environmental assessments on the Property. Buyer hereby releases and indemnifies Seller from any liability of any kind associated therewith.

ii) Buyer represents and warrants to Seller that to the best of Buyer's knowledge and belief, the Subject Property is free and clear of any Hazardous Materials (as hereinafter defined). Buyer further acknowledges that Seller has not been in possession or control of the Subject Property at any time in during the period of

Buyer's leasing of such property and in no event is Seller responsible for the condition of the Subject Property, including any known or unknown Hazardous Material thereon. The term "Hazardous Materials" shall collectively refer to underground storage tanks, petroleum and petroleum products, asbestos, PCBs, urea-formaldehyde and any hazardous or toxic substances, pollutants, contaminants, wastes or materials as defined under any "Environmental Laws." The term "Environmental Laws" shall collectively refer to the Comprehensive Environmental Response, Compensation and Liability Act of 1980, The Toxic Substances Control Act, the Clean Water Act 33 U.S.C. § 1251-1387, the Resource Conservation and Recovery Act as amended, or any other similar federal, state or local law, rule or regulation respecting Hazardous Materials together with all rules and regulations promulgated thereunder and all amendments thereto.

iii) Buyer represents and warrants to Seller that execution, delivery and performance of this Agreement, and all documents related hereto, have been duly authorized and approved by all actions necessary by Buyer, and that this Agreement, in conjunction with all documents related hereto, constitute valid and binding agreements of Buyer in accordance with their terms.

iv) Buyer agrees to indemnify, defend and hold harmless Seller from and against any and all claims arising from any misrepresentation or breach of warranty by Buyer hereunder. All of the representations and warranties and Buyer's related indemnification and other obligations as set forth in this Section 5(a) shall survive the closing of this transaction.

b) Seller

i) Seller represents and warrants to Buyer Seller has, or as of the Closing hereunder will have, acquired title to the subject property from the State of Idaho Department of Lands; that no right to acquire the Subject Property or any interest therein has been granted by Seller to any other party nor will any such right be granted by Seller prior to the Closing; and that the Subject Property shall be are free and clear of any and all liens, claims, security interests, pledges, charges, and encumbrances of any nature arising out of Seller's acquisition of title thereto prior to the Closing.

ii) Seller represents and warrants to Buyer that there are no pending actions against Seller (or to Seller's knowledge, against any other person or entity) which relate to the title, condition or use of the Subject Property and Seller has no knowledge of any facts or circumstances which could give rise to such action.

iii) Seller represents and warrants to Buyer that, to Seller's knowledge, there are no judgments, attachments, executions, assignments for the benefit of creditors, or voluntary or involuntary proceedings contemplated by, or pending or threatened against, Seller which could prevent or delay the consummation of this transaction.

iv) Seller represents and warrants to Buyer that execution, delivery and performance of this Agreement and the Deed have been duly authorized and approved by all actions necessary by Seller, on the part of Seller, and that this Agreement and the Deed constitute valid and binding agreements of Seller in accordance with their terms.

v) Seller agrees to indemnify, defend and hold harmless Buyer from and against any and all claims arising from any misrepresentation or breach of warranty by Seller

hereunder. All of the representations and warranties and Seller's related indemnification and other obligations as set forth in this Section 5(a) shall survive the closing of this transaction.

6) Closing Agent. First American Title and Escrow Company, 9465 West Emerald Street, Suite 260, Boise, Idaho 83704, Attn: Erin Dixon, shall serve as the Closing Agent. Seller shall deliver to the Closing Agent on or before December 31, 2012, i) a duly executed and acknowledged Deed in the form attached as **Exhibit B**, conveying all of Seller's right, title and interest in Property to Buyer, together with instructions to deliver and record Deed after Buyer deposits Purchase Price with the Closing Agent.

7) Closing. The "Closing Date" shall be identified by Seller as the date of closing of Seller's acquisition of title to the Subject Property, and the Closing under this Agreement shall occur simultaneously with closing of Seller's acquisition of title. At least 72 hours prior to closing the following "Closing Actions" shall occur:

a) Buyer shall

i) notify Seller and Closing Agent, in writing that Buyer is satisfied with the conditions of transaction closing as set forth in Section 4 of this Agreement,

ii) execute and deliver to the Closing Agent all documents necessary for closing and

iii) deposit with the Closing Agent the purchase price and such funds as necessary to pay Buyer's obligations for costs and reimbursement under this Agreement, with instructions to disburse the Purchase Price to Seller upon recordation of the Deed by Closing Agent.

b) Seller shall execute and deliver to the Closing Agent the Deed and all documents necessary for closing and shall deposit such funds as necessary to pay Sellers obligations for costs under this agreement, with instructions to record and deliver the Deed to Seller upon payment of the Purchase Price and the costs and reimbursement under this Agreement.

In the event the Closing Actions as described above do not occur, the Closing shall not take place and the costs and fees associated with this transaction shall be paid pursuant to section 9 of this Agreement. Closing shall occur on or before December 31, 2012.

8) Section 1445 Affidavit. At or prior to closing, Seller shall deliver to Buyer an affidavit in compliance with Section 1445 of the Internal Revenue Code providing Seller's United States taxpayer identification number and business address and stating whether or not Seller is a "foreign person" as defined in the Internal Revenue Code and regulations applicable thereto ("**Code**"). If Seller fails to deliver such affidavit or is a "foreign person" as defined in the Code, Buyer shall be entitled to withhold from the purchase price, and to pay to the Internal Revenue Service, such amounts as are required to be withheld by the Code, and Seller agrees to cooperate with Buyer and to furnish Buyer with such tax forms and information as are reasonably required to insure Buyer's compliance with the Code.

9) Costs. Buyer shall pay the cost of recording the Deed and costs listed in Section 3 of this Agreement. Any additional transaction closing costs beyond those listed in Section 3 shall be paid equally by Buyer and Seller. Taxes and utilities (if any) shall be the separate responsibility of Buyer. In the event the transaction contemplated by this Agreement fails to close, the parties agree that the costs listed in Section 3 and for this Agreement shall be allocated and borne by the parties as set forth in the provisions of the Memorandum

Agreement, which said provisions the parties hereof agree shall remain in full force and effect notwithstanding Section 10 thereof.

10) Commissions. Each party hereto represents and warrants to the other party that the representing party has no arrangement with any realtor, broker, or agent in connection with this purchase and sale, except Mark Bottles Real Estate Services, LLC ("**Seller's Agent**"). As set forth in Section 3(b) above, Buyer agrees to pay to Seller's Agent , a facilitator fee equal to 1.5% of the Purchase Price, such payment to be made at Closing with funds deposited therefor by Buyer. Each party agrees to indemnify, defend, and hold harmless the other party from all claims by any realtor, broker, or agent, other than Seller's Agent as provided herein, when such claims are caused by the actions or misrepresentations of the indemnifying party with respect to such real estate service commissions owed from the conveyance of Subject Property.

11) NA

12) Successors.

13) This Agreement shall be binding on the heirs, successors, assigns and personal representatives of the parties hereto.

14) Attorneys' Fees.

15) In the event either party initiates or defends any legal action or proceeding in any way connected with this Agreement, the prevailing party in any such action or proceeding (in addition to any other relief which may be granted, whether legal or equitable), shall be entitled to recover from the losing party in any such action its reasonable costs and attorneys' fees (including, without limitation, its reasonable costs and attorneys' fees on any appeal). All such costs and attorneys' fees shall be deemed to have accrued on commencement of any legal action or proceeding and shall be enforceable whether or not such legal action or proceeding is prosecuted to judgment.

16) Default.

a) Neither party shall be deemed to be in default of this Agreement except upon the expiration of thirty (30) days from receipt of written notice from the other party specifying the particulars in which such party has failed to perform its obligations (or breached any of its representations or warranties) under this Agreement unless such party, prior to expiration of said thirty (30) day period, has rectified the particulars specified in said notice of default.

b) In the event of a default, the nondefaulting party may:

c) Terminate this Agreement upon written notice to the defaulting party, and recover from the defaulting party all damages incurred by the nondefaulting party;

d) Seek specific performance of this Agreement, and, in addition, recover all damages incurred by the nondefaulting party. The parties declare it to be their intent that this Agreement may be specifically enforced;

e) Perform or pay any obligation or encumbrance necessary to cure the default and offset the cost thereof from monies otherwise due the defaulting party or recover said monies from the defaulting party; and

f) Pursue all other remedies available at law, it being the intent of the parties that remedies be cumulative and liberally enforced so as to adequately and completely compensate the nondefaulting party.

17) **Notices.** All notices given pursuant to this Agreement shall be in writing and shall be given by personal service, by United States mail or by United States express mail or other established express delivery service (such as Federal Express), postage or delivery charge prepaid, return receipt requested, addressed to the appropriate party at the address set forth below:

a) Seller: IW4, LLC
Attn: Gary L. Voigt
900 Pier View Drive (83402)
P.O. Box 2044 (83403)
Idaho Falls, Idaho

b) Buyer: Ronald E. Smith
Vice President for Finance Administration
University of Idaho
Moscow, ID 83844-3162

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given pursuant to this Agreement shall be deemed given upon receipt.

For the purpose of this Agreement, the term "**receipt**" shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified pursuant to subparagraph (a) above as shown on the return receipt, (ii) the date of actual receipt of the notice or other document by the person or entity specified pursuant to subparagraph (a) above, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (A) the date of the attempted delivery or refusal to accept delivery, (B) the date of the postmark on the return receipt, or (C) the date of receipt of notice of refusal or notice of nondelivery by the sending party.

18) **Captions and Headings.** The captions and headings in this Agreement are for reference only and shall not be deemed to define or limit the scope or intent of any of the terms, covenants, conditions or agreements contained herein.

19) **Entire Agreement.** This Agreement contains the entire agreement between the parties hereto and supersedes all prior agreements, oral or written, with respect to the subject matter hereof except those provisions of the Memorandum Agreement specifically referenced herein. The provisions of this Agreement shall be construed as a whole and not strictly for or against any party.

20) **Venue and Governing Law.** Any legal proceeding instituted between the parties shall be in the courts of the County of Latah, State of Idaho, and each of the parties agrees to submit to the jurisdiction of such courts. It is further agreed that this Agreement shall be governed by the laws of the State of Idaho.

21) **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which shall constitute a single instrument, and shall be effective upon execution of one or more of such counterparts by each of the parties hereto.

22) **Survival.** All of the representations and warranties set forth in this Agreement shall constitute continuing representations and warranties, shall be deemed to be true and correct as of the date of Closing, and shall (along with all indemnification, defense and hold harmless obligations related thereto) survive Closing.

23) **No Third Party Beneficiary Rights. T**his Agreement is not intended to create, nor shall it in any way be interpreted or construed to create, any third party beneficiary rights in any person not a party hereto unless otherwise expressly provided herein.

EXECUTED as of the date first above written.

SELLER:	BUYER:
IW4, LLC, an Idaho limited liability company	Board of Regents of the University of Idaho
_____ By: Gary L. Voigt Its: Managing Member	_____ Ronald E. Smith Vice President for Finance and Administration

List of Exhibits and Schedule
Exhibit “A” – Legal Description
Exhibit “B” – Deed

EXHIBIT A

A parcel of land being a portion of Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

COMMENCING at the East 1/4 corner of said Section 4, monumented by a 2 ¾" brass cap (Corner Record No. 235851), from which the South 1/16 corner common to Sections 4 and 3, monumented by a 2 ¼ " Aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 89°47'42" West, coincident with the south line of said Government Lot 1, a distance of 1266.77 feet to a found 2" aluminum cap, RLS 998 and the **POINT OF BEGINNING**;

Thence South 33°26'19" East, a distance of 279.07 feet to a found 2" aluminum cap, PLS 5357;

Thence North 88°58'08" East, a distance of 482.68 feet to a found 2" aluminum cap, RLS 998;

Thence North 34°22'24" East, a distance of 601.60 feet to a found 2" aluminum cap, RLS 998;

Thence North 44°11'49" West, a distance of 533.21 feet to a point from which a found 3 ¼" aluminum cap, "Dept. of Lands" bears North 44°11'49" West, 0.45';

Thence North 40°11'36" East, a distance of 144.68 feet to a found 3 ¼" aluminum cap, "Dept. of Lands";

Thence North 49°54'02" West, a distance of 40.00 feet to a found 2" aluminum cap, PE/LS 2478, said point also being the most easterly corner of Peninsula Lease Lot 7 as shown per Record of Survey No. 156312;

Thence South 40°11'36" West, coincident with the Southeasterly line of the Peninsula Lease Lots, a distance of 561.99 feet to a found 2" aluminum cap, PE/LS 2478 and the most southerly corner of Peninsula Lease Lot 2A;

Thence North 50°34'55" West, coincident with the Southwesterly line of said Peninsula Lease Lot 2A, a distance of 168.17 feet to a found 3 ¼" aluminum cap, "WC 2A Dept. of Lands";

Thence continuing North 50°34'55" West, coincident with said Southwesterly line of said Peninsula Lease Lot 2A, a distance of 20.72 feet to the ordinary high water line of Big Payette Lake as determined by the Idaho Department of Lands to be at elevation 4992.59' as referenced to the NAVD88 datum;

Thence along said ordinary high water line the following five courses:

South 34°39'04" West, a distance of 80.21 feet;

South 46°12'36" West, a distance of 115.59 feet;

South 58°07'33" West, a distance of 116.74 feet;

South 54°38'21" West, a distance of 110.40 feet;

South 56°13'36" West, a distance of 86.52 feet;

Thence leaving said ordinary high water line, South 42°00'07" East, a distance of 44.12 feet to a found 2" aluminum cap, RLS 998;

Thence South 57°25'07" East, a distance of 239.88 feet to the **POINT OF BEGINNING.**

The above described parcel contains 14.237 acres or 620,186 square feet, more or less.

Together with and subject to covenants, easements and restrictions of record.

The basis of bearings for this parcel is South 00°09'27" West between the E1/4 corner and the S1/16 corner common to Sections 4 and 3.

EXHIBIT B

LIMITED LIABILITY COMPANY DEED

THIS INDENTURE is made this ____ day of _____, 2012, by IW4, LLC an Idaho limited liability company hereinafter referred to as "Grantor", to the Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho**,** whose mailing address is University of Idaho, ATTN: V.P. for Finance Administration, Moscow, ID 83844-3162, hereinafter referred to as "Grantee".

WITNESSETH: That Grantor, for and in consideration of the sum of TEN DOLLARS ($10.00) lawful money of the United States of America and other good and valuable consideration to Grantor in hand paid by Grantee, the receipt whereof is hereby acknowledged, does bargain, sell, convey and confirm in fee unto the said Grantee and its successors and assigns forever, all of the following described real property situated in Valley County, State of Idaho, to-wit:

A parcel of land being a portion of Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

> COMMENCING at the East ¼ corner of said Section 4, monumented by a 2 ¾" brass cap (Corner Record No. 235851), from which the South 1/16 corner common to Sections 4 and 3, monumented by a 2 ¼" Aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;
>
> Thence North 89°47'42" West, coincident with the south line of said Government Lot 1, a distance of 1266.77 feet to a found 2" aluminum cap, RLS 998 and the POINT OF BEGINNING;
>
> Thence South 33°26'19" East, a distance of 279.07 feet to a found 2" aluminum cap, PLS 5357;
>
> Thence North 88°58'08" East, a distance of 482.68 feet to a found 2" aluminum cap, RLS 998;
>
> Thence North 34°22'24" East, a distance of 601.60 feet to a found 2" aluminum cap, RLS 998;

Thence North 44°11’49” West, a distance of 533.21 feet to a point from which a found 3 ¼” aluminum cap, “Dept. of Lands” bears North 44°11’49” West, 0.45’;

Thence North 40°11’36” East, a distance of 144.68 feet to a found 3 ¼” aluminum cap, “Dept. of Lands”;

Thence North 49°54’02” West, a distance of 40.00 feet to a found 2” aluminum cap, PE/LS 2478, said point also being the most easterly corner of Peninsula Lease Lot 7 as shown per Record of Survey No. 156312;

Thence South 40°11’36” West, coincident with the Southeasterly line of the Peninsula Lease Lots, a distance of 561.99 feet to a found 2” aluminum cap, PE/LS 2478 and the most southerly corner of Peninsula Lease Lot 2A;

Thence North 50°34’55” West, coincident with the Southwesterly line of said Peninsula Lease Lot 2A, a distance of 168.17 feet to a found 3 ¼” aluminum cap, “WC 2A Dept. of Lands”;

Thence continuing North 50°34’55” West, coincident with said Southwesterly line of said Peninsula Lease Lot 2A, a distance of 20.72 feet to the ordinary high water line of Big Payette Lake as determined by the Idaho Department of Lands to be at elevation 4992.59’ as referenced to the NAVD88 datum;

Thence along said ordinary high water line the following five courses:

South 34°39’04” West, a distance of 80.21 feet;

South 46°12’36” West, a distance of 115.59 feet;

South 58°07’33” West, a distance of 116.74 feet;

South 54°38’21” West, a distance of 110.40 feet;

South 56°13’36” West, a distance of 86.52 feet;

Thence leaving said ordinary high water line, South 42°00’07” East, a distance of 44.12 feet to a found 2” aluminum cap, RLS 998;

Thence South 57°25’07” East, a distance of 239.88 feet to the POINT OF BEGINNING.

The above parcel contains 14.237 acres or 620,186 square feet, more or less.

Together with and subject to covenants, easements and restrictions of record.

The basis of bearings for this parcel is South 00°09'27" West between the E1/4 corner and the S1/16 corner common to Sections 4 and 3.

TOGETHER WITH:

1. All mineral rights pursuant to § 47-711(1) Idaho Code.

2. The tenements, hereditaments, and appurtenances thereunto belonging or in anywise appertaining.

SUBJECT TO:

1. State of Idaho Easement No. 4114 issued on March 10, 1970 to Idaho Telephone Company for the purpose of constructing and maintaining buried and aerial telephone cables over and across land situated in Valley County, State of Idaho, Sections Three (3) and Four (4), Township 18 North, Range 3 East and portions of Section 34, Township 19 North, Range 3 East, Boise Meridian.

2. State of Idaho Easement No. 4413 issued in January, 1974, to Idaho Telephone Company for the purpose of constructing a buried telephone cable over and across land situated in Valley County, State of Idaho, Section 4, Township 18 North, Range 3 East, Boise, Meridian.

3. State of Idaho Easement No. ES500014 issued September 13, 2011 to Payette Lakes Recreational Water and Sewer District for the purpose of construction, installation and ingress/egress for maintenance of an eight (8) inch gravity flow sewer main line under, and across the land situated in Valley County, State of Idaho, Section 4, Township 18 North, Range 3 East, Boise Meridian.

4. State of Idaho Easement No. 4808 issued August 30, 1979 to City of McCall, for the purpose of constructing a buried water pipeline over and across land situated in Valley County, State of Idaho, Section 4, Township 18 North, Range 3 East, Boise Meridian.

5. State of Idaho Easement No. 5185 issued April 19, 1984 to the City of McCall, for the purpose of constructing, using and maintaining a buried sewer line over and across the land situated in Valley County, State of Idaho, Section 4, Township 18 North, Range 3 East, Boise Meridian.

6. All matters, and any rights, easements, interests and claims which may exist by reason thereof, disclosed by survey recorded July 24, 2012 as Instrument No. 370839.

7. All existing rights, patent reservations, protective covenants, zoning ordinances, applicable building codes, laws and regulations, encroachments, overlaps, encumbrances, reservations, rights-of-way and easements recorded in the records of the respective above-named counties, including a reservations to the United States of America for rights-of-way over and across said lands for ditches and canals constructed by authority of the United States as directed and required by the Act of Congress approved August 30, 1890, (26 Stat. 391; 43 U.S.C. Sec. 945); or as provided by Idaho Code § 58-604.

TO HAVE AND TO HOLD, all and singular, the above-described premises and parcels of land and conveyed real property unto the said Grantee and its successors and assigns forever.

IW4, LLC
an Idaho Limited liability company

EXEMPLAR

By Not for signature

Gary L. Voigt
Its Managing Member

STATE OF IDAHO)
) ss.
County of ___)

On this _____ day of November, 2012, before me _____, personally appeared **GARY L. VOIGT** known or identified to me (or proved to me on the oath of _____) to be the Managing Member of **IW4, LLC**, the limited liability company that executed the instrument or the person who executed the instrument on behalf of said limited liability company, and acknowledged to me that such company executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

NOTARY PUBLIC FOR IDAHO
Residing at _____
My Commission Expires _____

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RESOLUTION FOR EXPENDITURE OF PROJECT FUNDS AND REIMBURSEMENT FROM FUTURE BOND

A RESOLUTION of the Regents of the University of Idaho authorizing the acquisition of the McCall campus real property in Valley County, Idaho from internal University funds; and further authorizing reimbursement of the purchase price and acquisition costs.

WHEREAS, the Regents have approved the purchase of certain real property located in Valley County, Idaho (the "Project") which the University currently leases; and

WHEREAS, the purchase price for the Project is $6.1 million; further, the University will reimburse the seller for certain due diligence costs incurred in its acquisition of the property; and to pay a 1.5% facilitation fee to the seller's real estate broker, for a total reimbursement and facilitation fee amount of $134,672.50; and further the University will purchase a title insurance policy and pay closing costs for the transaction; and

WHEREAS the University wishes to reimburse its reserves for the monies expended in acquisition of the Project from the proceeds of future bond issuance;

NOW, THEREFORE, BE IT RESOLVED BY THE REGENTS OF THE UNIVERSITY OF IDAHO AS FOLLOWS:

The University may expend monies from its own internal funds for costs of the Project as indicated above and in such event, intends to be reimbursed from the proceeds of its future tax-exempt bonds (the "Bonds") for any expenditure ("Expenditure") made on or after a date not more than 60 days prior to the date hereof. Further, that each Expenditure was and will be either (a) of a type properly chargeable to a capital account under general federal income tax principles (determined in each case as of the date of the Expenditure), (b) a cost of issuance with respect to the Bonds or (c) a nonrecurring item that is not customarily payable from current revenues. Further, that the maximum principal amount of the Bonds to be issued for the property acquisition project described above (the "Project") is $10,000,000 and the Bonds may finance other University projects. The University reasonably expects on the date hereof that it will reimburse the Expenditures with all or a portion of the proceeds of the Bonds. Further, that the University will keep books and records of all expenditures and will make a reimbursement allocation, which is a written allocation that evidences the University's use of proceeds of the Bonds to be a reimbursement of Expenditures no later than 18 months after the later of the date on which the Expenditure is paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. Finally, that this resolution evidences the Agency's intent and reasonable expectation under Treas. Reg. Section 1.150-2 (d)(1) to use the proceeds of the Bonds to pay the costs of the Project and to reimburse the Agency for expenditures for the costs of the Project paid prior to the issuance of the Bonds to the extent permitted by federal tax regulations.

ADOPTED AND APPROVED the 19th day of November, 2012.

THE REGENTS OF THE UNIVERSITY OF IDAHO

By: _____
President

By: _____
Bursar

ATTEST:

By: _____
Secretary

TAB	DESCRIPTION	ACTION
1	**PENDING RULE DOCKET 08-0110-1201**	Motion to Approve
2	**PENDING RULE DOCKET 08-0111-1201**	Motion to Approve
3	**PENDING RULE DOCKET 08-0114-1201**	Motion to Approve
4	**PENDING RULE DOCKET 08-0202-1206**	Motion to Approve
5	**PENDING RULE DOCKET 08-0203-1201**	Motion to Approve
6	**PENDING RULE DOCKET 08-0204-1201**	Motion to Approve
7	**PENDING RULE DOCKET 08-0301-1201**	Motion to Approve
8	**PENDING RULE DOCKET 47-0101-1201**	Motion to Approve

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SUBJECT

Pending Rule Docket 08-0110-1201 – Idaho College Work Study Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.01.10
Section 33-4401 through 33-4409, Idaho Code

BACKGROUND/DISCUSSION

The purpose of the Idaho Work Study Program is to expand employment opportunities for resident students. To be eligible for the program a person must be an Idaho resident student enrolled at an accredited institution of higher education at least half-time.

The proposed changes to IDAPA 08.01.10 will amend the formula used to determine the allocation of funds, streamline the administrative processes, and eliminate redundant sections of rule that are already outlined in Idaho code.

During the comment period Board staff met with staff from some of Idaho's non-profit proprietary postsecondary educational institutions, as a result it was determined that some of the changes would adversely affect their work study programs. Amendments have been made to the rule reinstating language regarding the educational need requirements in subsection 101 and 107.

IMPACT

Simplification of the formula used to determine the allocation of funds will make the program easier to manage with limited resources while still meeting the intended purpose of the program.

ATTACHMENTS

Attachment 1 – Pending Rule Docket 08-0110-1201 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the Pending Rule with changes, Docket 08-0110-1201 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 01
CHAPTER 10

08.01.10 - IDAHO COLLEGE WORK STUDY PROGRAM THE STATE BOARD OF EDUCATION

000. -- 099. (RESERVED)

100. PURPOSE OF THE IDAHO COLLEGE WORK STUDY PROGRAM.
The purpose of this program is to establish the administrative procedures necessary to implement a student financial and educational aid program as called for by Chapter 44, Title 33, Idaho Code. (7-1-93)

101. INSTITUTIONAL PARTICIPATION.
Eligible postsecondary institutions are defined by statute. In order to participate in the program during a specific fiscal year, eligible institutions shall: (7-1-93)

01. Annual Application. Submit to the Office of the State Board of Education an annual application on or before the November 1 preceding the beginning of the fiscal year. (7-1-93)

02. Enrollment Form. Submit to the Office of the State Board of Education a properly completed and accurate Student Enrollment Form (PSR-1) for the fall semester ~~preceding the~~prior to the previous fiscal year. The required PSR-1 shall be submitted ~~on or before the November 1 preceding the beginning of the fiscal year~~each February as directed by the Office of the State Board of Education. (7-1-93)

03. Educational Need. Eligible postsecondary institutions participating in the educational need, work experience portion of the work study program shall submit to the Office of the State Board of Education, on or before August 1 preceding the beginning of the academic year, requirements for determining educational need, in accordance with Section 33-4405, Idaho Code, and Section 8 of this chapter. (7-1-93)

102. ALLOCATION OF FUNDS.
Funds appropriated to the Office of the State Board of Education for the Idaho College Work Study Program shall be allocated to participating institutions based on enrollment data submitted by each institution on the Student Enrollment Form (PSR-1) for the fall semester ~~immediately preceding~~ prior to the previous fiscal year of participation. The allocation shall be based on the appropriation for that fiscal year multiplied by an enrollment factor ~~number of full-time equivalent (FTE) students multiplied by a residency factor~~. The enrollment factor shall be calculated by dividing the headcount of resident degree-seeking students at the participating institutions by the total headcount of resident degree-seeking students for all participating institutions.~~The residency factor shall be calculated by dividing the headcount of full-time resident students by the headcount of full-time students. The adjusted number of FTE students for each institution divided by the adjusted total number of FTE students for all participating institutions shall determine the proportion of the appropriation for the Idaho College Work Study Program to be allocated to each institution.~~ (7-1-93)

103. (RESERVED)

104. AUDIT.
Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and the internal auditor of the Office of the State Board of Education to ensure compliance with the statutes, rules, and policies governing the Idaho College Work Study Program, including provision of accurate enrollment information. (7-1-93)

105. DISTRIBUTION OF FUNDS.
Funds allocated to participating institutions for a specific fiscal year by the Office of the State Board of Education shall be distributed to the institution ~~no later than August 15 and January 15 of the fiscal year~~during the fall term for the academic year. (7-1-93)

106. CARRYOVER FUNDS.
Participating institutions may carry over up to ten percent (10%) of the work study program funds received in one fiscal year to the next fiscal year, provided however, that any carryover funds shall be used exclusively in the work study program. Any unexpended funds in excess of the ten percent (10%) provided herein shall be ~~returned to the~~redistributed by the Office of the State Board of Education ~~to be reallocated to the work study account. (7-1-93)~~

107. EDUCATIONAL NEED; WORK EXPERIENCE.

01. Purpose. The purpose of the educational need portion of the work study program is to enable students, without regard to financial need, to gain valuable work and career work experience related to their field of study. (7-1-93)

02. Determination of Educational Need. Requirements for determining educational need shall be formulated by each participating institution, subject to review by the State Board of Education. In reviewing such requirements, the State Board of Education will consider the following minimum guidelines: (7-1-93)

a. The requirement that the work experience be related to the student's "field of study" shall mean the student's declared major or minor or, if a vocational student, a specific vocational program for which the student is seeking a degree, certificate, or license. "Field of study" may also include a specific course or academic or vocational project which complements the student's major, minor, or vocational program, provided the student obtains a written statement from an advisor or the professor or instructor of the specific course or project that the work experience proposed is related to, and will complement the major, minor, or vocational programs which the student is pursuing. (7-1-93)

b. The financial resources of the student, including but not limited to individual or family income, may not be considered in determining eligibility. (7-1-93)

c. In addition to the above, participating institutions which are controlled by sectarian organizations are subject to the following constitutional and statutory restrictions: (7-1-93)

i. No student may participate whose course of study is sectarian in nature or who is pursuing an educational program leading to a baccalaureate or other degree in theology or divinity. (7-1-93)

ii. Students at such participating institutions may participate only in the off-campus work experience portion of the program. (7-1-93)

iii. Off-campus employment may not be located at, or be performed on behalf of, a church, sectarian or religious organization, religious denomination, sect, or society, whether incorporated or unincorporated. (7-1-93)

108. -- 999. (RESERVED)

SUBJECT

Pending Rule Docket 08-0111-1201 – Registration of Post-Secondary Education Institutions and Proprietary Schools

REFERENCE

August 2012 Board approved proposed rule Docket 08-0111-1201.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.01.11
Section 33-2400, Idaho Code

BACKGROUND/DISCUSSION

The proposed changes to IDAPA 08.01.11 change the reporting year for establishing the gross Idaho tuition revenue from the previous registration year to the previous tax reporting year and adds language requiring institutions to provide information to students regarding the availability and location of clinical and internship positions for those programs that require clinical or internships as part of the course or courses of study.

There were no comments received during the comment period. No changes have been made to the rule between the Proposed and Pending stage.

IMPACT

The pending changes simplify the calculation of Idaho tuition revenue for the schools and institutions registering. The added disclosure to students will provide for greater consumer protection and transparency for those students who have entered a program only to find out the clinical or internship positions are out of the area.

ATTACHMENTS

Attachment 1 – Pending Rule Docket 08-0111-1201 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

Staff recommends approval.

BOARD ACTION

I move to approve Pending Rule Docket 08-0111-1201 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 01
CHAPTER 11

08.01.11 - REGISTRATION OF POST-SECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS

000. LEGAL AUTHORITY.
The following rules are made under authority of Sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code, to implement the provisions of Chapter 24, Title 33, Idaho Code. (4-9-09)

001. TITLE AND SCOPE.

01. Title. This rule shall be cited as IDAPA 08.01.11, "Registration of Post-Secondary Educational Institutions and Proprietary Schools." (4-9-09)

02. Scope. This rule sets forth the registration requirements for post-secondary educational institutions that are required to register with the Idaho State Board of Education ("Board") under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations, for registration purposes. (4-9-09)

002. WRITTEN INTERPRETATIONS.
There are no written interpretations of this rule. (4-9-09)

003. ADMINISTRATIVE APPEALS.
The Administrative Procedures Act, Chapter 52, title 67, Idaho Code, applies to any denial of registration of any post-secondary educational institution or proprietary school. Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (4-9-09)

004. INCORPORATION BY REFERENCE.
There are no documents incorporated by reference. (4-9-09)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (4-9-09)

02. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-9-09)

03. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-9-09)

04. Telephone. The telephone number of the Board is (208) 334-2270. (4-9-09)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-9-09)

06. Electronic Address. The electronic address of the Board of Education at www.boardofed.idaho.gov. (4-9-09)

(BREAK IN CONTINUITY OF SECTIONS)

200. REGISTRATION OF POST-SECONDARY EDUCATIONAL INSTITUTIONS.

01. Delegation. Section 33-2403, Idaho Code, provides that a post-secondary educational institution must hold a valid certificate of registration issued by the Board. The Board delegates authority to its Executive Director and the Office of the State Board of Education to administer the registration of post-secondary educational institution, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-29-12)

02. Registration Requirement. (4-9-09)

a. Unless exempted by statute or this rule, as provided herein, a post-secondary educational institution which maintains a presence within the state of Idaho, or that operates or purports to operate from a location within the state of Idaho, shall register and hold a valid certificate of registration issued by the Board. An institution shall not conduct, provide, offer, or sell a course or courses of study, or degree unless registered.(3-29-12)

b. Registration shall be for the period beginning on the date a certificate of registration is issued and continue through June 30 of the next succeeding year. A registered post-secondary educational institution must renew its certificate of registration annually, and renewal of registration is not automatic. (3-29-10)

c. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (4-9-09)

d. A new or start-up entity that desires to operate as a postsecondary educational institution in Idaho but which is not yet accredited by an accreditation organization recognized by the Board must register and operate as a proprietary school until accreditation is obtained. A new or start-up entity that is accredited and authorized to operate in another state, and which desires to operate as a postsecondary educational institution in Idaho offering degrees for which specialized program accreditation is required, may be granted approval to operate subject to the successful attainment of such program accreditation within the regular program accreditation cycle required by the accreditor. (3-29-12)

e. There is no inherent or private right to grant degrees in Idaho. That authority belongs only to institutions properly authorized to operate in Idaho under these rules. (3-29-12)

03. Idaho Presence. (3-29-12)

a. An institution shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, for purposes of conducting, providing, offering or selling a course or courses of study or degrees. (3-29-12)

b. Idaho presence shall include medical/osteopathic education clinical instruction occurring in the state of Idaho as part of a course of study leading to a degree pursuant to a formal arrangement or agreement between such clinic and an institution providing medical/osteopathic education instruction. (3-29-12)

c. Idaho presence shall not include: (3-29-12)

i. Distance or online education delivered by an institution located outside of the state of Idaho to students in this state when the institution does not otherwise have physical presence in Idaho, as provided in Subsection 200.03.a. of this rule; (3-29-12)

ii. Medical education instruction occurring in the state of Idaho by an institution pursuant to a medical education program funded by the state of Idaho; (3-29-12)

iii. Internship or cooperative training programs occurring in the state of Idaho where students are employed by or provide services to a business or company in this state and receive course credit from an institution related to such activities; or (3-29-12)

iv. Activities limited to the recruiting or interviewing of applicants or potential students in the state of

Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or by volunteer alumnus of an institution, even if such individual is physically located in this state. (3-29-12)

04. Institutions Exempt from Registration. (4-9-09)

a. Idaho public post-secondary educational institutions. Section 33-2402(1), Idaho Code, provides that a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register. (4-9-09)

b. Certain Idaho private, nonprofit, post-secondary educational institutions. A private, nonprofit, post-secondary educational institution that is already established and operational as of the date when this rule first went into effect (Brigham Young University - Idaho, College of Idaho, Northwest Nazarene University, New Saint Andrews College, Boise Bible College), and located within the state of Idaho, and that is accredited by an accreditation organization recognized by the Board, as set forth in Section 100 of this rule, shall not be required to register. A private, nonprofit, institution is located within the state of Idaho only if it has been lawfully organized in the state of Idaho and its principal place of business is located within the state of Idaho. An institution exempt under this subsection may voluntarily register by following the procedure for registration provided herein. (3-29-12)

c. Idaho religious institutions. A religious institution located within the state of Idaho that is owned, controlled, operated, and maintained by a religious organization lawfully operating as a nonprofit religious corporation and that grants only religious degrees shall not be required to register. (3-29-12)

05. Institutions That Must Register. Unless exempt under Subsection 200.04 of this rule, any entity that desires to operate as a postsecondary educational institution in Idaho must register as provided herein. (3-29-12)

06. Application. A post-secondary educational institution that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration or renewal of registration, as applicable), on the form provided by the Board office. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year. (3-29-10)

07. Registration Fees. The Board shall assess an annual registration fee for initial registration or renewal of registration of a post-secondary educational institution. The registration fee must accompany the application for registration, and shall be in the amount of one-half of one percent (.5%) of the gross Idaho tuition revenue of the institution during the previous ~~registration~~ tax reporting year (Jan 1 – Dec 31) year, but not less than one hundred dollars ($100) and not to exceed five thousand dollars ($5,000). The institution must provide financial documentation to substantiate the amount of revenue reported. Registration fees are nonrefundable. (3-29-12)

08. Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. An institution should expect the Board's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes the registration year. The renewal will be processed within thirty (30) days. Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received. (3-29-12)

09. Information Required. (3-29-12)

a. An application must include all the information requested on the application form, as well as the following information: (3-29-12)

i. Copy of most recent accreditation letter showing the period of approval; (4-7-11)

ii. Current list of chief officers - e.g. president, board chair, chief academic officer, chief fiscal officer; (4-9-09)

iii. Enrollment data for current and past two (2) years; (4-9-09)

iv. Copy of annual audited financial statement; (4-9-09)

v. Any additional information that the Board may request. (4-9-09)

vi. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, and other relevant information to assist students in making an informed decision to enroll. Institutions offering courses or courses of study which require clinical, practicum or internship components must provide students in writing information regarding the number of clinical, practicum or internship positions available and the location of said positions. Institutions with courses or courses of study that have not been fully accredited must disclose to prospective students in these courses or courses of study the accreditation status of the program and anticipated date for full accreditation. ( )

b. The Board may, in connection with a renewal of registration, request that an institution only submit information that documents changes from the previous year, provided that the institution certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 200.07 of this rule, shall remain applicable. (3-29-12)

(BREAK IN CONTINUITY OF SECTION)

300. REGISTRATION OF PROPRIETARY SCHOOLS.

01. Delegation. Section 33-2403, Idaho Code, provides that a proprietary school must hold a valid certificate of registration issued by the Board. The Board delegates authority to its Executive Director and the Office of the State Board of Education to administer the registration of proprietary schools, in accordance with Title 33, Chapter 24, Idaho Code, and this rule. (3-29-12)

02. Registration Requirement. (4-9-09)

a. Unless exempted by statute or this rule, as provided herein, a proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually and hold a valid certificate of registration issued by the Board. A school shall not conduct, provide, offer, or sell a course or courses of study unless registered. A school shall not solicit students for or on behalf of such school, or advertise in this state, unless registered. (3-29-10)

b. Registration shall be for the period beginning July 1 of any year and continue through June 30 of the next succeeding year. For a school that has not previously registered with the Board, registration shall be for the period beginning on the date of issuance of a certificate of registration and continue through June 30 of the next succeeding year. A registered proprietary school must renew its certificate of registration annually and renewal of registration is not automatic. (3-29-12)

c. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (4-9-09)

03. Idaho Presence. (3-29-12)

a. A school shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, or if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, for purposes of conducting, providing, offering or selling a course or courses of study or degrees. (3-29-12)

b. Idaho presence shall not include: (3-29-12)

i. Distance or online education delivered by an institution located outside of the state of Idaho to students in this state when the institution does not otherwise have physical presence in Idaho, as provided in

Subsection 300.03.a. of this rule; (3-29-12)

ii. Internship or cooperative training programs occurring in the state of Idaho where students are employed by or provide services to a business or company in this state and receive course credit from an institution related to such activities; or (3-29-12)

iii. Activities limited to the recruiting or interviewing of applicants or potential students in the state of Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or by volunteer alumnus of an institution, even if such individual is physically located in this state. (3-29-12)

04. Exemptions from Registration. The following individuals or entities are specifically exempt from the registration requirements of this rule: (4-9-09)

a. An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the Board. (3-29-12)

b. An individual or entity that offers courses recognized by the Board which comply in whole or in part with the compulsory education law. (4-9-09)

c. An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student. (4-9-09)

d. An individual or entity which is otherwise regulated, licensed, or registered with another state agency pursuant to Title 54, Idaho Code. (4-9-09)

e. An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation. (4-9-09)

f. An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days and offered no more than four (4) times per year. (3-29-12)

g. A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted. (4-9-09)

h. An individual or entity that offers post-secondary credit through a consortium of public and private colleges and universities under the auspices of the Western Governors University. (3-29-12)

i. An individual or entity that offers flight instruction and that accepts payment for services for such training on a per-flight basis after the training occurs, or that accepts advance payment or a deposit for such training in a de minimus amount equal to or less than fifteen (15) percent of the total course or program cost. (3-29-12)

05. Application. A proprietary school that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form provided by the Board office. The application must include a list of each course or courses of study the applicant school intends to conduct, provide, offer or sell in Idaho during the registration year. (3-29-10)

06. Registration Fees. The Board shall assess an annual registration fee for initial registration or renewal of registration. The registration fee must accompany the application for registration, and shall be one-half of one percent (.5%) of the gross Idaho tuition revenue of the school during the previous registration year, but not less than one hundred dollars ($100) and not to exceed five thousand dollars ($5,000). The school shall provide documentation to substantiate the amount of revenue reported. Registration fees are nonrefundable. (3-29-12)

07. Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. A school should expect the Board review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first

business day of May that precedes the ~~registration~~ tax reporting year (Jan 1 – Dec 31) year. The renewal will be processed within thirty (30) days. Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received. (3-29-12)

08. Information Required. Such application must include all the information requested on the application form. In addition, a school must attest by signature of the primary official on the application form that it is in compliance with Standards I through V set forth in Section 301 of this rule and must provide verification of compliance with Standards I through V set forth in Section 301 of this rule upon request. The Board may, in connection with a renewal of registration, request that a school only submit information that documents changes from the previous year, provided that the school certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 300.06 of this rule, shall remain applicable. (3-29-12)

301. APPROVAL STANDARDS FOR REGISTRATION OF PROPRIETARY SCHOOLS.
The Board and its designee accepts the responsibility for setting and maintaining approval standards for proprietary schools that plan to offer courses or a set of related courses in or from Idaho in order to protect consumers and to ensure quality educational programs are provided throughout the state. A school must meet all of the standards prior to issuance of a certificate of registration and the school must provide required evidence to document compliance with the standards as identified in the application form. A certificate of registration may be denied if all of the standards are not met. (4-9-09)

01. Standard I - Legal Status and Administrative Structure. The school must be in compliance with all local, state and federal laws, administrative rules, and other regulations applicable to proprietary schools. (4-9-09)

a. The school must have a clearly stated educational purpose that is consistent with the courses or a set of related courses under consideration for approval. (4-7-11)

b. The ownership of the school, its agents, and all school officials must be identified by name and title. (4-9-09)

c. Each owner, agent, instructor and/or school official must be appropriately qualified by the trade board (as applicable) to ensure courses are of high quality and the rights of students are protected. (3-29-12)

d. Written policies must be established to govern admissions and re-admission of dismissed students, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; student and instructor rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures to ensure the quality of educational offerings. (4-7-11)

e. Procedures for assessing/evaluating the effectiveness of instruction must be established. Evaluation and assessment results must be used to improve courses or courses of study. (4-9-09)

f. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, anticipated job opportunities, and other relevant information to assist students in making an informed decision to enroll. Schools offering courses or courses of study which require clinical, practicum or internship components must provide students in writing information regarding the number of clinical, practicum or internship positions available and the location of said positions. The school must provide to each prospective student, newly-enrolled student, and returning student complete and clearly presented information indicating the school's current completion and job placement rate.~~(3-29-12)~~( )

02. Standard II - Courses or Courses of Study. Instruction must be the primary focus of the school. All courses or courses of study must prepare students to enter employment upon completion of the program or prepare them for self-employment. (3-29-12)

a. The requirements for each course or courses of study must be defined clearly including applicable completion requirements or other requirements such as practicums and clinicals. Courses or courses of study will

follow applicable trade board training curriculum standards or be designed using effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings. (3-29-12)

b. Written course descriptions must be developed for all courses or courses of study. Written course descriptions must be provided to instructors. Instructors are expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course. (3-29-12)

c. The school must assure that a course or courses of study will be offered with sufficient frequency to enable students to complete courses or courses of study within the minimum time for completion. (4-9-09)

d. The school must clearly state the cost of each course or courses of study and identify the payment schedule. This information, and the refund policy, must be given to students in writing. (3-29-12)

03. Standard III - Student Support Services. The school must have clearly defined written policies that are readily available to students. Polices must address students rights and responsibilities, grievance procedures, and define what services are available to support students. (3-29-12)

a. The admission of students must be determined through an orderly process established in a written policy using published criteria which must be uniformly applied. Admissions decisions must take into account the capacity of the student to grasp and complete the instructional training program and the ability of the school to handle the unique needs of the students it accepts. (3-29-12)

b. There must be a clearly defined policy to re-evaluate students dismissed from the school and, if appropriate, to readmit them. (3-29-12)

c. The school must establish and adhere to a clear and fair policy regarding due process in disciplinary matters for all students, given to each student upon enrollment in the school. The school must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures. (3-29-12)

d. Prior to enrollment, all prospective students must receive the following information in writing: (3-29-12)

i. Information describing the purpose, length, and objectives of the courses or courses of study; (4-9-09)

ii. Completion requirements for the courses or courses of study; (4-9-09)

iii. The schedule of tuition, fees, and all other charges and all expenses necessary for completion of the courses or courses of study; (4-9-09)

iv. Cancellation and refund policies; (4-9-09)

v. An explanation of satisfactory progress, including an explanation of the grading/assessment system; (4-9-09)

vi. The calendar of study including registration dates, beginning and ending dates for all courses, and holidays; (4-9-09)

vii. A complete list of instructors and their qualifications; (4-9-09)

viii. A listing of available student services; and (4-9-09)

e. Accurate and secure records must be kept for all aspects of the student record including, at minimum, admissions information, and the courses each student completed. (4-9-09)

04. Standard IV - Faculty/Instructor Qualifications and Compensation. (3-29-12)

a. Instructor qualifications (training and experience) must be recorded and available to students. (3-29-12)

b. There must be a sufficient number of full-time instructors to maintain the continuity and stability of courses. (4-9-09)

c. The ratio of instructors to students in each course must be sufficient to assure effective instruction. (4-9-09)

d. Commissions may not be used for any portion of the faculty compensation. (4-9-09)

e. Procedures for evaluating instructors must be established. Provisions for student evaluation are recommended. (4-9-09)

05. Standard V - Resources, Finance, Facilities, and Instructional Resources. (4-9-09)

a. Adequate financial resources must be provided to accomplish instructional objectives and to effectively support the instructional program, including classroom and training facilities, instructional materials, supplies and equipment, instructors, staff, library, and the physical and instructional technology infrastructure. (3-29-12)

b. The school must have sufficient instructional resource materials so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students. If the school is unable to fulfill its obligations to students, the school must make arrangements for a comparable teach-out opportunity with another proprietary school or refund one hundred (100) percent of prepaid tuition. (3-29-12)

c. School financial/business records and reports must be kept separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a school shall be kept in accordance recognized financial accounting methods. (3-29-12)

d. The school must have adequate instructional resource materials available to students, either on site or through electronic means. These materials must be housed in a designated area and be available for students and instructors with sufficient regularity and at appropriate hours to support achievement of course objectives or to promote effective teaching. (4-9-09)

e. If the school relies on other schools or entities to provide library resources or instructional resources, the school must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. (4-9-09)

SUBJECT

Pending Rule Docket 08-0114-1201 – Idaho Rural Physician Incentive Program

REFERENCE

August 2012 Board approved temporary pending rule Docket 08-0114-1201.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.14 – Idaho Rural Physician Incentive Program.

BACKGROUND/DISCUSSION

During the 2012 legislative session the Rural Physician Incentive Fund program was moved to the Department of Health and Welfare, Office of Rural Health. As part of this process, many of the procedures that the Board had outlined in rule were incorporated into the new legislation. Due to these changes, IDAPA 08.01.14 is no longer necessary and should be repealed.

No comments were received during the comment period. No changes have been made to the rule.

IMPACT

The removal of IDAPA 08.01.14 will eliminate what is now an unnecessary section of administrative rule.

ATTACHMENTS

Attachment 1 – Pending Rule Docket 08-1114-1201 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

Staff recommends approval.

BOARD ACTION

I move to approve Pending Rule Docket 08-1114-1201 – Idaho Rural Physician Incentive Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 01
CHAPTER 14

08.01.14 - IDAHO RURAL PHYSICIAN INCENTIVE PROGRAM

000. LEGAL AUTHORITY.
These rules are promulgated pursuant to the authority of the State Board of Education (the Board) under Section 33-105, and Sections 33-3723 through 33-3725, Idaho Code. (3-29-10)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.01.14, "Idaho Rural Physician Incentive Program." (3-29-10)

02. Scope. These rules constitute the requirements for the Idaho Rural Physician Incentive Program. (3-29-10)

002. WRITTEN INTERPRETATIONS.
In accordance with Section 67-5201(19)(b)(iv), Idaho Code any written interpretation of the rules of this chapter are available at the Board office. (3-29-10)

003. ADMINISTRATIVE APPEAL.
Unless otherwise provided for in the rules of the Board or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (3-29-10)

004. INCORPORATION BY REFERENCE.
There are no documents to incorporate by reference pursuant to, and in accordance with, Section 67-5229, Idaho Code. (3-29-10)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.
The principal place of business of the Board is in Boise, Idaho. (3-29-10)

01. Mailing Address. The mailing address is PO Box 83720, Boise, ID 83720-0037. (3-29-10)

02. Street Address. The Board's street address is 650 West State Street, Room 307, Boise, Idaho 83702. (3-29-10)

03. Office Hours. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (3-29-10)

006. PUBLIC RECORDS ACT COMPLIANCE.
This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record. (3-29-10)

007. COMMUNICATION WITH STATE OFFICIALS.
All inquiries concerning the Rural Physician Incentive Program will be directed to the Office of the Board. (3-29-10)

008. -- 009. (RESERVED).

010. DEFINITIONS.
These definitions are applicable to this chapter only. (3-29-10)

01. Community Sponsoring Organization. A hospital, medical clinic or other medical organization which is located in an eligible area and that employs physicians for purposes of providing primary care medical services to patients. (3-29-10)

02. Eligible Area. A medically underserved area of Idaho, further defined to mean an area designated

by the U.S. Secretary of Health and Human Services as a Health Professional Shortage area in the category of Primary Care or Mental Health. (6-24-11)

03. Oversight Committee. The committee constituted pursuant to Section 33-3724, Idaho Code, composed of knowledgeable individuals or organizations to assist in the administration of the rural physician incentive program. (3-29-10)

04. Primary Care Medicine. Family medicine, general internal medicine, and general pediatrics, but if there is a demonstrated high level of need in an eligible area, as determined by the oversight committee, may also include obstetrics and gynecology, general psychiatry, general surgery and emergency medicine. (3-29-10)

05. Qualified Medical Education Debt. Debt with a financial aid program or financial institution incurred to meet the educational costs of attending a medical school. (3-29-10)

06. Rural Physician. A licensed Idaho physician, MD or DO, who spends a minimum of twenty-eight (28) hours per week, on average, providing primary care medicine services to patients in an eligible area. (3-29-10)

07. Rural Physician Incentive Fee. The fee assessed by the State to students preparing to be physicians in the fields of medicine or osteopathic medicine who are supported by the state pursuant to an interstate compact for professional education in those fields, as those fields are defined by the compact. (3-29-10)

08. Rural Physician Incentive Fund. The special revenue account in the state treasury created pursuant to Section 33-3724, Idaho Code, relating to the Rural Physician Incentive Program. (3-29-10)

011. OBJECTIVES OF THE RURAL PHYSICIAN INCENTIVE PROGRAM.

This program is established as a tool to help recruit and retain rural physicians to serve in eligible areas. The granting of an award under this program requires the support of a community sponsoring organization in an eligible area that has experienced physician recruiting difficulties and that can demonstrate broad support for this program from the medical community and community leaders located in the eligible area. (3-29-10)

012. ADMINISTRATION.

The Board, through the advice and recommendations of the oversight committee, is the administrative agent for the Rural Physician Incentive Program. The Board designates its executive director, or his designee, as its administrative officer for this program and delegates to its executive director, or his designee, and to the Office of the State Board of Education, such administrative responsibilities as are necessary to carry out and administer the Rural Physician Incentive Program in accordance with this rule. (3-29-10)

013. ASSESSMENT OF A RURAL PHYSICIAN INCENTIVE FEE.

01. Assessment. Pursuant to Section 33-3723, Idaho Code, the rural physician incentive fee assessed to, and required to be paid by, all state-supported medical students who are preparing to be physicians in the fields of medicine or osteopathic medicine shall be equal to four percent (4%) of the average annual medical support fee paid by the State on behalf of each such student. (3-29-10)

02. Annual Collection. The rural physician incentive fee assessed by the Board shall be collected by the Office of the State Board of Education annually from each state-supported student during each year of undergraduate medical training and shall be deposited into the state treasury as required by Section 33-3723, Idaho Code. (3-29-10)

03. Deposits. Income and earnings from the rural physician incentive fund shall be returned to such fund. (3-29-10)

014. ELIGIBILITY FOR A RURAL PHYSICIAN INCENTIVE PROGRAM AWARD.

01. Eligibility Requirements. A physician who meets the following requirements is eligible to apply for a Rural Physician Incentive Program award: (3-29-10)

a. During the period covered by the award, the physician must be a rural physician providing primary care medicine in an eligible area. A physician may provide patient care services in primary care medicine in more than one (1) eligible area; (3-29-10)

b. The physician must be a Doctor of Medicine (M.D.) or Doctor of Osteopathic Medicine (D.O.) and have completed an Accreditation Council of Graduate Medical Education or American Osteopathic Association residency; (3-29-10)

c. The physician must be Idaho Medical Board certified/Board eligible, be eligible for an unrestricted Idaho medical license, and be able to meet the medical staffing requirements of the sponsoring organization when applicable; and (6-24-11)

d. The physician must be eligible to care for Medicare and Medicaid patients within the scope of the physician's primary care medicine practice. (3-29-10)

02. Ineligibility. Notwithstanding Subsection 014.01 of these rules, a physician shall not be entitled to receive an award under this program if the physician is receiving payments for purposes of repaying qualified medical education debt from another state or from a federal debt repayment program. (3-29-10)

015. APPLICATION PROCESS.

01. Applications. Applications for the Rural Physician Incentive Program must be on a form prescribed by the Office of the State Board of Education and must include a letter of support, along with supporting documentation establishing the criteria in Subsections 021.01 and 021.02 of these rules, from a sponsoring organization. Applications must be received by the Office of the State Board of Education not earlier than October 1st and not later than December 31st for consideration for the award period beginning July 1st of the next succeeding year. (3-29-10)

02. Announcement of Award. Announcement of program awards shall be made not later than April 30th each year, with awards to be effective beginning July 1st of that year. Applicants must respond by the date specified in any communication from officials of the Rural Physician Incentive Fund Program. Failure to respond within the time period specified will result in cancellation of the application and forfeiture of the award unless extenuating circumstances can be shown by the applicant. (3-29-10)

016. SELECTION OF RURAL PHYSICIAN INCENTIVE FUND AWARD RECIPIENTS.

01. Selection of Recipients. The selection of recipients of Rural Physician Incentive Program awards shall be based on ranking and priority of applicants in accordance with the following criteria: (3-29-10)

a. Priority selection for physicians who were Idaho resident students and were assessed the rural physician incentive fee and paid into the fund, followed by physicians who were Idaho-residents prior to completing medical school out of the state and who did not contribute to the fund, followed by physicians from other states who were not Idaho residents; (3-29-10)

b. Demonstrated physician shortage in the eligible area to be benefitted; (3-29-10) **c.** Demonstrated physician recruiting difficulties in the eligible area to be benefitted; and (3-29-10) **d.** Support of the medical community and community leaders in the eligible area. (3-29-10)

02. Relevant Factors. In reviewing and weighing these criteria, all relevant factors shall be considered. (3-29-10)

03. Debt Payments Not Accepted. If a physician selected for an award of debt payments does not accept the award in the manner provided in these rules, then the award shall be awarded to the next eligible applicant who has not received an award. (3-29-10)

017. MONETARY VALUE OF THE AWARD.

01. Award Amounts. A physician selected to receive a Rural Physician Incentive Program award shall be entitled to receive qualified medical education debt repayments for a period not to exceed five (5) years in such amount as is determined annually. The award shall not exceed the qualified medical education debt incurred by the recipient, and the maximum amount of educational debt repayments that a rural physician may receive shall be fifty thousand dollars ($50,000) over such five (5) year period. Payments shall be limited to a maximum of ten thousand dollars ($10,000) in a single year. (3-29-10)

02. Establishing Award Amounts. Award amounts shall be established annually based on recommendations of the oversight committee utilizing such factors as availability of funding, the number of new applicants, and the hours an award recipient will devote to providing primary care services in an eligible area. (3-29-10)

03. Repayment of Qualified Medical Education Debt. All qualified medical education debt repayments shall be paid directly to the award recipient physician who shall direct payment of an equal amount to the financial institution holding such debt. An award recipient physician shall sign an affidavit provided by the Office of the State Board of Education affirming that payment will be made to the financial institution. (6-24-11)

04. Incentive Fund. Pursuant to Section 33-3725, Idaho Code, the total of all awards from the rural physician incentive fund contractually committed in a year shall not exceed the annual amount deposited in the rural physician incentive fund that same year. (3-29-10)

05. Annual Adjustments. An award payment to a recipient in a single year is not guaranteed or assured in subsequent years and may be increased or reduced. Annual award payments for new and existing award recipients will be announced no later than April 30th of each year. (3-29-10)

018. ANNUAL CONTRACT.

01. Annual Contract. An award recipient physician must enter into an annual contract to be eligible for qualified medical education debt repayments. (3-29-10)

02. Verification of Eligibility. Prior to entering into a contract covering a new award year, an award recipient must verify that he has met and will continue to meet the award eligibility requirements specified in this rule. Annual verification of continued eligibility must be on a form provided by OSBE and submitted to OSBE no later than December 31st each year. (3-29-10)

03. Award Recipient Liability. Pursuant to Section 33-3725, Idaho Code, the contract must provide that the award recipient is liable to the Board for the award payments made on his behalf should the recipient cease to practice in the eligible area during the contract period or fail to perform according to the terms of the contract. (3-29-10)

019. FRAUDULENT INFORMATION.

Providing false information on any application or document submitted under this chapter is grounds for declaring the applicant ineligible. Any and all funds determined to have been acquired on the basis of fraudulent information must be returned to the rural physician incentive fund. This Section shall not limit other remedies which may be available for the filing of false or fraudulent applications. (3-29-10)

020. APPEAL PROCEDURE.

01. Filing an Appeal. Any Idaho Rural Physician Incentive Program award applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows: (3-29-10)

a. The Idaho Rural Physician Incentive Program applicant or recipient must appeal no later than thirty (30) days following notice of the decision. The written statement must include a statement of the reason the applicant or recipient believes the decision should be changed or overturned. (3-29-10)

b. The appeal must be submitted to the President of the Board. The Board must acknowledge receipt of the appeal within seven (7) days. The President of the Board may or may not agree to review the appeal, or may appoint a subcommittee of three (3) persons to review the appeal. (3-29-10)

02. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the President of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (3-29-10)

03. Subcommittee Recommendations. Following the subcommittee's decision, the President of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The applicant or recipient initiating the appeal may, at the discretion of the President of the Board, be permitted to make a presentation to the Board. (3-29-10)

~~**04. Board Decision.** The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the applicant or recipient in writing of the decision of the Board. (3-29-10)~~

~~**021. -- 999. (RESERVED).**~~

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SUBJECT

Pending Rule Docket 08-0202-1206 – Rules Governing Uniformity (Alternate Route to Certification)

REFERENCE

August 2012 Board approved proposed rule Docket 08-0202-1206.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02, Subsection 039. – 046. – Rules Governing Uniformity

BACKGROUND/DISCUSSION

The proposed changes to IDAPA 08.02.02 would repeal three sections of rule that expired July 1, 2006 (.039, 040, and 041.) and clarify the alternate route to certification process. The process surrounding the attainment of certification through an alternate route is confusing, especially in the area of para professionals to certification. It has proven to be very difficult for a para professional to attain certification within the allotted five (5) years, as specified under the preset definition. The new language will align the requirements of the para professionals and with those of a content specialist.

Changes have been made to the rule to further clarify what extenuating circumstances would be acceptable for receiving a waiver under subsection 045.04.

No other comments or additional changes were made to the rule during the comment period.

IMPACT

The proposed changes to IDAPA 08.02.02 would repeal expired sections of administrative rule and bring the para to educator alternate route to certification into compliance with federal regulations.

ATTACHMENTS

Attachment 1 – Proposed Rule IDAPA 08.02.02 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

Staff recommends approval.

BOARD ACTION

I move to approve Pending Rule with changes Docket 08-0202-1206 – 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 Sections)

037. -- 0~~38~~41. (RESERVED)

~~**039. LIMITED APPROVAL ALTERNATIVES (EXPIRES JULY 1, 2006).**~~

~~**01. Consultant Specialist Certificate**. At the request of a school district, the State Department of Education may issue a Consultant Specialist certificate to highly and uniquely qualified persons. The use of the certificate is limited to the applicant's district and is valid for one (1) year. It is intended that use of the Consultant Specialist provision be exceptional and occasional and not used as a regular hiring practice. (3-20-04)~~

~~**02. Letters of Authorization (LOA)**. Letters of Authorization allow Idaho school districts to request emergency certification when a professional position cannot be filled with someone who has the correct certificate. Individuals considered for an LOA must have at least a baccalaureate degree and must enroll in a program to achieve full certification in the area of authorization. A request for a Letter of Authorization shall be sent to the State Department of Education. The request and supporting information will be reviewed by the Professional Standards Commission, with the final recommendation of the Commission submitted by the State Superintendent of Public Instruction for State Board of Education approval. An LOA is valid for one (1) year and may renewed annually upon completion of nine (9) semester credit hours applicable to the standards for full certification in the area of authorization. (3-20-04)~~

~~**03. Limited Transitional Letter of Approval**. This non renewable letter of approval is valid for one (1) year only. The purpose of the letter of approval is to allow a teacher with secondary certification (grades 6-12) to teach at the elementary levels (K-8) without additional student teaching, or vice versa. Other than student teaching, all other requirements for the desired certificate must be met. Upon successful completion of one (1) year of teaching while holding the Limited Transitional Letter of Approval, the educator will be eligible to hold the appropriate elementary or secondary certificate. To be eligible for a Limited Transitional Letter of Approval, the following requirements must be met: (3-20-04)~~

~~**a.** Must hold a valid Idaho Elementary or Secondary Teaching Certificate. (3-20-04)~~

~~**b.** Must provide verification of four (4) years of successful classroom teaching while holding the proper state certificate. (3-20-04)~~

~~**c.** Must have completed all of the requirements for the Standard Elementary Certificate, except student teaching, if the applicant currently holds a Standard Secondary Certificate. If the applicant currently holds a Standard Elementary Certificate, all of the requirements for a Standard Secondary Certificate must have been completed, except student teaching. (3-20-04)~~

~~**d.** Must provide the State Department of Education with written verification that a mentor teacher holding the same certificate as the one (1) the applicant is seeking will be provided for the applicant by the employing district; or be enrolled in a one (1) year supervised internship experience under the supervision of~~

personnel from a college or university with an approved teacher preparation program. (3-20-04)

04. Postsecondary Specialist. A Postsecondary Specialist Letter of Approval may be granted to teaching faculty of Idaho public postsecondary institutions, who are not otherwise certificated, upon recommendation by the postsecondary institution (dean level or above) to be eligible to teach in the public schools. It is intended that the letter of approval will be used primarily for distance education and "virtual university" programs. The Postsecondary Specialist Letter of Approval is valid for five (5) years and is renewable. (3-20-04)

040. MISASSIGNMENTS - GRANDFATHERING (EXPIRES JULY 1, 2006).

01. Certificate. A person employed by a school district in a position requiring a certificate must hold a valid certificate for the service being rendered. In any situation in which a person not holding a specific endorsement is to provide educational services in a specific area, the employing district must apply to the State Department of Education for misassigned status to place the individual in that assignment for the school year. The district must demonstrate in a written report that it has made a good faith effort to employ properly certificated educators for those duties and that a conscientious effort is being made to remedy each specific problem. Criteria for acceptance of the report includes the following: (3-20-04)

a. The duties may comprise no more than one-half (1/2) of the teacher's full time assignment; (4-1-97)

b. Teachers who are misassigned must have a minimum of six (6) semester hours of college credit in each subject area in which service is rendered; and (4-1-97)

c. Teachers who are misassigned must comprise no more than five percent (5%) of the total number of the district's certificated, full time teachers, or five (5) teachers, whichever is greater. Districts which have secondary schools located more than fifteen (15) miles from another secondary school may misassign up to an additional five (5) teachers upon approval of the State Department of Education. However, in no circumstance will more than five (5) teachers be misassigned in any one building. (3-20-04)

02. Effect of Accreditation. All misassignments will be noted on the accreditation report. Any misassignments not meeting the above criteria may effect accreditation. Funds will be withheld for that portion of the misassigned person's time which exceeds the criteria included in this rule if a waiver has not been approved by the State Board of Education. (4-1-97)

041. ALTERNATIVE CERTIFICATION (EXPIRES JULY 1, 2006).

The purpose of this program is to provide an alternative for individuals to become certificated secondary teachers in Idaho without following a standard teacher education program. The purpose of this certification is to provide an alternative for individuals with strong subject matter background but limited experience with educational methodology. Qualified applicants will begin contracted teaching earlier and will be admitted to the program using criteria that are different from existing programs but more appropriate for the circumstances. This certification is valid for three (3) years and is non-renewable. To be eligible for alternative certification, the following requirements must be satisfied: (3-20-04)

01. Initial Qualifications. Prior to application: The prospective candidate must possess a baccalaureate (or higher) degree from an accredited college or university with a minimum grade point average of 2.0 on a four point zero (4.0) scale completed at least five (5) years earlier. Additionally, an applicant must hold academic credits equivalent to current major and minor requirements for secondary endorsements; be assured of full-time employment in an Idaho school district; and meet all non-academic requirements of the state of Idaho. (3-20-04)

02. Teacher Trainee Program. Alternative certification is valid for two (2) years of teaching. The teacher trainee program must be completed within three (3) calendar years from the date of admission to the program. It authorizes the teacher trainee to teach only the subject(s) listed on the letter of approval and only at the secondary level. (3-20-04)

a. A teacher trainee will work toward completion of the teacher trainee program through participating colleges and universities, the State Department of Education, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized two year teacher trainee program as one of the conditions to receive recommendation for the Standard Secondary Teaching Certificate. A formal teacher trainee plan will be developed by a consortium composed of the mentor teacher, a representative from the school district, a representative of the State Department of Education, and a representative of the participating higher education institution with an approved secondary education program. Any deviation from the formal trainee plan must be approved by the consortium. The consortium will be responsible for the program design, supervision, and evaluation of the training. The teacher trainee program shall include: (3-20-04)

i. Prior to entering the classroom, completion of nine (9) semester credit hours of pre-service training from an institution of higher education in educational course work pertinent to the education profession. (3-20-04)

ii. Prior to completion of the Alternate Route Program, at least one (1) course in each of the following areas must be completed: Philosophical Foundations of Education; Psychological Foundations of Education; Methodology; Reading in the Content Area. (3-20-04)

iii. Completion of a thirty (30) hour, pre service orientation presented by the school district prior to a classroom assignment. This orientation shall include district policies, procedures, curriculum, instructional model, community characteristics, and resources. (3-20-04)

iv. Completion of a four semester college/university internship. The trainee shall be enrolled in three (3) semester credit hours of internship each semester. (3-20-04)

v. Completion of a six to nine (6-9) semester credit hour program during the second summer from an institution of higher learning. The pre service and second summer program of fifteen to eighteen (15-18) semester credit hours in total shall include: philosophical, psychological, and methodological foundations of the profession, and reading in the content area. The consortium will determine the content required for the trainee, which may include both pedagogical and subject area course work. When designing the content necessary for the individual teacher trainee to complete the program, the consortium shall consider previous college credit as documented in official transcripts. Efforts will be directed to provide observation and clinical experiences during the time prior to being assigned to the classroom. (3-20-04)

b. Assistance by Mentor Teachers: Each teacher trainee must be assisted by and guided throughout the two-year training period by a certificated employee of the district who has been designated as a mentor teacher. Principals must ensure that teacher trainees are provided with direct assistance, which should include close clinical supervision, especially at the beginning of the internship. (3-20-04)

c. Performance Evaluations: In order to receive a consortium recommendation for the Standard Secondary Teaching Certificate, the teacher trainee must complete at least two (2) years of successful performance as a teacher under the teacher trainee program. Principals are to provide assistance to teacher trainees regarding the purpose, expectations, and procedures involved in the evaluation process and with whatever guidance may be needed. The principal shall formally evaluate the teacher trainee at least once each semester of the school year. For purposes of suspension or dismissal, teacher trainees are to be treated as non-continuing contract employees. The district may suspend or dismiss teacher trainees in accordance with the procedures as provided in Idaho Code. The Teacher Trainee Letter of Approval may be suspended or revoked if there is failure to satisfactorily and successfully complete the stages of the individualized plan within the specified time frames as established by the consortium; or failure to obtain at least a two point five (2.5) grade point average on a four point zero (4.0) scale in the college credit portion of the program. Also, no individual grade can be lower than a "C"; or any other causes for suspension or revocation as found in Section 33-1208, Idaho Code. (3-20-04)

d. The teacher trainee, upon successful completion of the teacher trainee program as verified by the consortium, will be eligible to apply for a Standard Secondary Teaching Certificate. The two (2) years of experience as a teacher trainee shall be counted toward continuing contract status as authorized in Section 33-515, Idaho Code. (3-20-04)

042. ALTERNATE ROUTES TO CERTIFICATION ~~(EFFECTIVE JULY 1, 2006)~~.
The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Para-Educators, individuals who are currently certificated to teach but who are in need of emergency certification in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. (3-20-04)

043. ALTERNATIVE AUTHORIZATION – TEACHER TO NEW CERTIFICATION ~~(EFFECTIVE JULY 1, 2006)~~.
The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for up to three (3) years and is nonrenewable. (5-8-09)

01. Initial Qualifications. Prior to application, a candidate must hold a Bachelor's degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (5-8-09)

02. Alternative Route Preparation Program. (3-20-04)

a. Option I - Teacher to New Certification/Endorsement. (5-8-09)

i. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. Candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (3-20-04)

ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)

iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein. (3-20-04)

b. Option II - National Board (endorsement only). By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area. (5-8-09)

c. Option III - Master's degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)

d. Option IV - Testing and/or Assessment (endorsement only). Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (5-8-09)

i. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1)-year state-approved mentoring component. (5-8-09)

ii. Pathway 2 - Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment.(5-8-09)

044. ALTERNATIVE AUTHORIZATION -- CONTENT SPECIALIST ~~(EFFECTIVE JULY 1, 2006)~~.
The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area.

Alternative authorization in this area is valid for three (3) years and is not renewable. (3-20-04)

01. Initial Qualifications. (3-20-04)

a. Prior to application, a candidate must hold a Bachelor's degree or credit equivalent per review by the State Department of Education. (3-20-04)

b. The candidate shall meet enrollment qualifications of the alternative route preparation program. (3-20-04)

02. Alternative Route Preparation Program -- College/University Preparation. (3-20-04)

a. A consortium comprised of a designee from the college/university to be attended, and a representative from the school district, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one (1) classroom observation per month until certified. (3-20-04)

b. Prior to entering the classroom, the candidate completes eight (8) to sixteen (16) weeks of accelerated study in education pedagogy. (3-20-04)

c. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions to receive a recommendation for full certification. (3-20-04)

d. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences. (3-20-04)

e. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment. (3-20-04)

045. COMPUTER-BASED ALTERNATIVE ROUTE TO TEACHER CERTIFICATION.
An individual may acquire interim certification as found in Section 015 of these rules through a computer based alternative route certification program. (4-6-05)

01. Approval of the Program. The State Board of Education must approve any computer-based alternative route to teacher certification. The program must include, at a minimum, the following components: (4-6-05)

a. Preassessment of teaching and content knowledge; (4-6-05)

b. An academic advisor with knowledge of the prescribed instruction area; and (4-6-05)

c. Exams of pedagogy and content knowledge. (4-6-05)

02. Eligibility. Individuals who possess a bachelor's degree or higher from an institution of higher education may utilize this alternative route to an interim Idaho Teacher Certification. (4-6-05)

03. Requirements for Completion. To complete this alternative route, the individual must: (4-6-05)

a. Complete a Board approved program; (4-6-05)

b. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

c. Complete the Idaho Department of Education Criminal History Check. (4-6-05)

04. Interim Certificate. Upon completion of the computer based certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Bureau of Certification and Professional Standards. The term of the interim certification shall be three (3) years. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year a teacher mentoring program approved by the Board. The individual must ~~start~~ complete the mentoring program during the term of the interim certificate ~~unless extenuating circumstances apply as determined by the State Department of Educaiton and it may be completed after standard certification is granted.~~ In the case where teachers start their mentoring program in the third year of their interim certificate they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under an interim certificate. (4-6-05)

05. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain full Idaho Teacher Certification during the three (3) year interim certification term. (4-6-05)

06. Types of Certificates and Endorsements. The computer based alternative route may be used for initial certification, subsequent certificates, and additional endorsements. (4-11-06)

~~**046. PARA-EDUCATOR TO TEACHER (EFFECTIVE JULY 1, 2006).**~~

~~The purpose of this alternative route to certification is to encourage qualified para-educators employed in Idaho classrooms to become certificated teachers. The alternative route preparation program must be completed within five (5) calendar years from the date of admission to the program. (3-20-04)~~

~~**01. Initial Qualifications**. Prior to application: the candidate must hold an AA or AS degree or equivalent, meet state para-educator standards, and be employed as a para-educator. Districts shall identify potential candidate with appropriate dispositions for teaching, and continue to employ candidate as para-educators. District/school provides orientation for candidate as deemed appropriate. (4-2-08)~~

~~**02. Alternative Route Preparation Program College University Preparation**. (3-20-04)~~

~~**a.** Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. A candidate must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions to receive a recommendation for full certification. (3-20-04)~~

~~**b.** The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)~~

~~**c.** Candidate shall complete all requirements for certification as provided herein. (3-20-04)~~

SUBJECT

Pending Rule - Docket 08-0203-1201 – Rules Governing Thoroughness

REFERENCE

June 2012 Board approved temporary proposed rule Docket 08-0203-1201.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-202 and 33-203, Idaho Code
SEC. 419F. [20 USC 1070d-36]

BACKGROUND/DISCUSSION

Changes to the federal regulations regarding the granting of federal financial aid to students who are not high school graduates have changed (SEC. 419F. [20 USC 1070d-36]). The amended regulations state that in order for a student who does not have a certificate of graduation from a school providing secondary education, or the recognized equivalent of such certificate, to be eligible for any assistance under subparts 1,3, and 4 of part A and parts B,C,D, and E of Title 20, the student shall have completed a secondary school education in a home school setting that is treated as a home school or private school under State law.

Two comments were received during the comment period requesting that the language include the term "for the purpose of determining financial aid." Staff considered the change and felt it did not meet the Federal requirement of a broader recognition of the education received by homeschooled students. No changes were made between the proposed and pending stages of the rule.

IMPACT

The Pending rule clarifies that the state of Idaho recognizes home schooled students, eliminating the public postsecondary institutions concern that a federal finding of the current language contained in code would be inadequate and require that the institution reimburse the federal government the federal financial aid that had been distributed to home schooled students.

ATTACHMENTS

Attachment 1 – Pending Rule Docket 08-0203-1201 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Aside from the financial impacts to home schooled students, the vagueness in the current law would force students who have been home schooled to pass the GED exam, thereby dismissing the secondary education they have received.

The proposed language has been reviewed by the Board's Deputy Attorney General and has been determined to meet the Federal requirements. The public institutions' staff have had the opportunity to review the language and have indicated no concerns with the rule.

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

Staff recommends approval.

BOARD ACTION

I move to approve Pending Rule Docket 08-0203-1201 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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)

(Break in Continuity of Sections)

118. HOME SCHOOL.

Any student not attending a public or private school within the State of Idaho may, as an alternative, receive educational instruction in a home school setting at the direction of his or her parent or guardian. Home schooled students are required to receive such instruction in subjects commonly and usually taught in the public schools of the State of Idaho. T(4-19-12)

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SUBJECT

Pending Rule Docket 08-0204-1201 – Rules Governing Public Charter Schools

REFERENCE

August 2012 Board approved temporary proposed rule Docket 08-0204-1201.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.04.
Section 33-5201 to 5216, Idaho Code.

BACKGROUND/DISCUSSION

The proposed changes update the petition and revision submission requirement to reflect updated technology, and to amend the rule to coincide with the 2012 statutory changes and improve administrative efficiency for both schools and authorizers.

No comments were received on the proposed changes. No changes have been made to the rule between the proposed and pending stages.

IMPACT

The pending rule will bring the rule into compliance with changes made during the 2012 legislative session and provide for administrative efficiencies.

ATTACHMENTS

Attachment 1 – Pending Rule Docket 08-0204-1201 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

The Public Charter School Commission and Board staff recommend approval.

BOARD ACTION

I move to approve Pending Rule Docket 08-0204-1201 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 04

08.02.04 - RULES GOVERNING PUBLIC CHARTER SCHOOLS

000. LEGAL AUTHORITY.
In accordance with Sections 33-105, 33-5203, and 33-5210(4)(e), Idaho Code, the Board shall promulgate rules implementing the provisions of Title 33, Chapter 52, Idaho Code. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.02.04, "Rules Governing Public Charter Schools." (4-11-06)

02. Scope. These rules establish a consistent application and review process for the approval and maintenance of public charter schools in Idaho. (4-11-06)

002. WRITTEN INTERPRETATIONS.
In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the offices of the Board. (4-11-06)

003. ADMINISTRATIVE APPEALS.
The provisions found in Sections 400 through 404, of these rules, shall govern administrative appeals of public charter schools. (4-11-06)

004. INCORPORATION BY REFERENCE.
There are no documents that have been incorporated by reference into these rules. (4-11-06)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-11-06)

06. Electronic Address. The electronic address of the State Board of Education website is www.boardofed.idaho.gov. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.
These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-11-06)

007. -- 009. (RESERVED)

010. DEFINITIONS.

01. Authorized Chartering Entity. Is defined in Section 33-5202A(1), Idaho Code, and means either the local board of trustees of a school district in this state, or the Idaho Public Charter School Commission. (4-11-06)

02. Board. Means the Idaho State Board of Education. (4-11-06)

03. Charter. Is defined in Section 33-5202A(2), Idaho Code, and means the grant of authority approved by the authorized chartering entity to the board of directors of the charter school. (4-11-06)

04. Commission. Means the Idaho Public Charter School Commission, as provided by Section 33-5213, Idaho Code. (4-11-06)

05. Department. Means the Idaho Department of Education. (4-11-06)

06. Founder. Is defined in Section 33-5202A(3), Idaho Code, and means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitutions or any federal, state, or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits. (4-11-06)

07. Petition. Is defined in Section 33-5202A(4), Idaho Code, and means the document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school. (4-11-06)

08. Petitioners. Means the group of persons who submit a petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school, as provided by Section 33-5205, Idaho Code, and the procedures described in Sections 200 through 205 of these rules. (4-11-06)

09. Public Charter School. Is defined in Section 33-5202A(5), Idaho Code, and means a school that is authorized under the Public Charter Schools Act, Title 33, Chapter 52, Idaho Code, to deliver public education in Idaho. (4-11-06)

10. Public Virtual School. Is defined in Section 33-5202A(~~6~~8), Idaho Code, and means a ~~public charter school that may serve students in more than one (1) school district and through which the primary method for the delivery of instruction to all of its pupils is through virtual distance learning or online technologies.~~ (4-11-06) school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management.

11. School Year. Means the period beginning on July 1 and ending the next succeeding June 30 of each year. (4-11-06)

011. -- 099. (RESERVED)

100. LIMITATIONS ON NEW PUBLIC CHARTER SCHOOLS.

01. ~~Number of New Public Charter Schools Approved for a School Year~~. ~~Section 33-5203(2), Idaho Code, limits the number of new public charter schools that may be approved to begin instruction for a school year to not more than six (6), and further limits the number of new public charter schools that may be approved for a single school district for a school year to not more than one (1). The Board shall use the procedure described in Section 100 of these rules for implementing this limitation on the approval of new public charter schools.~~ (4-11-06)

0~~2~~1. Responsibilities of Petitioners on Approval of Charter. Upon the approval of a new public charter school by an authorized chartering entity, the petitioners shall ~~be responsible~~ for provid~~ing~~e the Board with written notice of such approval~~.~~. ~~and shall promptly submit a copy of the final approved petition to the Board, as required by Section 33-5206(6), Idaho Code.~~ ~~In addition, in the event the charter is revised at any time, as permitted~~

~~by Section 33-5209(1), Idaho Code, and pursuant to the procedures described in Section 302 of these rules, the governing board of the public charter school shall also be responsible for submitting copies of any such charter revisions to the Board.~~ The authorized chartering entity of the public charter school shall provide the Board with copies of the charter and any charter revisions upon request. (4-11-06)

~~**03. Chronological Numbering System**. The Board, in accordance with Section 33-5206(6), Idaho Code, shall record the date and the time that it receives each final approved petition for a new public charter school. In addition, the Board shall assign a number to each final approved petition that it receives on a chronological basis, beginning with the numeral "1," and continuing sequentially thereafter. The Board shall maintain a chronological list of approved charters for the purpose of determining which public charter schools shall be authorized to begin educational instruction during a given school year. (4-11-06)~~

~~**04.**~~ **.03 Authorization to Begin Educational Instruction**. The ~~six (6)~~ public charter schools ~~that will be~~ authorized to begin educational instruction during a given school year shall be those public charter schools that ~~have been assigned the lowest chronological number by the Board, and which are eligible to begin educational instruction at some time during such school year. A public charter school will be considered "eligible" in accordance with the preceding sentence if the public charter school has~~ have received approval from ~~its~~ their authorized chartering ~~entity~~ entities to begin educational instruction at some time during such school year. ~~In addition, a public charter school will be considered "eligible" only if no other public charter school located within the same school district has been assigned a lower chronological number, and has been approved to begin educational instruction during such school year. A public charter school that is not authorized to begin educational instruction because it is not "eligible," as described herein, shall maintain its position on the Board's chronological list of approved charters, and shall be under consideration for authorization to begin educational instruction during the next succeeding school year.~~ A public charter school that is approved by an authorized chartering entity, but which does not begin educational instruction ~~because it is not "eligible," as described herein,~~ must confirm with the Board, on or before March 1 preceding the next succeeding school year, that it is able to begin educational instruction during such school year. (4-11-06)

~~**05.**~~ **.04 Notification**. The Board shall, as soon as reasonably practicable after determining that a public charter school will be authorized to begin educational instruction during a given school year, provide written notification to the petitioners. The Board shall also send a copy of such notification to the authorized chartering entity that approved the charter. (4-11-06)

101. -- 199. (RESERVED)

200. PROCEDURE FOR FORMATION OF A NEW PUBLIC CHARTER SCHOOL.

01. Assistance With Petitions. The Department shall, in accordance with Section 33-5211, Idaho Code, provide technical assistance to public charter school petitioners. The Department shall undertake this statutory responsibility by conducting public charter school workshops, as discussed in Subsection 200.02 of this rule. (4-11-06)

02. Public Charter School Workshops. The purpose of the public charter school workshops shall be to provide public charter school petitioners with a brief overview of a variety of educational and operational issues relating to public charter schools, as well as to answer questions and to provide technical assistance, as may be necessary, to aid petitioners in the preparation of public charter school petitions. (4-11-06)

03. Petition Sufficiency Reviews. Prior to submitting a petition to an authorized chartering entity, petitioners shall submit ~~six (6) copies~~ one (1) copy of the proposed draft petition to the Department, which will review the proposed draft petition to determine whether it complies with statutory requirements. (4-11-06)

201. POLICIES AND PROCEDURES ADOPTED BY AN AUTHORIZED CHARTERING ENTITY.

01. Charter School Policies and Procedures. An authorized chartering entity may adopt its own charter school policies and procedures describing the charter school petition process and the procedures that petitioners must comply with in order to form a new public charter school, including a public virtual school.

Petitioners must comply with the charter school policies and procedures adopted by the authorized chartering entity with which a petition is submitted. Such charter school policies and procedures must comply with Title 33, Chapter 52, Idaho Code, and the rules promulgated by the Board. If there is any conflict between the charter school policies and procedures adopted by an authorized chartering entity and rules promulgated by the Board, then the Board rules shall govern. (4-11-06)

02. Application Deadline. Petitioners must submit a new petition to an authorized chartering entity by September 1 in order to be eligible to begin educational instruction for the following school year as required by Section 33-5203, Idaho Code. A petition filed after such date ~~may not be rejected by an authorized chartering entity as untimely, but if the petition is approved and the charter is granted, the proposed public charter school will not be~~ that is approved and the charter granted shall not be eligible to begin operations until the next succeeding school year at the earliest~~, and only if authorized to begin operations during such school year in accordance with the approval procedure described in Subsection 100.04 of these rules~~. ~~(4-11-06)~~

202. PETITION REQUIREMENTS.
A petition to form a new or conversion public charter school shall be submitted in accordance with instructions, and in such format, as may be required by the Board. Notwithstanding, the petition must include, at a minimum, the information described in Section 33-5205, Idaho Code. (4-11-06)

203. ADMISSION PROCEDURES.

01. Model Admission Procedures. In accordance with Section 33-5205(3)(i), Idaho Code, a petition to establish a new public charter school must describe the admission procedures to be utilized by the public charter school. In order to ensure that public charter schools utilize a fair and equitable selection process for initial admission to and enrollment in a public charter school, as well as admission to and enrollment in a public charter school during subsequent school years, the Board has approved model admission procedures that may be utilized and adopted by petitioners. The approved model admission procedures are described in Subsections 203.03 through 203.12 of these rules. Petitioners are not required to adopt the Board's model admission procedures, but must demonstrate a reason for varying from the Board's approved procedures. (4-11-06)

02. Enrollment Opportunities. Section 33-5205(3)(s), Idaho Code, requires petitioners to describe the process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. Petitioners shall ensure that such process includes the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school, regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs. (4-11-06)

03. Enrollment Deadline. Each year a public charter school shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated as required by Subsection 203.02. (4-11-06)

04. Requests for Admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend a public charter school. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial

capacity of the public charter school is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to the public charter school, as described in Subsection 203.09 of this rule. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the public charter school shall be permitted in the equitable selection process. Only written requests for admission shall be considered by the public charter school. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list. (4-11-06)

05. Admission Preferences. A public charter school shall establish an admission preference for students residing in the attendance area of the public charter school, as provided in Section 33-5206, Idaho Code. In addition, a public charter school may establish admission preferences, as authorized by Section 33-5205(3)(i), Idaho Code, for students returning to the public charter school, for children of founders, and for siblings of students already selected to attend the public charter school. Such admission preferences must be approved by the authorized chartering entity and described in the final approved petition. (4-11-06)

06. Priority of Preferences for Initial Enrollment. If a public charter school determines to establish admission preferences for initial enrollment of students in a public charter school, then the selection hierarchy with respect to such preferences shall be as follows: (4-11-06)

a. First, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of the public charter school. If so stated in its petition, a new public charter school may include within this priority group the children of full-time employees, subject to the provisions of Section 33-5205(3)(k), Idaho Code. ~~(4-11-06)~~

b. Second, to siblings of pupils already selected by the lottery or other random method. (4-11-06)

c. Third, to prospective students residing in the attendance area of the public charter school. (4-11-06)

d. Fourth, an equitable selection process, such as by lottery or other random method. (4-11-06)

07. Priority of Preferences for Subsequent Enrollment Periods. If a public charter school determines to establish admission preferences for enrollment of students in a public charter school in subsequent school years, then the selection hierarchy with respect to such preferences shall be as follows: (4-11-06)

a. First, to pupils returning to the public charter school in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by a random selection method. (4-11-06)

b. Second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school. If so stated in its petition, a public charter school may include within this priority group the children of full-time employees and/or children withdrawn from the public charter school within the previous three (3) years as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment, subject to the provisions of Section 33-5205(3)(k)(i-ii), Idaho Code. ~~(4-11-06)~~

c. Third, to siblings of pupils already enrolled in the public charter school. (4-11-06)

d. Fourth, to prospective students residing in the attendance area of the public charter school. (4-11-06)

e. Fifth, an equitable selection process, such as by lottery or other random method. (4-11-06)

08. Proposed Attendance List for Lottery. Each year the public charter school shall create an

attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference. (4-11-06)

09. Equitable Selection Process. If the initial capacity of a public charter school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the public charter school shall determine the students who will be offered admission to the public charter school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows: (4-11-06)

a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the prospective students for the grade level being selected shall be placed into a single container. (4-11-06)

b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral "1" and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person. (4-11-06)

c. If the name of the person selected is a returning student, then the letter "A" shall be written on such index card. If the name of the person selected is the child of a founder, the letter "B" shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter "C" shall be written on such index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter "D" shall be written on such index card. (4-11-06)

d. With regard to the sibling preference, if the name of the person selected has a sibling ~~in a higher grade~~ who has already been selected, but the person previously selected did not have the letter "C" written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter "C" shall now be written on that person's index card at this time. (4-11-06)

e. With regard to the founder's preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter "B." When the number of index cards marked with the letter "B" equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter "B," even if such person selected would otherwise be eligible for the founders preference. (4-11-06)

f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter "A" shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "B," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "C," based on the chronological order of the selection number written on each index card; followed by all index cards with the letter "D," based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card. (4-11-06)

g. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list. (4-11-06)

10. Final Selection List. The names of the persons in highest order on the final selection list shall

have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. (4-11-06)

11. Notification and Acceptance Process. (4-11-06)

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school. (4-11-06)

b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. (4-11-06)

c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

d. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

12. Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year. (4-11-06)

13. Admission Procedures for Approved Charter Schools. All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 203 of this rule. (4-11-06)

204. SUBMISSION OF PETITION.

01. New Public Charter School. To institute the approval process for the formation of a new public charter school, the petitioners must submit the petition to the local board of trustees of the school district in which the proposed new public charter school will be located, as required by Section 33-5205(1)(a), Idaho Code. (4-11-06)

02. New Public Virtual School. The petitioners for a new public virtual school must submit the petition for approval with the Commission, as required by Section 33-5205(1)(b), Idaho Code. (4-11-06)

03. Notification to the Board. Petitioners shall promptly notify the Board that a petition has been submitted to an authorized chartering entity. (4-11-06)

205. REVIEW OF PETITIONS.

01. Initial Review of Petition. Prior to submitting a petition with an authorized chartering entity, petitioners shall submit ~~six (6) copies~~ one (1) copy of the proposed draft petition to the Department, which shall review the proposed draft petition for the purpose of determining whether it was prepared in accordance with the instructions furnished by, and in the format required by, the Board, and contains the information required by Section 33-5205, Idaho Code. ~~(4-11-06)~~

02. Timeframe for Initial Review. The Department shall complete the initial review of the proposed draft petition as soon as reasonably practicable after the date the proposed draft petition is received by the Department, but not later than thirty (30) days after receipt. (4-11-06)

03. Notification of Findings After Initial Review. The Department shall notify the petitioners promptly in writing describing the results of the initial review of the proposed draft petition, and, if applicable, identify any deficiencies in the proposed draft petition. (4-11-06)

04. Written Response to Initial Review. Petitioners shall include a copy of the Department's ~~initial~~ final review of the proposed draft petition, and a written response to the findings of such review, with the petition upon submission to an authorized chartering entity. Deficiencies in the petition identified by the Department's initial review shall be addressed in the written response. ~~(4-2-08)~~

05. Substantive Review of Petition. The substantive review of the merits of a petition by an authorized chartering entity shall be for the purpose of determining whether petitioners have demonstrated compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)

06. Timeframe for Substantive Review. An authorized chartering entity must comply with the procedural requirements described in Section 33-5205, Idaho Code. (4-11-06)

a. Unless a petition is referred to the Commission as authorized by Section 33-5205(1)(c)(iii), Idaho Code, and as discussed in Subsection 206.01 of these rules, an authorized chartering entity must hold a public hearing not later than ~~sixty (60)~~ seventy-five (75) days after receipt of the petition, for the purpose of considering the merits of the petition, as well as the level of employee and parental support for the proposed public charter school. In the case of a petition being reviewed by the Commission, the public hearing must also include any oral or written comments, if any, from an authorized representative of the school district in which the proposed public charter school would be physically located regarding the merits of the petition and any potential impacts on the school district. (4-11-06)

b. An authorized chartering entity must make a decision on whether to approve the petition within ~~sixty (60)~~ seventy-five (75) days after the date of the public hearing on the merits of the petition. (4-11-06)

c. The authorized chartering entity may unilaterally determine to extend the date by which a decision is required to be made up to an additional ~~sixty (60)~~ seventy-five (75) days if it determines the petition is incomplete. (4-11-06)

d. The Commission and the petitioners may mutually agree to extend the date by which a decision is required to be made on the merits of the petition ~~up to an additional ninety (90) days~~ for an additional, specified period of time. (4-11-06)

07. If Approved, Charter Is Subject to Limitations on Number of New Charters. (4-11-06)

a. If a petition is approved, then the authorized chartering entity must promptly prepare for petitioners a written notice of its decision to approve the charter. It shall be the responsibility of the petitioners to provide the Board with this written notice of approval~~, and with a copy of the final approved petition, in accordance with the procedure described in Section 100 of these rules~~. (4-11-06)

~~**b.** The approval of a charter by an authorized chartering entity does not provide the petitioners with any right to begin educational instruction at the public charter school during a particular school year, or in accordance with the terms and conditions of the charter, as such approval is conditioned upon the limitations on the number of new public charter schools that may be approved to begin educational instruction for a school year, as described in Section 100 of these rules. (4-11-06)~~

08. If Denied, Petitioners May Appeal. (4-11-06)

a. If a petition is denied, then the authorized chartering entity must promptly prepare for petitioners a

written notice of its decision to deny the charter. The written decision shall include all of the reasons for the denial, and shall also include a reasoned statement that states or explains the criteria and standards considered relevant by the authorized chartering entity, the relevant contested facts relied upon, and the rationale for the decision based on the applicable statutory provisions and factual information presented to the authorized chartering entity. (4-11-06)

b. The petitioners may appeal the decision of the authorized chartering entity, in accordance with the procedures described in Sections 401 through 402 of these rules. (4-11-06)

206. WITHDRAWAL OF PETITION; REFERRAL OF PETITION TO THE COMMISSION.

01. Referral of Petition by Local Board of Trustees. A board of trustees of a local school district may refer the petition for consideration to the Commission, as authorized by Section 33-5205(1)(c)(iii), Idaho Code. If a board of trustees of a local school district determines to refer a petition to the Commission, then it shall provide prompt written notice of such decision to the petitioners. In addition, the board of trustees of a local school district must promptly ~~forward the petition and verification that there are thirty (30) signatures from qualified electors from the attendance area to the Commission~~ notify the Commission of the referral decision, including all the reasons for referral. (4-11-06)

02. Withdrawal by Charter Petitioners. Notwithstanding, if a board of trustees of a local school district does not refer a petition to the Commission, the charter petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration if, within ~~sixty (60)~~ seventy-five (75) days after ~~the submission of~~ the petition is received ~~with~~ by the authorized chartering entity, the parties have not reached mutual agreement on the provisions of the petition, after a reasonable and good faith effort. (4-11-06)

03. Reasonable and Good Faith Effort. For purposes of Subsection 206.02 of these rules, the ~~parties~~ authorized chartering entity shall be considered to have established a reasonable and good faith effort to reach mutual agreement on the provisions of the petition if representatives of the ~~parties~~ authorized chartering entity take at least all of the following actions: (4-11-06)

a. The authorized chartering entity must send written notice to petitioners acknowledging receipt of the charter petition and the date of receipt. (4-11-06)

b. The authorized chartering entity posts public notice of a public hearing for the purpose of considering the petition, and such meeting is scheduled to occur not later than ~~sixty (60)~~ seventy-five (75) days after receipt of the petition and verification that there are thirty (30) signatures from qualified electors of the attendance area. (4-11-06)

c. Prior to the date the posted public hearing is scheduled, representatives of the authorized chartering entity must conduct a review of the petition and the State Department of Education sufficiency review of the petition, and if immediate concerns with the petition are identified, then written notice must be sent to petitioners identifying the concerns and requesting that said identified concerns be addressed. ~~In the event correspondence is sent to petitioners identifying concerns with the petition, then petitioners must respond in writing to the authorized chartering entity addressing the identified concerns.~~ (4-11-06)

d. Either prior to or at the posted public hearing, representatives ~~form~~ from both the authorized chartering entity and petitioners must meet and engage in face-to-face discussions regarding the charter petition.(4-11-06)

04. Failure of Authorized Chartering Entity to Make a Good Faith Effort. If the authorized chartering entity fails to make the good faith effort described in Subsection 206.03 of these rules, the petitioners may withdraw the petition from the local board of trustees and submit the petition to the Commission for consideration, provided the petitioner takes at least all of the following actions:

a. The petitioners must provide the authorized chartering entity with a petition that is administratively complete and that has been reviewed by the Department in accordance with Subsection 205 of these rules.

b. The petitioners must contact the authorized chartering entity, in writing, to ensure awareness of the

timelines for petition review and the petitioners' request for a review of the petition and public hearing to consider the merits of the petition.

c. In the event correspondence is sent to the petitioners identifying concerns with the petition, then the petitioners must respond in writing to the authorized chartering entity addressing the identified concerns.

d. The petitioners must meet with the authorized chartering entity and engage in face-to-face discussions regarding the petition, if the authorized chartering entity provides an opportunity to do so.

207. -- 299. (RESERVED)

300. PUBLIC CHARTER SCHOOL RESPONSIBILITIES.

01. General. The governing board of a public charter school shall be responsible for ensuring that the public charter school is adequately staffed, and that such staff provides sufficient oversight over all public charter school operational and educational activities. In addition, the governing board of a public charter school shall be responsible for ensuring compliance with Title 33, Chapter 52, Idaho Code. (4-11-06)

02. Compliance with Terms of Charter. The governing board of a public charter school shall be responsible for ensuring that the school is in compliance with all of the terms and conditions of the charter approved by the authorized chartering entity of the school, as reflected in the final approved petition filed with the Board. In addition, the governing board of the public charter school shall be responsible for ensuring that the school complies with all applicable federal and state education standards, as well as all applicable state and federal laws, rules and regulations, and policies. (4-11-06)

03. Annual Reports. The governing board of a public charter school must submit an annual report to the authorized chartering entity of the school, as required by Section 33-5206(7), Idaho Code. The report shall contain the audit of the fiscal and programmatic operations as required in Section 33-5205(3)(j), Idaho Code, a report on student progress based on the public charter school's student educational standards identified in Section 33-5205(3)(b), Idaho Code, and a copy of the public charter school's accreditation report. An authorized chartering entity may reasonably request that a public charter school provide additional information to ensure that the public charter school is meeting the terms of its charter. (4-11-06)

04. Operational Issues. The governing board of the public charter school shall be responsible for promptly notifying its authorized chartering entity if it becomes aware that the public charter school is not operating in compliance with the terms and conditions of its charter. Thereafter, the governing board of the public charter school shall also be responsible for advising its authorized chartering entity with follow-up information as to when, and how, such operational issues are finally resolved and corrected. (4-11-06)

301. AUTHORIZED CHARTERING ENTITY RESPONSIBILITIES.

01. Compliance Monitoring. Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for ensuring that the public charter school operates in accordance with all of the terms and conditions of the charter approved by the authorized chartering entity, as reflected in the final approved petition filed with the Board, and as provided by Section 33-5209(1), Idaho Code. The authorized chartering entity also shall be responsible for ensuring that the public charter school program approved by the authorized chartering entity meets the terms of the charter, complies with the general education laws of the state, unless specifically directed otherwise in Title 33, Chapter 52, Idaho Code, and operates in accordance with the state educational standards of thoroughness as defined in Section 33-1612, Idaho Code, as provided in Section 33-5210(2), Idaho Code. (4-11-06)

02. Written Notice of Defect. If an authorized chartering entity has reason to believe that a public charter school has committed any defect identified in Subsections 33-5209(2)(a) through (e), Idaho Code, then the authorized chartering entity shall provide the public charter school with prompt written notice of such defect, and shall provide the public charter school a reasonable opportunity to cure such defect. (4-11-06)

03. Corrective Action Plan. The public charter school shall provide the authorized chartering entity with a corrective action plan describing the public charter school's plan to cure the defect. The corrective action plan shall describe in detail the terms and conditions by which the public charter school will cure the defect at issue, including a reasonable time frame for completion. ~~The public charter school shall send a copy of the corrective action plan to the Board.~~ (4-11-06)

04. Failure to Cure. If a public charter school fails to comply with the terms and conditions of the corrective action plan and to cure the defect at issue within a reasonable time, then the authorized chartering entity may provide notice to the public charter school of its intent to revoke the charter, as permitted by Section 33-5209(3), Idaho Code, and in accordance with Section 303 of these rules. (4-11-06)

302. CHARTER REVISIONS.
The governing board of a public charter school may reasonably request that its authorized chartering entity revise its charter, as authorized by Section 33-5209(1), Idaho Code. (4-11-06)

01. Request for Revision. The governing board of a public charter school that desires to revise its charter must submit a written request describing the proposed revisions with the public charter school's authorized chartering entity. In addition, the governing board of the public charter school shall also submit ~~six (6) copies~~ one (1) copy of the proposed revisions to the Department, which shall review the proposed revisions in the same manner that it reviews a proposed draft petition, as described in Section 204 of these rules. The Department shall complete its review of the proposed charter revisions not later than thirty (30) days after receipt, and shall notify the governing board of the public charter school and the authorized chartering entity promptly in writing describing the results of such review. (4-11-06)

02. Limited Review. The authorized chartering entity shall only be permitted to review and consider the proposed revisions to the charter, and shall not have authority to make other charter revisions that are not requested by the public charter school. (4-11-06)

03. Procedure for Reviewing Request for Charter Revision. The authorized chartering entity shall have ~~thirty (30)~~ seventy-five (75) days from the date of receipt of the written notice from the Department in which to issue its decision on the request for charter revision. The authorized chartering entity shall consider the request for charter revision at its next regular meeting following the date of receipt of the written notice from the Department, provided that the request is submitted no fewer than thirty (30) days an advance of that meeting. If permitted by applicable policies and procedures adopted by the authorized chartering entity, the review of a request for a charter revision may be delegated to appropriate staff employed by the authorized chartering entity. An authorized chartering entity may, but is not required to, conduct a public hearing to consider the request for charter revision.(4-11-06)

04. Approval of Proposed Charter Revision. If the authorized chartering entity approves the proposed charter revision, a copy of such revision shall be executed by each of the parties to the charter contract and shall be treated as either a supplement to, or amendment of, the final approved petition, whatever the case may be. ~~The governing board of the public charter school shall be responsible for sending a copy of the charter revision to the Board, as required by Subsection 100.02 of these rules.~~ (4-11-06)

05. Denial of Proposed Charter Revision. If the proposed revision is denied, then the authorized chartering entity must prepare a written notice of its decision denying the request for charter revision. The decision to deny a request for a charter revision shall contain all of the reasons for the decision. The public charter school may appeal the decision denying the request for charter revision to the Board. The provisions of Section 403 of these rules shall govern the appeal. (4-11-06)

303. REVOCATION.
An authorized chartering entity may revoke a charter in accordance with the procedure described in this Section 303 of this rule if a public charter school has failed to cure a defect with respect to the operation of the public charter school, as described in Subsection 301.04 of these rules, after receiving reasonable notice and a reasonable opportunity to cure the defect. (4-11-06)

01. Written Notice of Intention to Revoke Charter. The authorized chartering entity must provide

the public charter school with reasonable notice of the authorized chartering entity's intent to revoke the charter, which shall be in writing and must include all of the reasons for such proposed action. In addition, such notice shall provide the public charter school with a reasonable opportunity to reply, which shall not be less than thirty (30) days after the date of such notice. (4-11-06)

02. Public Hearing. The authorized chartering entity shall conduct a public hearing with respect to its intent to revoke a charter. Such hearing shall be held no later than thirty (30) days after receipt of such written reply. If the public charter school does not reply by the date set in the notice, then such hearing shall be held no later than sixty (60) days after the date the notice was sent by the authorized chartering entity. (4-11-06)

a. Written notification of the hearing shall be sent to the public charter school at least ten (10) days in advance of the hearing. (4-11-06)

b. The public hearing shall be conducted by the authorized chartering entity, or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with Section 67-5242, Idaho Code. (4-11-06)

03. Charter Revocation. If the authorized chartering entity determines that the public charter school has not complied with the corrective action plan and cured the defect at issue, then the authorized chartering entity may revoke the charter. Such decision may be appealed to the Board. The provisions of Section 403 of these rules shall govern the appeal. (4-11-06)

304. -- 399. (RESERVED)

400. APPEALS.
The following actions relating to public charter schools may be appealed to the Department or to the Board, as applicable, in accordance with the procedures described in Sections 401 through 403 of these rules: (4-11-06)

01. Denial of New Petition. The denial by an authorized chartering entity of a petition to form a new public charter school, as authorized by Section 33-5207, Idaho Code. (4-11-06)

02. Approval of Conversion Petition. The approval of a petition by an authorized chartering entity to convert a traditional public school to a public charter school over the objection of thirty (30) or more persons or employees of the local school district, as authorized by Section 33-5207, Idaho Code. (4-11-06)

03. Denial of Charter Revision. The denial by the authorized chartering entity of a public charter school of a request to revise a charter, as authorized by Section 33-5209(4), Idaho Code. (4-11-06)

04. Revocation. A decision of an authorized chartering entity to revoke a charter, as authorized by Section 33-5209(4), Idaho Code. (4-11-06)

401. APPEAL TO THE DEPARTMENT OF A DECISION RELATING TO THE FORMATION OF A NEW OR CONVERSION PUBLIC CHARTER SCHOOL.
The denial of a petition to form a new public charter school, or the granting of a petition to form a conversion public charter school over the objection of thirty (30) or more persons or employees of the local school district, may be appealed to the Department, as provided by Section 33-5207(1), Idaho Code. The following procedures shall govern such appeals. (4-11-06)

01. Submission of Appeal. To institute an appeal, the petitioners/appellants shall submit a notice of appeal and request for public hearing in writing to the Department that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the decision of the authorized chartering entity that reviewed the petition. A copy of the notice of appeal shall be submitted to the authorized chartering entity, and with the Board. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Department two (2) copies of the complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents:

(4-11-06)

a. The name, address, and telephone number of the person or persons submitting the appeal on behalf of petitioners/appellants, as well as the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. The complete petition that was submitted to the authorized chartering entity, including any amendments thereto or supplements thereof. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the petition was considered or discussed. (4-11-06)

d. All correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition from the date the original petition was submitted until the date the authorized chartering entity issued the decision being appealed. (4-11-06)

e. The written decision provided by the authorized chartering entity to the petitioner. A copy of such notice of appeal shall be submitted to the authorized chartering entity whose decision is being appealed, and to the Board. (4-11-06)

02. Hearing Officer. The Department shall hire a hearing officer to review the action of the authorized chartering entity and to conduct a public hearing, pursuant to Section 67-5242, Idaho Code. The Department shall forward to the hearing officer one (1) copy of the record provided by petitioners/appellants and attached to the notice of appeal within ten (10) business days of receipt. (4-11-06)

03. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the hearing officer receives the notice of appeal and request for a public hearing submitted to the Department. (4-11-06)

04. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time, place, and nature of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

05. Prehearing Conference. The hearing officer may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. Any party may request that a transcript of the recorded hearing be prepared, at the expense of the party requesting such transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

07. Hearing Officer's Recommendation. The hearing officer shall issue a recommendation within ten (10) days after the date of the hearing. The recommendation shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the hearing officer; and a recommendation affirming or reversing the decision of the authorized chartering entity. The hearing officer shall mail or deliver a copy of the recommendation to the Department, the petitioners/appellants, and the authorized chartering entity. (4-11-06)

08. Review of Recommendation by Authorized Chartering Entity. (4-11-06)

a. The authorized chartering entity shall hold a public hearing to review the recommendation of the hearing officer within thirty (30) days of receipt of the recommendation. (4-11-06)

b. Written notification of the scheduled public hearing shall be sent by the authorized chartering entity to the petitioners/appellants at least ten (10) days prior to the scheduled hearing date. (4-11-06)

c. The authorized chartering entity shall make a final decision to affirm or reverse its initial decision within ten (10) days after the date the public hearing is conducted. (4-11-06)

09. Reversal of Initial Decision. (4-11-06)

a. If the authorized chartering entity reverses its initial decision and denies the conversion of a traditional public school to a public charter school, then that decision is final and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity reverses its initial decision and approves the new public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

10. Affirmation of Initial Decision. (4-11-06)

a. If the authorized chartering entity affirms its initial decision to authorize the conversion of a traditional public school to a public charter school, then the charter shall be granted and there shall be no further appeal. (4-11-06)

b. If the authorized chartering entity affirms its initial decision and denies the grant of a new public charter school, then the petitioners/appellants may appeal such final decision further to the Board in accordance with the procedure described in Section 402 of these rules. (4-11-06)

402. APPEAL TO THE BOARD RELATING TO THE DENIAL OF A REQUEST TO FORM A NEW PUBLIC CHARTER SCHOOL.
The following procedures shall govern an appeal to the Board of the final decision of an authorized chartering entity relating to the denial of a petition to form a new public charter school. (4-11-06)

01. Submission of Appeal. The petitioners/appellants shall submit a notice of appeal in writing with the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within twenty-one (21) days from the date the authorized chartering entity issues its final decision to deny a petition to form a new public charter school. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the petitioners/appellants shall also submit to the Board, two (2) copies of a complete record of all actions taken with respect to the consideration of the public charter school petition. The record must be in chronological order, must be tabbed and indexed, and must contain, at a minimum, the following documents: (4-11-06)

a. The complete record submitted to the Department, as provided in Subsection 401.01.a. through 401.01.e. of these rules. (4-11-06)

b. A transcript, prepared by a neutral person whose interests are not affiliated with a party to the appeal, of the recorded public hearing conducted by the hearing officer, as described in Subsection 401.06 of these rules. (4-11-06)

c. A copy of the hearing officer's recommendation. (4-11-06)

d. Copies of audio or video recordings, if any, and the minutes of the public hearing conducted by the authorized chartering entity to consider the recommendation of the hearing officer, as described in Subsection 401.08.a. through 401.08.c. of these rules. (4-11-06)

e. Copies of any additional correspondence between the petitioners/appellants and the authorized chartering entity relating to the petition subsequent to the public hearing conducted by the Department. (4-11-06)

f. The final written decision provided by the authorized chartering entity to the petitioners/appellants. (4-11-06)

02. Public Hearing. A public hearing to review the final decision of the authorized chartering entity shall be conducted within a reasonable time from the date that the Board receives the notice of appeal, but not later than sixty (60) calendar days from such date. The public hearing shall be for the purpose of considering all of the materials in the record that were presented at prior proceedings. However, new evidence, testimony, documents, or materials that were not previously considered at prior hearings on the matter may be accepted or considered, in the sole reasonable discretion of the Board, or of the charter appeal committee or public hearing officer, as described in Subsection 402.04 of this rule. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

05. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or appointed public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming or reversing the decision of the authorized chartering entity, or such other action recommended by the charter appeal committee or public hearing officer, such as remanding the matter back to the authorized chartering entity, or redirecting the petition to another authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

06. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the petitioner/appellant and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board or by a charter appeal committee, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The final decision and order of the Board shall be sent to both the petitioners/appellants and the authorized chartering entity, and will not be subject to reconsideration. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

a. Approve the charter, if the Board determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request. In the event the Board approves the charter, the charter shall operate under the jurisdiction of the Commission, as provided by Section 33-5207(6), Idaho Code. (4-11-06)

b. Remand the petition back to the authorized chartering entity for further consideration with

directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. (4-11-06)

c. Redirect the petition for consideration ~~to another authorized chartering entity~~ by the Commission, if the appeal is regarding a denial decision made by the board of trustees of a local school district. (4-11-06)

d. Deny the appeal submitted by the petitioners/appellants. (4-11-06)

403. APPEAL RELATING TO THE DENIAL OF A REQUEST TO REVISE A CHARTER OR A CHARTER REVOCATION DECISION.
The following procedures shall govern an appeal relating to the denial of a request to revise a charter or a charter revocation decision. (4-11-06)

01. Submission of Appeal. The public charter school shall submit a notice of appeal in writing to the Board that describes, in detail, all of the grounds for the appeal, and the remedy requested, within thirty (30) days from the date of the written decision of the authorized chartering entity to revoke a charter or to deny a charter revision. A copy of the notice of appeal shall be submitted to the authorized chartering entity. In addition, contemporaneous with the submission of the notice of appeal, the appellant charter school shall also submit to the Board eleven (11), three (3)-holed punched, copies of the complete record of all actions taken with respect to the matter being appealed. The record must be in chronological order and must be appropriately tabbed and indexed. The record must contain, at a minimum, all of the following documents: (4-11-06)

a. The name, address, and telephone number of the appellant public charter school and the authorized chartering entity that issued the decision being appealed. (4-11-06)

b. Copies of all correspondence or other documents between the appellant public charter school and the authorized chartering entity relating to the matter being appealed. (4-11-06)

c. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter on appeal was considered or discussed. (4-11-06)

d. The written decision provided by the authorized chartering entity to the appellant public charter school. (4-11-06)

02. Public Hearing. A public hearing to review the decision of the authorized chartering entity shall be conducted within thirty (30) days after the date of the filing of the notice of appeal. (4-11-06)

03. Notice of Hearing. All parties in an appeal shall be notified of a public hearing at least ten (10) days in advance, or within such time period as may be mandated by law. The notice shall identify the time and place of the hearing; a statement of the legal authority under which the hearing is to be held; the particular sections of the statutes and any rules involved; the issues involved; and the right to be represented. The notice shall identify how and when documents for the hearing will be provided to all parties. (4-11-06)

04. Appointment of Charter Appeal Committee or Public Hearing Officer. The Board may, in its reasonable discretion, determine to appoint a charter appeal committee, composed solely of Board members, or a combination of Board members and Board staff, or alternatively, to appoint a public hearing officer, for the purpose of conducting the public hearing. If the Board determines not to make such an appointment, then the Board shall conduct the public hearing. (4-11-06)

05. Prehearing Conference. The entity conducting the public hearing may, upon written or other sufficient notice to all interested parties, hold a prehearing conference to formulate or simplify the issues; obtain admissions or stipulations of fact and documents; identify whether there is any additional information that had not been presented to the authorized chartering entity; arrange for exchange of any proposed exhibits or prepared expert testimony; limit the number of witnesses; determine the procedure at the hearing; and to determine any other matters which may expedite the orderly conduct and disposition of the proceeding. (4-11-06)

06. Hearing Record. The hearing shall be recorded unless a party requests a stenographic recording by a certified court reporter, in writing, at least seven (7) days prior to the date of the hearing. Any party requesting a stenographic recording by a certified court reporter shall be responsible for the costs of same. The record shall be transcribed at the expense of the party requesting a transcript, and prepayment or guarantee of payment may be required. Once a transcript is requested, any party may obtain a copy at the party's own expense. (4-11-06)

07. Recommended Findings. If the public hearing is conducted by a charter appeal committee or appointed public hearing officer, then such committee or public hearing officer shall forward to the Board all materials relating to the hearing as soon as reasonably practicable after the date of the public hearing. If so requested by the Board, the entity conducting the public hearing may prepare recommended findings for the Board to consider. The recommended findings shall include specific findings on all major facts at issue; a reasoned statement in support of the recommendation; all other findings and recommendations of the charter appeal committee or public hearing officer; and a recommended decision affirming, or reversing the action or decision of the authorized chartering entity. A copy of the recommended findings shall be mailed or delivered to all the parties. (4-11-06)

08. Final Decision and Order by the Board. The Board shall consider the materials forwarded by the entity conducting the public hearing, including any recommended findings of the charter appeal committee or appointed public hearing officer, as may be applicable, in a meeting open to the public at the next regularly scheduled meeting of the Board that occurs after the public hearing. If the public hearing was not conducted by the Board, then the Board may allow representatives for both the appellant public charter school and the authorized chartering entity an opportunity to deliver oral arguments to the Board advocating their respective positions, limited to thirty (30) minutes for each party. Whether the public hearing is conducted by the Board, or by a charter appeal committee or appointed public hearing officer, the Board shall issue a final written decision on such appeal within sixty (60) days from the date of the public hearing. The decision shall be sent to both the appellant public charter school and the authorized chartering entity. With respect to such written decision, the Board may take any of the following actions: (4-11-06)

a. Grant the appeal and reverse the decision of the authorized chartering entity if the Board determines that the authorized chartering entity failed to appropriately consider the revocation of the charter, or the request to revise the charter, or that the authorized chartering authority acted in an arbitrary manner in determining to revoke the charter, or in denying the request to revise the charter. (4-11-06)

b. Remand the matter back to the authorized chartering ~~authority~~ entity for further consideration with directions or instructions relating to such further review. If the authorized chartering entity further considers the matter and again denies the petition, then that decision is final and there shall be no further appeal. (4-11-06)

~~**c.** Redirect the matter for consideration to another authorized chartering entity.~~ (4-11-06)

~~**d.**~~ **c.** Deny the appeal filed by the appellants. (4-11-06)

404. EX PARTE COMMUNICATIONS.
Unless required for the disposition of a matter specifically authorized by statute to be done ex parte, no party to the appeal nor any representative of any such party to the appeal, nor any person or entity interested in such appeal, may communicate, directly or indirectly, regarding any substantive issue in the appeal with the Board or the charter appeal committee or any hearing officer appointed to hear or preside over the appeal hearing, except upon notice and opportunity for all parties to participate in the communication. (4-11-06)

405. -- 499. (RESERVED)

500. MISCELLANEOUS.

01. Definition of LEA. As used in Section 500 of these rules, the term "local education agency" or "LEA" shall mean a public authority legally constituted within the state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in the state, as such term is defined in the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, and

as such term is further defined in 34 CFR 300.18. (4-11-06)

02. LEA Designations. Section 33-5203(7), Idaho Code, provides that the Board shall be responsible to designate those public charter schools that will be identified as an LEA; however, only public charter schools chartered by the board of trustees of a school district may be included in that district's LEA. A public charter school may request to be designated as an LEA. Such request shall be in writing and must be submitted to the executive director of the Board. In addition, such request shall state the reasons why the public charter school is requesting LEA status, and must include, at a minimum, the following: (4-11-06)

a. Verification that the public charter school is a public virtual school under Idaho law (if applicable). (4-11-06)

b. A description of the federal programs for which the public charter school will seek funding, and a detailed discussion of the projected financial impact (positive or negative) to the pubic charter school if it is designated an LEA. (4-11-06)

c. A discussion of how the public charter school will administer the ISAT tests to its students. (4-11-06)

03. Criteria. The executive director of the Board shall have the authority to designate a public charter school as an LEA, in accordance with the following criteria: (4-11-06)

a. A public charter school that is chartered by the board of trustees of a school district shall be included in that district's LEA, and the executive director of the Board shall not be permitted to designate such a school as an LEA~~, except as discussed in Subsection 500.03 of these rules~~. (4-11-06)

~~**b.** A public virtual school that is chartered by the board of trustees of a school district may be designated as an LEA, if the executive director determines, in his reasonable discretion, that the public virtual school has demonstrated a compelling reason for such designation in its written request and any supporting materials.~~ (4-11-06)

~~**c.**~~ **b.** A public charter school that is chartered by the Commission must be designated by the executive director as an LEA, but will still be required to submit a written request pursuant to Subsection 500.02 of these rules. (4-11-06)

04. Referral to the Board. The executive director may determine to refer any request for LEA designation described in Section 500 of these rules to the Board for consideration, including any request submitted by a public charter school that is not eligible under the criteria contained herein. (4-11-06)

05. Review. A public charter school may appeal to the Board a decision made by the executive director of the Board to deny a request to be designated an LEA. (4-11-06)

06. Timeframe for LEA Request. A request for LEA status must be received no later than February 1 in order for any such designation to be effective for the following school year. (4-11-06)

501. -- 999. (RESERVED)

SUBJECT

Amend Temporary and Pending Rule Docket 08-0301-1201 – Rules Governing The Public Charter School Commission

REFERENCE

August 2012 Board approved temporary proposed rule Docket 08-0301-1201.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.03.01.
Section 33-5201 to 5216, Idaho Code.

BACKGROUND/DISCUSSION

The proposed changes update the petition and revision submission requirement to reflect updated technology, and to amend the rule to coincide with the 2012 statutory changes and improve administrative efficiency for both schools and authorizers.

No comments were received on the proposed changes. Minor technical changes have been made to the rule and four (4) items have been reordered but not altered.

IMPACT

The pending rule will bring the rule into compliance with changes made during the 2012 legislative session and provide for administrative efficiencies.

ATTACHMENTS

Attachment 1 – Pending Rule with changes Docket 08-0301-1201 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

The Public Charter School Commission and Board staff recommend approval.

BOARD ACTION

I move to approve the amendment of Temporary and Pending Rule with changes Docket 08-0301-1201 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 03
CHAPTER 01

08.03.01 - RULES OF THE PUBLIC CHARTER SCHOOL COMMISSION

000. LEGAL AUTHORITY.
The Public Charter School Commission, in accordance with Section 33-5213, Idaho Code, adopts these rules. (4-11-06)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.03.01, "Rules of the Public Charter School Commission." (4-11-06)

02. Scope. These rules provide the requirements for the governance and administration of the Public Charter School Commission. (4-11-06)

002. WRITTEN INTERPRETATIONS.
In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations of the rules of this chapter, if any, are available at the offices of the Public Charter School Commission. (4-11-06)

003. ADMINISTRATIVE APPEALS.
The provisions of Title 33, Chapter 52, Idaho Code, and IDAPA 08.02.04, "Rules Governing Public Charter Schools," govern appeals from decisions of the Commission. (4-11-06)

004. INCORPORATION BY REFERENCE.
No documents have been incorporated by reference into these rules. (4-11-06)

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.
The Public Charter School Commission is located in the offices of the Idaho State Board of Education. (4-11-06)

01. Office Hours. The Board offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-11-06)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-11-06)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-11-06)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-11-06)

05. Facsimile. The Board's FAX number is (208) 334-2632. (4-11-06)

06. Electronic Address. The Board of Education website at www.boardofed.idaho.gov. (4-11-06)

006. PUBLIC RECORDS ACT COMPLIANCE.
Commission records are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-11-06)

007. -- 099. (RESERVED)

100. DEFINITIONS.

01. **Board**. The Idaho State Board of Education or its designee. (4-11-06)

02. **Commission**. The Public Charter School Commission or its designee. (4-11-06)

101. -- 199. (RESERVED)

200. PROCEEDINGS BEFORE THE COMMISSION.
Proceedings or other matters before the Commission or its duly appointed hearing officer are governed by the provisions of Title 33, Chapter 52, Idaho Code, IDAPA 08.02.04, and these rules. (4-11-06)

201. COMMUNICATIONS WITH COMMISSION.
All written communications and documents intended to be part of an official record of decision in any proceeding before the Commission of any hearing officer appointed by the Commission must be filed with the individual designated by the agency. Unless otherwise provided by statute, rule, order, or notice, documents are considered filed when received by the officer designated to receive them, not when mailed or otherwise transmitted. (4-11-06)

202. COMPUTATIONS OF TIME.
Whenever statute, these or other rules, order, or notice requires an act be done within a certain number of days of a given day, the given day is not included in the count, but the last day of the period so computed is included in the count. If the day the act must be done is Saturday, Sunday, or a legal holiday, the act may be done on the first day following that is not a Saturday, Sunday, or legal holiday. (4-11-06)

203. BOARD MEETINGS -- MAJORITY -- CHAIRMAN.

01. **Majority**. A simple majority of members voting shall be sufficient to decide any matter pending before the Commission. (4-11-06)

02. **Chairman Vote**. The chairman shall vote only when necessary to break a tie. (4-11-06)

204. -- 299. (RESERVED)

300. PETITION -- SUBMISSION.

01. **Number of Copies**. Petitioners shall submit a petition consisting of ~~an unbound original application package and twelve (12) unbound, three (3) hole punched, copies of the application package to the Commission and~~ an electronic copy of the petition in word format. Appendices to the petition must be submitted as a single document and may be in Adobe format. (4-11-06)

02. **Case Number**. The Commission will assign a case number to a petition. Any future documents or correspondence submitted to the Commission after original filing must reference the assigned case number.(4-11-06)

03. **Administratively Complete**. If the petition is not administratively complete when received, the Commission shall provide the petitioner notice of the deficiency, which identifies the missing documents and information. Administratively complete means the petition contains all of the information and documents required by Title 33, Chapter 52, Idaho Code, and IDAPA 08.02.04, "Rules Governing Public Charter Schools." (4-11-06)

04. **Considered Received**. A petition is considered received by the Commission when it is presented to the Commission at the first scheduled meeting after the petition is filed and the petition is administratively complete. (4-11-06)

05. **Supplemental Information**. Submission of supplemental information to the Commission shall be accomplished by filing ~~only the pages being amended~~ a complete, electronic copy of the petition, with the text to be removed stricken and the new language underlined, with the ~~page number of the page to be replaced at the bottom center of the page and~~ the ~~month and year~~ date of revision ~~in the bottom left hand corner of the page~~ noted on the

title page. (4-11-06)

06. Sufficiency Review. Petitioners shall submit a copy of the State Department of Education's sufficiency review, which is required by IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 200.03, and any related documents addressing the deficiencies, if any, at the time the petition is filed with the Commission. (4-11-06)

07. School District Comments. If applicable, school districts may provide comments of the school district where the public charter school will be physically located. (4-11-06)

301. COMPLIANCE MONITORING.
The Commission shall be responsible for ensuring the public charter school operates in accordance with all of the terms and conditions of the approved charter, including compliance ~~will~~ with all applicable federal and state education standards and all applicable state and federal laws, rules and regulations, and policies. See IDAPA 08.02.04, "Rules Governing Public Charter Schools," Subsection 301.01. Commission staff will make a site visit and verify the existence of the following documents after the charter is granted: (4-11-06)

01. Certificate of Occupancy. Certificate of Occupancy for the public charter school site ~~no later than thirty (30) days prior to the opening of the school~~; (4-11-06)

02. Building Inspection Reports. A copy of the inspection report from the Idaho Division of Building Safety ~~to be submitted no later than thirty (30) days before the school initially opens and then within seven (7) days of receipt, thereafter~~; (4-11-06)

~~**03. Lease Agreement**. If school structures are being leased, a copy of the lease agreement for the building(s) at which students will be taught;~~ (4-11-06)

~~**04.**~~ **03. Fire Marshal Report**. A fire marshal report for the public charter school site; (4-11-06)

~~**05. Financial Statements**. Audited financial statements from an independent auditor must be submitted as required by Section 33-701, Idaho Code;~~ (4-11-06)

~~**06. Reports**. Copies of the following reports within five (5) business days of said reporting being submitted; (4-11-06)~~

~~**a.** All reports submitted to the State Department of Education including, but not limited to, the Idaho Basic Education Data System ("IBEDS"); (4-11-06)~~

~~**b.** All reports submitted to the Board; and (4-11-06)~~

~~**c.** All reports submitted to federal education agencies including, but not limited to, reports required by the No Child Left Behind Act and the Individuals with Disabilities Education Act.~~ (4-11-06)

~~**07. Accreditation Reports**. A copy of the public charter school's accreditation report must be submitted within five (5) business days of receipt. See Section 33-5206(7), Idaho Code;~~ (4-11-06)

~~**08. Complaints**. Copies of any complaints filed against the public charter school including, but not limited to, lawsuits and complaints filed with the Idaho Professional Standards Commission relating to school employees, within five (5) business days of receipt;~~ (4-11-06)

~~**09.**~~ **04. Insurance Binders**. Copies of insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, worker's compensation insurance, unemployment insurance, and health insurance ~~no later than thirty (30) days prior to the opening of school and thereafter, thirty (30) days before the expiration of the insurance policies~~; (4-11-06)

~~**10. Board Members**. A current list of all public charter school board members, including full name,~~

~~address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes;~~ (4-11-06)

~~**11. Goals Attainment**. Reporting to be submitted by the close of the school year demonstrating the students' level of attainment of the established skills and knowledge specified as goals in the public charter school's educational program. See Section 33-5206(7), Idaho Code; (4-11-06)~~

~~**12. Programmatic Operations Audit**. An audit of the programmatic operations of the public charter school as required by Section 33-5205(3)(k), Idaho Code, must be submitted no later than October 15th for the previous school year. See Section 33-5206(7), Idaho Code;~~ (4-11-06)

~~**13.**~~ **05. Health District Inspection Certificate**. A copy of the health certificate issued by the health district for each site at which students will be taught; (4-11-06)

~~**14. Proof of Compliance**. Proof the public charter school board is in compliance with all federal, state, and local rules, regulations, and statutes relating to education, health, safety, and insurance at least thirty (30) days before the first day of operation of the public charter school for each school year;~~ (4-11-06)

~~**15.**~~ **06. Criminal History Checks**. A copy of the criminal history checks for all employees as required by Sections 33-130 and 33-5210(4)(d), Idaho Code~~, no later than thirty (30) days prior to the first day of school~~; (4-11-06)

~~**16.**~~ **07. Instructional Staff Certification**. Proof of certification for all instructional staff employed by the public charter school ~~must be submitted no later than thirty (30) days prior to the first day of school~~; and (4-11-06)

~~**17.**~~ **08. School Calendar**, ~~Daily schedule, and instructional hours. Ninety (90) days before the commencement of each school year, documentation must be submitted to the Commission detailing the~~ The school's calendar for the school year, daily schedule, and documentation of the appropriate number of instructional hours for students at each grade level. (4-11-06)

302. Public charter schools authorized by the Commission shall submit to the Commission the following documents:

01. Lease Agreement. If school structures are leased, a copy of the lease agreement for the building(s) at which students will be taught;

02. Financial Statements. Audited financial statements from an independent auditor must be submitted as required by Section 33-701, Idaho Code;

03. Accreditation Reports. A copy of the public charter school's accreditation report as required by section 33-5206(7), Idaho code, must be submitted within five (5) business days of receipt; ( )

04. Complaints. Copies of any complaints filed against the public charter school including, but not limited to, lawsuits and complaints filed with the Idaho Professional Standards Commission relating to school employees, within five (5) business days of receipt;

05. Board Members. A current list of all public charter school board members, including full name, address, telephone number, and resume must be on file with the Commission within five (5) business days of any changes; ( )

06. Goals Attainment. A report, as required by section 33-5206(7), Idaho code, by the close of the school year demonstrating the students' level of attainment of the established skills and knowledge specified as goals in the public charter school's educational program and measurable student educational standards in the approved charter; ( )

07. Programmatic Operations Audit. An audit of the programmatic operations of the public charter school as required by Section 33-5205(3)(l), Idaho Code, must be submitted no later than August 15th for the

previous school year.

08. Proof of Compliance. Additional proof of compliance as reasonably requested by the Commission.

~~302.~~ 303. -- 399. (RESERVED)

400. PETITION -- PUBLIC HEARING.
A public hearing, as required by Section 33-5205(2), Idaho Code, for consideration of a petition on its merits shall be conducted by the Commission. The Commission will: (4-11-06)

01. Charter Provisions. Consider the provisions of the public school charter petition. (4-11-06)

02. Petition Merits. Consider the merits of the petition including, but not limited to, the presentation by authorized representatives for the petition. (4-11-06)

03. Petition Support. Consider the level of employee and parental support of the petition. (4-11-06)

04. School District Comment. Consider any oral or written comments of an authorized representative of the school district in which the proposed public charter school would be physically located. (4-11-06)

05. Public Comment. Citizens intending to testify must notify the Commission the day of the meeting. Public comment will be limited to ten (10) minutes, unless otherwise determined by the Commission chairman. (4-11-06)

401. PETITION -- FORMAT.
All petitions submitted to the Commission must be in the following format. Information will only be considered if it is located in the correct Section. (4-11-06)

01. Cover Page. The cover page must include the following information: (4-11-06)

a. Name of proposed charter school; (4-11-06)

b. School year petitioning to open the school; (4-11-06)

c. Name of the school district affected by the attendance area; (4-11-06)

i. Where the public charter school building will be physically located; or (4-11-06)

ii. If it is a virtual school and the physical location of the main office; and (4-11-06)

d. Name, address, telephone number, ~~fax number,~~ and e-mail address of the petitioner's authorized representative. (4-11-06)

02. Table of Contents. The second page shall be the beginning of the table of contents. (4-11-06)

03. Tab 1. (4-11-06)

~~**a.** Copies of articles of incorporation, file stamped by the Idaho Secretary of State's Office; and of the signed bylaws adopted by the board of directors of the nonprofit corporation. See Section 33-5204(1), Idaho Code. (4-11-06)~~

~~**b.** Signatures of at least thirty (30) qualified electors of the proposed charter school's service area. Proof of qualification of electors must be attached. See Section 33-5205(1)(a), Idaho Code.~~ (4-11-06)

~~c.~~ **a.** Mission and vision statements. (4-11-06)

04. Tab 2. The petitioner's information regarding the proposed operation and potential effects of the public charter school including, but not limited to, the facilities to be utilized by the public charter school, the manner in which administrative services of the public charter school are to be provided, and the potential civil liability effects upon the public charter school and upon the authorized chartering entity. ~~See Section 33-5205(4), Idaho Code.~~ (4-11-06)

05. Tab 3. (4-11-06)

a. A description of what it means to be an "educated person" in the twenty-first century, and how learning best occurs. (4-11-06)

~~a~~**b.** A description of the public charter school's educational program and goals, including how each of the educational thoroughness standards, as defined in Section 33-1612, Idaho Code, shall be fulfilled. ~~See Section 33-5205(3)(a), Idaho Code.~~ (4-11-06)

~~**b.** A description of what it means to be an "educated person" in the twenty-first century, and how learning best occurs. See Section 33-5205(3)(a), Idaho Code. (4-11-06)~~

c. The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal Individuals with Disabilities Education Act. ~~See Section 33-5205(3)(q), Idaho Code.~~ (4-11-06)

d. The plan for working with parents who have students who are dually enrolled pursuant to Section 33-203(7), Idaho Code. ~~See Section 33-5205(3)(r), Idaho Code.~~ (4-11-06)

06. Tab 4. (4-11-06)

a. The measurable student educational standards the public charter school will use. See Section 33-5205(3)(b), Idaho Code. (4-11-06)

b. The method by which student progress in meeting the identified student educational standards is to be measured. ~~See Section 33-5205(3)(c), Idaho Code.~~ (4-11-06)

c. A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students. ~~See Section 33-5205(3)(d), Idaho Code.~~ (4-11-06)

d. A provision that ensures that the public charter school shall be state accredited as provided by rule of the Board. ~~See Section 33-5205(3)(e), Idaho Code, and IDAPA 08.02.02, "Rules Governing Uniformity," Section 140.~~ (4-11-06)

e. A provision describing the school's plan if it is ever identified as an in need of improvement school as outlined in the No Child Left Behind Act. (4-11-06)

07. Tab 5. (4-11-06)

a. A description of the governance structure of the public charter school including, but not limited to, the persons or entity who shall be legally accountable for the operation of the public charter school. ~~See Section 33-5205(3)(f), Idaho Code.~~

b. A description of the ethical standards to which the governing board of the public charter school will adhere.

c. A plan for the initial and ongoing training of the governing board of the public charter school. (4-11-06)

~~**b.**~~ **d.** The process to be followed by the public charter school to ensure parental involvement. ~~See Section 33-5205(3)(f), Idaho Code.~~

d. **e.** The manner in which an annual audit of the financial and programmatic operations of the public charter school will be conducted. ~~See Section 33-5205(3)(k), Idaho Code.~~ (4-11-06)

08. Tab 6. (4-11-06)

a. The qualifications to be met by individuals employed by the public charter school. This should include a requirement for all staff members to submit to a criminal history check, as required by Section 33-130, Idaho Code, and that all instructional staff shall be certified teachers, as required by the Board. ~~See Section 33-5205(3)(g), Idaho Code.~~ (4-11-06)

b. The procedures that the public charter school will follow to ensure the health and safety of students and staff. ~~See Section 33-5205(3)(h), Idaho Code.~~ (4-11-06)

c. The procedures required by Section 33-210, Idaho code, for students using or under the influence of alcohol or controlled substances.

d. The disciplinary procedures that the public charter school will utilize, including the procedure by which students, including special education students, may be suspended, expelled, and re-enrolled.

~~c~~**e.** A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance. ~~See Section 33-5205(3)(m), Idaho Code.~~ (4-11-06)

~~d~~**f.** A description of the transfer rights of any employee choosing to work in a public charter school authorized by the Commission and the rights of such employees to return to any public school in the school district after employment at such public charter school. ~~See Section 33-5205(3)(o), Idaho Code.~~ (4-11-06)

~~e~~**g.** A provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. ~~See Section 33-5205(3)(p), Idaho Code.~~ (4-11-06)

~~f~~**h.** A statement that all teachers and administrators will be on written contract as required by Section 33-5206(4), Idaho Code. (4-11-06)

09. Tab 7. (4-11-06)

a. Admission procedures, including provision for over enrollment. ~~See Section 33-5205(3)(j), Idaho Code, and IDAPA 08.02.04, "Rules Governing Public Charter Schools," Section 203.~~ (4-11-06)

~~**b.** The disciplinary procedures that the public charter school will utilize, including the procedure by which students, including special education students, may be suspended, expelled, and reenrolled. See Section 33-5205(3)(l), Idaho Code. (4-11-06)~~

~~**c.** The procedures required by Section 33-210, Idaho Code, for students using or under the influence of alcohol or controlled substances.~~ (4-11-06)

d. The public school attendance alternative for students residing within the school district who choose not to attend the public charter school. ~~See Section 33-5205(3)(n), Idaho Code.~~ (4-11-06)

e. The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. ~~See Section 33-5205(3)(s), Idaho Code.~~ (4-11-06)

f. A plan for the requirements of Section 33-205, Idaho Code, for the denial of school attendance. ~~See Section 33-5205(3)(i), Idaho Code.~~ (4-11-06)

g. The student handbook that describes the school rules and the procedure ensuring a student's parent

or guardian has access to this handbook. (4-11-06)

10. Tab 8. (4-11-06)

a. A detailed business plan including: (4-11-06)

i. Business description, (4-11-06)

ii. Marketing plan, (4-11-06)

iii. Management plan, and (4-11-06)

~~iv. Resumes of the directors of the nonprofit corporation,~~ (4-11-06)

~~v.~~ iv. The school's financial plan~~,~~. (4-11-06)

~~vi. Start-up budget with assumptions form, (4-11-06)~~

~~vii. Three (3) year operating budget form, and (4-11-06)~~

~~viii. First year month-by-month cash flow form. (4-11-06)~~

v. A pre-opening plan and timeline.

~~**b.** The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.~~ (4-11-06)

~~c~~**b.** A proposal for transportation services with an estimated first year cost as required by Section 33-5208(4), Idaho Code. (4-11-06)

~~d~~**c.** Plans for a school lunch program, including how a determination of eligibility for free and reduced price meals will be made. (4-11-06)

11. Tab 9. If this is a virtual public charter school, a brief description of how the school meets the definition of a public virtual school as defined by Section 33-5202A(6), Idaho Code. (4-11-06)

12. Tab 10. (4-11-06)

a. A description of any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations~~, and copies of any contracts or lease agreements~~. (4-11-06)

b. Additional information the petitioners want the authorizing chartering entity to consider as part of the petition. (4-11-06)

c. A plan for termination of the charter by the board of the public charter school. (4-11-06)

13. Appendices

a. Copies of articles of incorporation, file-stamped by the Idaho Secretary of State's Office; and of the signed bylaws adopted by the board of directors of the nonprofit corporation. (4-11-06)

b. Signatures of at least thirty (30) qualified electors of the proposed charter school's service area. Proof of qualification of electors must be attached. ~~See Section 33-5205(1)(a), Idaho Code.~~

c. Resumes of the directors of the nonprofit corporation, including references,

d. Copies of any contracts or lease agreements,

e. Start-up budget with assumptions form and supporting documentation, (4-11-06)

f. Three (3)-year operating budget form, and (4-11-06)

g. First year month-by-month cash flow form. (4-11-06)

h. The school's budget must be in the Idaho Financial Accounting Reporting Management System (IFARMS) format and any other such format as may be reasonably requested by the Commission.

402. -- 999. (RESERVED)

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SUBJECT

Proposed Rule IDAPA 47.01.01 – Division of Vocational Rehabilitation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 47.01.01

BACKGROUND/DISCUSSION

Over the past year the Idaho Division of Vocational Rehabilitation (IDVR) has reviewed and updated policy and procedures in the agencies Field Service Manual, this manual is incorporated by reference into IDAPA 47.01.01. Any changes to the manual are handled in the same manner as administrative rules and require Board approval. Once changes are approved by the Board the rule incorporating the manual must then go through the rule making process.

Additional changes to the rule clarify language regarding the IDVR customer appeal and mediation processes as well as the order of selection process. These changes will bring IDVR into alignment with the recommendations and finding of their last federal review.

Additional comments were received by IDVR during the comment period, in response to these comments additional changes have been made to the Field Service Manual. Changes also include the inclusion of Section 12.9, Vehicle Purchase, as required by the Federal Rehabilitation Services Administration.

IMPACT

The proposed changes incorporate the updated Field Service Manual into rule and clarify process and procedures for customer appeals and order of selection.

ATTACHMENTS

Attachment 1 – Proposed Rule Changes to IDAPA 47.01.01 Page 3
Attachment 2 – Field Services Policy Manual – Redlined Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Due to the changes made to the Field Service Manual, the Board must reapprove the manual to incorporate the changes into the rule.

The only changes made to the rule itself is the update of the approval date of the Field Service Manual.

Pending rules approved by the Board will be posted in the next Administrative Bulletin and move forward to the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by concurrent resolution of the legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the Division of Vocational Rehabilitations Field Service Manual as submitted and incorporate it by reference into IDAPA 47.01.01.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve Pending rule with changes Docket 47-0101-1201 as submitted, effective July 1, 2013.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 47
TITLE 01
CHAPTER 01

IDAPA 47 - DIVISION OF VOCATIONAL REHABILITATION

47.01.01 - RULES OF THE IDAHO DIVISION OF VOCATIONAL REHABILITATION

004. INCORPORATION BY REFERENCE.

01. General. Unless provided otherwise, any reference in these rules to any document identified in Subsection 004 shall constitute the full incorporation into these rules of that document for the purposes of the reference, including any notes and appendices therein. The term "documents" includes codes, standards or rules which have been adopted by an agency of the state or of the United States or by any nationally recognized organization or association. (3-30-01)

02. Documents Incorporated by Reference. The following documents are incorporated by reference into these rules: (3-30-01)

a. All federal publications through the Rehabilitation Services Administration. (2-17-09)

b. Idaho Division of Vocational Rehabilitation Field Services Policy Manual, ~~*2008* June~~ November 2012, available for review on the website at http://www.vr.idaho.gov/. ~~*(2-17-09)*~~( )

~~***c.*** *Federal State Plan for Vocational Rehabilitation 2008 - 2010, available for review on the website at http://www.vr.idaho.gov/.* *(2-17-09)*~~

~~***d***~~**c.** Workforce Investment Act, Public Law 105-220. (5-3-03)
~~***e***~~**d.** Federal Register, Department of Education, 34 CFR Part 361- 363. (2-17-09)
~~***f***~~**e.** The Rehabilitation Act of 1973, as amended. (2-17-09)

03. Availability of Reference Material. Copies of the documents incorporated by reference into these rules are available at the Central Office, Idaho Division of Vocational Rehabilitation, 650 W. State Street, Room 150, Boise, Idaho 83720, (208) 334-3390 or through access to the internet URL addresses outlined in Subsection 004.02. (2-17-09)

005. -- 009. (RESERVED)

010. DEFINITIONS.

01. Authorization to Purchase. A purchase order issued on behalf of the Division. (5-3-03)

02. CFR. Code of Federal Regulations. (7-1-93)

03. ~~*Client/Participant*~~ Customer. Any individual who has applied for or is eligible for Vocational Rehabilitation services. ~~*(5-3-03)*~~( )

04. Designated State Agency. The Idaho State Board of Education. (5-3-03)

05. Designated State Unit. The Idaho Division of Vocational Rehabilitation. (7-1-93)

06. IDVR. The Idaho Division of Vocational Rehabilitation. (4-5-00)

07. IPE. Individualized Plan for Employment. (4-5-00)

08. Most Significant Disability (MSD). Meets the criteria as Significant Disability as found in the Rehabilitation Act of 1973, as amended, and defined in 34CFR Part 361.5 (b) 30 and is further defined as: (2-17-09)

a. Having a severe physical, mental, cognitive or sensory impairment which seriously limits ~~*two*~~ three

(~~2~~3) or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills) in terms of an employment outcome; and ~~(5-3-03)~~( )

b. Whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time. (3-20-04)

09. Method of Written Notification. The written notification of findings and conclusions arising from an Informal Dispute Resolution, Mediation, ~~*Impartial Due Process*~~ Fair Hearing, shall be served to the ~~*client*~~ customer via the U.S. Postal Service ~~*by means of certified mail*~~. ~~*Durational requirements for appeals shall commence on the day received by the client as noted by the certified mail records.*~~ ~~(5-3-03)~~( )

10. PM. Policy Memorandum. (5-3-03)

11. RSA. Rehabilitation Services Administration, U.S. Department of Education. (5-3-03)

12. State Administrator. The Chief Executive Officer of the Idaho Division of Vocational Rehabilitation. (4-5-00)

13. VRC. Vocational Rehabilitation Counselor. (5-3-03)

011. -- 099. (RESERVED)

100. ~~*CLIENT/PARTICIPANT*~~ CUSTOMER APPEALS.

In accordance with 34 CFR Part 361.57, the ~~*client/participant*~~ customer appeals process is governed by Section 100 through 103 of these rules and is outlined in the Division's agency Field Services Manual on the website at http:// www.vr.idaho.gov/ that is incorporated by reference into these rules in Subsection 004.02.b. ~~(2-17-09)~~( )

1~~0~~01. INFORMAL ~~*APPEALS*~~ REVIEW PROCESS.

The informal ~~*administrative*~~ review process is an option available to the ~~*individual*~~ customer as a proven means likely to result in a timely resolution of disagreements. An individual must request an informal ~~*administrative*~~ review within ~~*ten*~~ twenty-one (~~*10*~~21) calendar days of the agency notice regarding the provision or denial of services that are in question. The request must be in writing to the regional manager. The request must describe the complaint. In holding an informal ~~*administrative*~~ review, the regional manager will function as the administrative review officer. ~~*and*~~ At the customer's request another regional manager may be substituted. The reviewer will be responsible for: ~~(3-29-10)~~( )

01. Advising the Customer. Advising the customer of his right to have a representative present and encouraging the customer to use the services of CAP. ( )

~~a~~02. Conducting the Review. Conducting the review within fifteen (15) calendar days following written receipt of a request for such a hearing. Unless an extension is agreed upon by both parties. ~~(3-29-10)~~( )

~~***b.*** *Advising the individual of their right to have a representative present and encouraging the individual to use the services of CAP.* (3-29-10)~~

~~***c.*** *Insuring that the review is conducted at a time mutually agreed to by the parties involved that ensures the entire appeals process can be completed within forty-five (45) calendar days, unless the parties agree to a specific extension of time.* (3-29-10)~~

~~***d.*** *When undue delay is caused by the individual in scheduling an administrative review, the individual will be informed that if the review is not conducted within thirty (30) calendar days following the individual's request for an informal administrative review, the individual's request will be viewed by IDVR as invalid.* (3-29-10)~~

~~e~~03. Documented Effort. When the ~~*individual*~~ customer makes a documented effort to utilize CAP or another ~~*selected*~~ advocate to resolve the dissatisfaction, the time allowed for conducting an ~~*administrative*~~ informal review will be extended accordingly. ~~(3-29-10)~~( )

~~f~~04. **Review Location.** Holding the review at a time and place convenient to the ~~individual~~ customer, generally at the local IDVR branch office. ~~(3-29-10)~~( )

~~g~~05. **Communication Method.** Providing communication methods for those ~~individuals~~ customers who have a sensory impairment. An interpreter will be provided for those ~~individuals~~ customers who cannot communicate in English. ~~(3-29-10)~~( )

~~h~~06. **Transportation.** ~~Assuring~~ If needed assure that the ~~individual~~ customer is provided transportation to and from the review site~~, if needed~~. ~~(3-29-10)~~( )

~~i~~07. **Written Proposal.** The ~~administrative~~ informal review officer (regional manager) will attempt to resolve the matter to the satisfaction of the ~~individual~~ customer, developing a written ~~agreement~~ proposal with the ~~individual~~ customer at the conclusion of the appeal process. ~~A copy will be sent to the Administrator, Chief of Field Services, the involved counselor(s) and the counselor's supervisor.~~ The results are binding for the agency unless the ~~decision~~ proposal is not permitted by law. The ~~individual~~ customer may reject the ~~findings of the review~~ proposal and request a ~~formal appeal known as an Impartial Due Process Hearing~~ a fair hearing within ten (10) calendar days of the informal review proposal or sixty (60) calendar days of the original agency decision, whichever comes later. ~~(3-29-10)~~( )

102. MEDIATION.

Mediation is an alternate dispute resolution method available to applicants and eligible customers who have initiated the formal appeals process.
( )

01. Time Line. A customer must request mediation within twenty (20) calendar days of theoriginal decision or tent (10) calendar days following the written proposal from the informal review. Mediation is available to a customer when and informal review has not resolved the dispute to the satisfaction of the customer. ( )

02. Written Request. Requests for mediation must be made in writing to the chief of field services and must clearly state the reason for dissatisfaction with the decision or results of the informal review. The chief of field series will represent IDVR or assign a member of the administrative or supervisory staff who has not participated in the agency action that created the customer's dissatisfaction. ( )

03. Participation. Participation in the mediation process is voluntary on the part of the customer and on the part of IDVR. Either party may reject mediation as an alternate dispute resolution method. Once mediation has been accepted as an alternate dispute resolution method, either party may terminate the mediation process. ( )

04. Fair Housing. Mediation may not be used to deny or delay the customer's right to pursue a fair hearing. Should the customer and/or designated representative select mediation in lieu of a fair hearing the option for a fair hearing will be extended to allow the results of the mediation to be established. Once the final results of the mediation are determined, the customer retains the right to request a fair hearing. ( )

05. Mediator. All mediation is conducted by a qualified and impartial mediator who is selected randomly from a list of mediators maintained by IDVR. ( )

06. Confidentiality. Mediation discussions are confidential and may not be used as evidence in a fair hearing. A confidentiality agreement will be signed by both parties at the beginning of the mediation process. ( )

07. Mediation Agreement. The mediator will develop a written mediation agreement if an agreement between the parties is reached. The agreement must be signed by the customer, the mediator, and the IDVR designated representative. ( )

08. Cost. Cost of mediation is paid by IDVR. IDVR is not required to pay for any cost related to the representation of a customer. ( )

1023. ~~FORMAL APPEALS~~ FAIR HEARING PROCESS.

The ~~*formal appeal*~~ fair hearing process is an option available to any ~~*individual*~~ customer who is dissatisfied with any

determination made by personnel of IDVR that affects the provisions of vocational rehabilitation services. A~~*n individual*~~ customer may request a fair hearing immediately without having to go through any other appear steps. A customer may request, or if appropriate may request through the ~~*individual's*~~ customer's representative, a timely review of the determination. Such request must be made within sixty (60) days of the IDVR ~~*case management*~~ decision resulting in the initial disagreement or within ten (10) calendar days of the conclusion of the informal review or mediation process, whichever is later. The ~~*formal appeal*~~ fair hearing process shall include a~~*n impartial due process*~~ fair hearing by a~~*n impartial*~~ fair hearing officer (*I*FHO). ~~*(3-29-10)*~~( )

~~*a*~~**01. Procedure.** A ~~*formal*~~ fair hearing is a procedure whereby a~~*n individual*~~ customer who is dissatisfied with any determination concerning the provision or denial of IDVR services or the findings of the ~~*administrative*~~ informal review or mediation may seek a determination of agency action before a~~*n impartial*~~ fair hearing officer. ~~*(3-29-10)*~~( )

~~***b.*** *The individual must request a hearing within ten (10) calendar days of the agency notice regarding the provision or denial of services based upon the conclusion of the administrative review or mediation. The individual may bypass the informal administrative review or mediation process entirely and go directly to the impartial due process hearing (fair hearing). That process will then commence immediately.* *(3-29-10)*~~

~~*c*~~**02. Written Request.** A request for a fair hearing must be sent in writing to the Chief of Field Services and clearly state the ~~*individual's*~~ customer's dissatisfaction with the agency's decision. ~~*(3-29-10)*~~( )

~~*d*~~**03. Timeline.** The hearing shall be conducted within sixty (60) calendar days of receipt of the individual's request for review, unless informal resolution is achieved prior to the 60th day, or the parties agree to a specific extension of time. (3-29-10)

~~*e*~~**04. Fair Hearing Officers.** A list of fair hearing officers shall be ~~*conducted by an impartial hearing officer selected from the pool of qualified persons*~~ identified jointly by the Administrator of IDVR and the State Rehabilitation Council. The fair hearing officer shall be selected from the list by the administrator of IDVR and the customer. ~~*(3-29-10)*~~( )

~~*f*~~**05. Written Report.** The fair hearing officer shall issue a written report of the findings and decision of the hearing within thirty (30) calendar days of the completion of the hearing. ~~*(3-29-10)*~~( )

~~*g*~~**06. Decision.** The decision of the fair hearing officer shall be considered final by the agency. ~~*(3-29-10)*~~( )

~~*h*~~**07. Dispute.** Any party who disagrees with the findings and decisions of a~~*n impartial*~~ fair hearing officer shall have the right to bring a civil action with respect to the matter in dispute. The action may be brought in any state court of competent jurisdiction or in a district court of the United States of competent jurisdiction without regard to the amount in controversy. ~~*(3-29-10)*~~( )

~~***03. Impartial Due Process Hearing.*** *An individual may request an impartial due process hearing immediately without having to go through other appeal steps. Even if an individual agrees to an informal hearings process, such individual is entitled to a due process hearing within sixty (60) days of the IDVR case management decision that initiated the disagreement, unless both parties agree to an extension.* *(3-29-10)*~~

~~***04. Mediation.*** *Mediation is an alternate dispute resolution method available to applicants and eligible individuals who have initiated the formal appeals process.* *(3-29-10)*~~

~~***a.*** *An individual must request mediation within ten (10) calendar days of the agency notice regarding the results of the administrative review. Mediation is available to an individual when an administrative review has not resolved the dispute to the satisfaction of the individual.* *(3-29-10)*~~

~~***b.*** *A request for mediation must be made in writing to the Chief of Field Services and clearly state the reason for dissatisfaction with the results of the administrative review. The Chief of Field Services will represent IDVR or assign a member of the administrative or supervisory staff who has not participated in agency action that created the individual's dissatisfaction.* ***(3-29-10)***~~

~~***c.*** *Participation in the mediation process is voluntary on the part of the individual and on the part of IDVR. Either party may reject mediation as an alternate dispute resolution method. Either party, once accepting mediation as an alternate dispute resolution method, may terminate the mediation process.* ***(3-29-10)***~~

~~***d.*** *Mediation is not used to deny or delay the individual's right to pursue an impartial hearing. Should the individual or designated representatives select mediation in lieu of a formal hearing, the option for the formal hearing will be extended to allow the results of the mediation to be established. After the final results of the mediation are determined, the individual retains the right to request a formal hearing.* ***(3-29-10)***~~

~~***e.*** *Mediation is conducted by qualified and impartial mediators who are selected randomly from a list of mediators maintained by IDVR.* ***(3-29-10)***~~

~~***f.*** *Mediation discussions are confidential and may not be used as evidence in a subsequent due process hearing.* ***(3-29-10)***~~

~~***g.*** *The mediator will develop a written mediation agreement if agreement between the parties is reached, signed by the individual, the mediator and IDVR.* ***(3-29-10)***~~

~~***h.*** *Cost of mediation is paid by IDVR, although no costs are provided for representation for the individual.* ***(3-29-10)***~~

10~~1~~4. -- 199. (RESERVED)

200. ORDER OF SELECTION.

~~***01. Order of Selection.***~~ The following order of selection will be used if the Idaho Division of Vocational Rehabilitation finds that it cannot serve all eligible ~~*clients/participants*~~ customers due to a lack of either personnel and/or financial resources. The priority listings progress downward with priority number one (1) being the most restrictive and priority number four (4) being the least restrictive. ~~***(5-3-03)***~~( )

~~***a***~~**01. Priority Number 1**. At the time that a decision to move to an order of selection is made, it is determined that only those consumers who already have an existing individualized plan for employment (IPE) will continue to be served. (5-3-03)

~~***b***~~**02. Priority Number 2**. At the time that a decision to move to an order of selection is made, it is determined that only those ~~*consumers*~~ customers in Priority Number 1 above and current and future, otherwise eligible, ~~*clients/participants*~~ customers rated to this or a more restrictive priority can be served. ~~*Consumers*~~ Customers meeting this priority rating are those ~~*individuals*~~ customers with most significant disabilities. ~~***(5-3-03)***~~( )

~~***c***~~**03. Priority Number 3**. At the time that a decision to move to an order of selection is made, it is determined that only those ~~*consumers*~~ customers in Priorities Numbers 1 and 2 above and current and future, otherwise eligible, ~~*clients/participants*~~ customers rated to this or a more restrictive priority can be served. ~~*Consumers*~~ Customers meeting this priority rating are those ~~*individuals*~~ customers with significant disabilities. ~~***(5-3-03)***~~( )

~~***d***~~**04. Priority Number 4**. All eligible ~~*clients/participants*~~ customers for Vocational Rehabilitation services (no order of selection in place). ~~***(5-3-03)***~~( )

201. -- 299. (RESERVED)

300. ~~*CLIENT/PARTICIPANT*~~ CUSTOMER SERVICES.

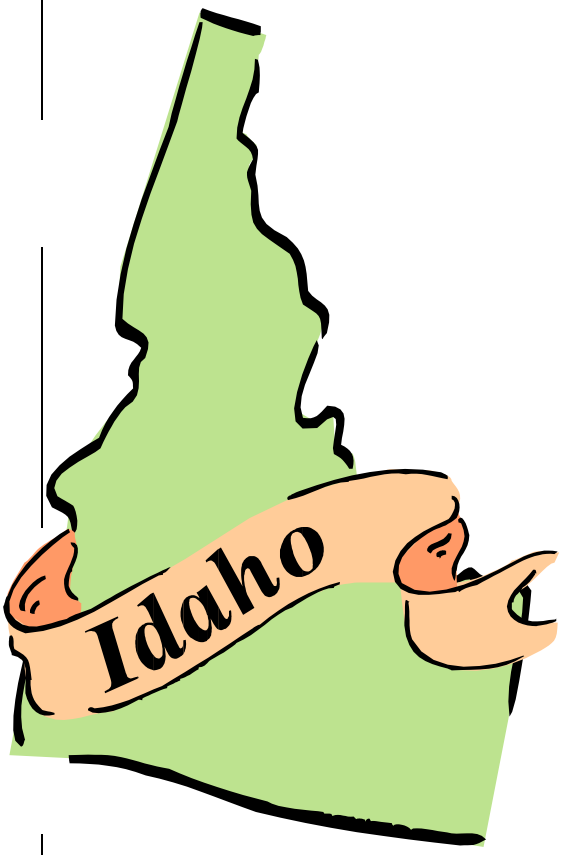
01. Provision of Purchased Services Contingent upon Financial Need of the ~~*Client/Participant*~~ Customer. The Idaho Division of Vocational Rehabilitation will apply a Financial Needs Assessment. Financial need will not be a consideration in the determination of eligibility for Vocational Rehabilitation, but will be a consideration in allocating the cost of VR services, with some exceptions. ~~*(5-3-03)*~~( )

02. Authorization to Purchase. The Division requires that when purchasing services from a vendor, an authorization must be issued prior to, or on, the beginning date of service. If services are provided without a Division approved authorization to purchase, the Division reserves the right to not honor the vendor's invoice. (5-3-03)

03. General Provisions. Idaho Division of Vocational Rehabilitation will only pay for services that contribute to the determination of eligibility or to achieve an employment outcome. (3-20-04)

04. ~~*Non-Residents of the State*~~. ~~*Financial participation will only be available to residents of Idaho. Citizenship is not a requisite for financial assistance; however, the individual must have legal resident status and be present in the state (i.e., illegal aliens will not be eligible for the Vocational Rehabilitation programs).*~~ **Residency.** There is no duration of residency requirement. The customer must be living in the state of Idaho and legally be able to work within the United States (i.e., non U.S. citizens must show they are legally able to work within the United States). ~~*(3-20-04)*~~( )

05. Provision of CRP (Community Rehabilitation Program) Services. IDVR will purchase vocational services from CRPs that are accredited by either Commission Accreditation Rehabilitation Facilities (CARF), the Rehabilitation Accreditation Commission, or Rehabilitation Services Accreditation System (RSAS). In conjunction with the ~~*client/participant*~~ customer, the qualified professional Vocational Rehabilitation Counselor, will determine which CRP Services, if any, are required for the ~~*client/participant*~~ customer to achieve an employment outcome. *(3-20-04)*( )



Field Services Policy Manual

Idaho Division of
Vocational Rehabilitation

~~Updated as of August~~ ***~~2008~~ Approved November 19, 2012***

IDAHO DIVISION OF VOCATIONAL REHABILITATION
FIELD SERVICES POLICY MANUAL (update to index ~~7~~10/~~08~~2012)

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SECTION 1.0 – PURPOSE AND GENERAL REQUIREMENTS OF THE IDAHO VOCATIONAL REHABILITATION PARTICIPANT SERVICES PROGRAM

The Idaho Division of Vocational Rehabilitation (IDVR) program assists eligible persons with ~~physical or mental~~ disabilities to prepare for and achieve an employment outcome. "Employment outcome" means entering or retaining full-time, or if appropriate, part-time competitive employment in the integrated labor market to the greatest extent possible. It also means supported employment; or other types of employment, including self-employment, consistent with self-sustaining activity for wages or compensation consistent with ~~an individual's~~the customer's strengths, resources, priorities, concerns, abilities, capabilities, ~~interests~~interest, and informed choice.

Competitive employment is work performed in the integrated labor market in which the ~~individual~~customer is compensated at or above minimum wage, but not less than the customary wage and benefits paid for the same or similar work performed by ~~individuals~~customers who do not have a disability.

The IDVR is a statewide program that develops and utilizes partnerships for effective service delivery. Partnerships vary, but include those programs authorized under the Rehabilitation Act such as Independent Living Centers and Tribal Vocational Rehabilitation Programs. Programs authorized under the Workforce Investment Act (WIA) are utilized to the maximum extent possible as allowed in Section ~~.~~188 of the Act. It is understood that each program is unique and offers unique cultural and professional expertise. Cooperative Agreements with respective programs are encouraged and should be referred to for local understanding. Staff is encouraged to understand these agreements and provide information, referral and services as appropriate to the needs of the ~~individuals~~customers they serve. Consult with the Regional Manager for access to pertinent cooperative agreements.

Vocational Rehabilitation is based upon an Individual Plan of Employment (IPE) that is oriented to the achievement of an employment outcome. Services provided to persons with disabilities must be documented as necessary to overcome related barriers to employment and must be provided as cost effectively as possible.

The Division strives to maintain a highly accountable program to all customers. ~~Division employees and individuals with disabilities are accountable for their actions and will be held to the highest standard of responsibility.~~

IDVR provides, as appropriate to the vocational rehabilitation needs of each eligible ~~individual~~customer, goods or services necessary to enable the ~~individual~~customer to achieve an employment outcome.

EXCEPTION TO POLICY

~~Exceptions to policy require the approval of the VR Manager and the notification and consultation of the Chief of Field Services.~~ VR Counselors are delegated substantial decision and purchasing authority based upon the caps outlined in the Payment Policy. Exceptions to policy require the approval of a VR Regional Manager and the notification and consultation of the Chief of

Field Services. Documentation of the VR Regional Manager's approval must be noted in the case file.

Purchases in excess of delegated authority are reviewed by the Regional Manager and approved by the Chief of Field Services or designee ~~(Field Services Manager).~~. Documentation of the approval of purchases in excess must be noted in case file.

1.1 Legal Citations

The IDVR program is operated in compliance with the ~~federal~~Federal Rehabilitation Act of 1973, as amended. The legal authorities for the policies contained in the Vocational Rehabilitation Services Policy Manual are: Title 34 CFR Part 361, issued January ~~17~~ 17th, 2001 in the Federal Register implementing the Rehabilitation Act Amendments of 1998; and Title 67, Chapter 53 of the Idaho ~~Code~~code related to provisional appointments in state government for those with severe disabilities.

1.2 Program Requirements

Eligibility is determined without regard to sex, race, creed, age, color, national origin or type of disability.

There is no duration of residency requirement. The ~~individual~~customer must be living in the State of Idaho and legally able to work in the United States.

IDVR will establish and maintain a record of services for each ~~applicant~~customer for, and recipient of, vocational rehabilitation services, which includes data necessary to comply with VR agency and Federal Rehabilitation Service Administration (RSA) requirements.

In the purchase of goods or services for persons with disabilities, IDVR complies with its procurement policy, Purchase of Services and Supplies for ~~participant~~customer use in the Vocational Rehabilitation Program.

Case service expenditures require written authorization prior to the initiation of the service or ~~the~~ purchase of any ~~equipment~~goods. Oral authorizations by a Regional Manager or above are permitted in emergency situations, but must be confirmed promptly in writing and forwarded to the provider. ~~Authorizations~~ Emergency oral authorizations are to be ~~issued~~followed up with a written authorization within three (3) business days ~~of the beginning date of service.~~.

Goods and services will be provided subject to the ~~availability~~guidelines of ~~funds.~~ the Order of Selection (Section 14.0).

When appropriate, counselors shall refer ~~individuals~~customers with disabilities to receive services from other agencies and organizations.

Each applicant or eligible ~~individual~~customer being provided vocational rehabilitation services shall be informed of the procedure for requesting a review and a determination of agency action concerning the furnishing or denial of services, including the names and addresses of individuals with whom appeals may be filed and the availability of the Client Assistance Program (CAP).

1.3 Provider Standards

IDVR requires service providers:

To be licensed by the Division of Occupational Licensing, the U.S. Department of Education Office of Post-Secondary Education, or a professional certifying body~~, The Division of Post-Secondary Education.~~ .

~~———————————————~~*OR*

IDVR requires service providers that offer vocational rehabilitation services to apply to be an approved service provider with the Division. ~~Service provider's agreements may be secured by contacting the Divisional Regional Manager in the area.~~
CRPs must be accredited based on IDAPA rules.
~~———————————————~~ ~~*OR*~~

OR

IDVR Counselors may occasionally approve the purchase of services from non-license providers such as, educational tutoring, foreign language interpreters, or other services to support the rehabilitation needs of ~~an individual~~a customer.

1.4 Selection of Service Providers

Providers are selected by a combination of ~~participant~~the customer's informed choice and State procurement rules. ~~The Service Provider Agreement states the provider's rate. Division~~VR counselors will assist the ~~individual~~customer in acquiring information necessary to make an informed choice regarding the selection of ~~the~~ service provider. ~~*The lowest cost qualified provider that meets the satisfaction of the individual is normally selected.*~~

1.~~4.1~~5 Definitions:

(Reference Federal Register / Vol. 66, No. 11 / Wednesday, January 17, 2001 / Rules and ~~Regulations)~~ Regulation)

~~a.~~

Applicant means ~~an individual~~, customer who submits an application for vocational

a. rehabilitation services in accordance with Sec. 361.41(b)(2). (Authority: ~~———~~ Section 12(c) of the Act; 29 U.S.C~~.~~ 709 (c))

~~b.~~

b. ***Assessment for determining eligibility and vocational rehabilitation needs*** means, as appropriate in each case, (i)(A) A review of existing data~~-- (—~~(1) To determine if ~~an individual~~a customer is eligible for vocational rehabilitation services; and (2) To assign priority for an order of selection described in Sec. 361.36 in the States that use an order

of selection; and (B) To the extent necessary, the provision of appropriate assessment activities to obtain necessary additional data to make the eligibility determination and assignment; (ii) To the extent additional data are necessary to make a determination of the employment outcomes and the nature and scope of vocational rehabilitation services to be included in the individualized plan for employment ~~of~~for an eligible ~~individual~~customer, a comprehensive assessment to determine the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, including the need for ~~supported~~support employment, of the eligible ~~individual.~~customer. This comprehensive assessment ~~--~~– (A) ~~Is~~is limited to information that is necessary to identify the rehabilitation needs of the ~~individual~~customer and to develop the individualized plan of employment of the eligible ~~individual~~customer; (B) Uses as a primary source of information, to the maximum extent possible and appropriate and in accordance with confidentiality requirements~~--~~

–
~~(1)~~

1) Existing information obtained for the purposes of determining the eligibility of the ~~individual~~customer and assigning priority for an order of selection described in Sec. 361.36 for the ~~individual~~customer; and

~~(2)~~

2) Information that can be provided by the ~~individual~~customer and, if appropriate, by the family of the ~~individual; (C~~customer; (c) May include, to the degree needed to make such a determination, an assessment of the personality, interests, interpersonal skills, intelligence and related functional capacities, educational achievements, work experience, vocational aptitudes, personal and social adjustments, and employment opportunities of the ~~individual~~customer and the medical, psychiatric, psychological, and other pertinent vocational, educational, cultural, social, recreational, and environmental factors that ~~affect~~effect the employment and rehabilitation needs of the ~~individual~~customer; and (D) May include, to the degree needed~~,~~ an appraisal of the patterns of work behavior of the ~~individual~~customer and services needed for the ~~individual~~customer to acquire occupational skills and to develop work attitudes, work habits, work tolerance, and social and behavior patterns necessary for successful job performance, including the use of work in real job situations to assess and develop the capacities of the ~~individual~~customer to perform adequately in a work environment; (iii) Referral, for the provision of rehabilitation technology services to the ~~individual~~customer, to assess and develop the capacities of the ~~individual~~customer to perform in a work environment; and (iv) An exploration of the ~~individual's~~customer's abilities, capabilities, and capacity to perform in work situations, which must be assessed periodically during trial work ~~experiences~~experience, including experiences in which the ~~individual~~customer is provided appropriate supports ~~and~~of training. ~~(Authority: Section 7(2) of the Act; 29 U.S.C. 705(2))~~
(Authority: Section 7(2) of the Act; 29 U.S.C. 705(2))~~c.~~

c. ***Assistive technology device*** means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to

increase, maintain, or improve the functional capabilities of ~~an individual~~a customer with a disability. (Authority: Section 7(3) of the Act; 29 U.S.C. 705(3))

d. ~~d.~~ ***Assistive technology service*** means any service that directly assists ~~an individual~~a customer with a disability in the selection, acquisition, or use of an assistive technology device, including~~—~~; (i) The evaluation of ~~the~~ needs of ~~an individual~~a customer with a disability, including a functional evaluation of the ~~individual~~customer in his or her customary environment; (ii) Purchasing, leasing, or otherwise providing for the acquisition, by ~~an individual~~a customer with a disability, of an assistive technology device; (iii) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (iv) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (v) Training or technical assistance for ~~an individual~~a customer with a disability or, if appropriate, the family members, guardians, advocates, or authorized representatives of the ~~individual~~customer; and (vi) Training or technical assistance for professionals (including ~~individuals~~customers providing education and rehabilitation services), employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of ~~individuals~~customers with disabilities, to the extent that training or technical assistance is necessary to the achievement of an employment outcome by ~~an individual~~a customer with a disability. (Authority: Sections 7(4) and 12(c) of the Act; 29 U.S.C. 705(4) and 709 (c))

~~e.~~

e. ***Community rehabilitation program.*** (i) Community rehabilitation program means a program that provides directly or facilitates the provision of one or more of the following vocational rehabilitation services to ~~individuals~~customers with disabilities to enable those ~~individuals~~customers to maximize their opportunities for employment, including career advancement: (A) Medical, psychiatric, psychological, social, and vocational services that are provided under one management; (B) Testing, fitting, or training in the use of prosthetic and orthotic devices; (C) Recreational therapy~~.~~; (D) Physical and occupational therapy~~.~~; (E) Speech, language, and hearing therapy (F) Psychiatric, psychological, and social services, including positive behavior management~~.~~;. (G) Assessment for determining eligibility and vocational rehabilitation needs~~.~~; (H) Rehabilitation ~~technology (I) Job development, placement, and retention services. (J)~~ Evaluation or control of specific disabilities; (K) Orientation and mobility services for ~~individuals~~customers who are blind~~.~~; (L) Extended employment~~.~~; (M) Psychosocial rehabilitation services~~.~~; (N) Supported employment services and extended services~~.~~; (O) Services to family members if necessary to enable the applicant or eligible ~~individual~~customer to achieve an employment outcome~~.~~; (P) Personal assistance services~~.~~; (Q) Services similar to the services described in paragraphs (A) through (P) of this definition. (ii) For the purposes of this definition, the word program means an agency, organization, or institution, or unit of an agency, organization, or institution, that provides directly or facilitates the provision of vocational rehabilitation services as one of its major functions.

~~f.~~

Comparable services and benefits means~~—~~, (i) Services and benefits that are~~—~~

f. (A) Provided or paid for, in whole or in part, by other Federal, State, or local public agencies, by health insurance, or by employee benefits; (B) Available to the ~~individual~~customer at the time needed to ensure the progress of the ~~individual~~customer toward achieving the employment outcome in the ~~individual's~~customer's individualized plan for employment in accordance with Sec. 361.53; and (C) Commensurate to the services that the ~~individual~~customer would otherwise receive from the designated State vocational rehabilitation agency. (ii) For the purposes of this definition, comparable benefits do not include awards and scholarships based on merit. (Authority: Sections 12 (c) and 101 (a)(8) of the Act; 29 U.S.C. 709 (c) and 721 (a)(8))

g. ~~g.~~ ***Competitive employment*** means work~~–~~; (i) ~~In~~in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which ~~an individual~~a customer is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by ~~individuals~~customers who are not disabled. (Authority: Sections 7(11) and 12~~(c)~~© of the Act; 29 U.S.C. 705(11) and 709 (c))

h. ~~h.~~ ***Employment outcome*** means, with respect to ~~an individual~~a customer, entering or retaining full-time or, if appropriate, part-time competitive employment, as defined in Sec. 361.5 (b)(11), in the integrated labor market, supported employment, or any other type of employment in an integrated setting, including ~~self-employment, telecommuting, or business ownership, that is consistent with an individual's~~a customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. (Authority: Sections 7(11), 12(c), 100(a)(2), and 102 (b)(3)(A) of the Act; 29 U.S.C. 705 (11), 709(c), 720 (a)(2), and 722 (b)(3)(A))

i. ***Employment outcome maintained*** means the customer has maintained the employment outcome for an appropriate period of time, but not less than 90 days, necessary to ensure the stability of the employment outcome and the customer no longer needs vocational rehabilitation services.

j. ***Satisfactory*** ~~i.~~ ***outcome*** means at the end of the appropriate period, not less than 90 days, the customer and the vocational counselor consider the employment outcome to be satisfactory and agree that the customer is performing well in the employment.

k. ***Extended services*** means ongoing support services and other appropriate services that are needed to support and maintain ~~an individual~~a customer with a most significant disability in supported employment and that are provided by a State agency, a private nonprofit organization, employer, or any other appropriate resource, from funds other than funds received under this part and 34 CFR part 363 after ~~an individual~~a customer with a most significant disability has made the transition from support provided by the designated State unit. (Authority: Sections 7 (13) and 623 of the Act; 29 U.S.C. 705 (13) and 795i)

l. ~~j.~~ ***Family member,*** for purposes of receiving vocational rehabilitation services in accordance with Sec~~.~~ 361.48(i), means ~~an individual--~~a customer; (i) Who either~~--~~, (A) Is a relative or guardian of an applicant or eligible ~~individual~~customer; or (B) Lives in the same household as an applicant or eligible ~~individual~~customer; (ii) Who has a substantial interest in the well-being of that ~~individual~~customer; and (iii) Whose receipt of vocational

rehabilitation services is necessary to enable the applicant or eligible ~~individual~~customer to achieve an employment outcome. (Authority~~:~~; Sections 12 (c) and 103 (a)(17) of the Act; 29 U.S.C. 709 (c) and 723 (a)(17))

~~k.~~

m. ***Homemaker*** is recognized as non-competitive gainful work. In order for a household manager to be considered an appropriate vocational objective, the ~~individual~~customer must perform a majority of certain work activities within a family unit. These include, but are not limited to: family financial management, cleaning, meal preparation, laundry, mending, childcare, and other household activities. The performance of these responsibilities must positively impact the family's economic circumstances. ~~For example, by rehabilitating an individual as a household manager, another family member is enabled to go to work. By~~ For example, by rehabilitating a household manager, economic advantage occurs because the family will not have to pay someone else to perform household management tasks.

n. ~~l.~~ ***Indian tribe*** means any Federal or State Indian tribe, band, ~~rancheria~~Rancheria, pueblo, colony, or community, including any Idaho native village or regional village corporation. (Authority: Section 7 (19)(B) of the Act; 29 U.S.C. 705 (19)(B))

o. ~~m.~~ ***~~Individual~~Customer with a disability,*** except as provided in Sec. 361.5(b)(29), means ~~an individual--~~a customer (i) Who has a physical or mental impairment; (ii) Whose impairment constitutes or results in a substantial impediment to employment; and (iii) Who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services. (Authority~~: Section~~; Sections 7(20)(A) of the Act; 29 U.S.C. 705(20)(A))

p. ~~n.~~ ***~~Individual's~~Customer's representative*** means any ~~representative~~representation chosen by ~~an applicant~~a customer or eligible ~~individual~~customer, as appropriate, including a parent, guardian, other family member, or advocate, unless a representative has been appointed by a court to represent the ~~individual~~customer, in which case the court-appointed representative is the ~~individual's~~customer's representative. (Authority: Sections 7 (22) and 12 (c) of the Act; 29 U.S.C. 705(22) and 709 (c))

q. ~~o.~~ ***Informed choice*** means the process by which customers in the public rehabilitation program make decisions about their vocational goals, the services and service providers necessary to reach those goals, and how those services will be procured. The decision making process takes into account the customer's values, lifestyle, and characteristics, the availability of resources and alternatives, and general economic conditions. Informed choice is a collaborative process involving the customer and IDVR staff in coordination with other resources as necessary.

Informed Choice Guidelines:
Informed choice does not mean unlimited choice. A customer's choices are limited by several factors.

- The choice must relate to and be necessary to achieving an employment outcome

- The choice must be consistent with the customer's strengths, resources, priorities, abilities, capabilities, needs and interests.
- The choice must be made pursuant to all Federal, State, and IDVR rules related to purchasing and providing services.
- When deciding what goods and services will be provided, the following will be part of the informed choice decision:
  - Cost, accessibility, and duration of potential services;
  - Customer satisfaction with those services to the extent that information relating to customer satisfaction is available;
  - Qualifications of potential service providers;
  - Types of services offered by the potential providers;
  - Degree to which services are provided in integrated settings; and
  - Outcomes achieved by individuals working with service providers, to the extent that such information is available.

r. ***Integrated setting***~~,--,~~ (i) With respect to the provision of services, means a setting typically found in the community in which applicants or eligible ~~individuals~~customers interact with non-disabled ~~individuals~~customers other than non-~~-~~disabled ~~individuals~~customers who are providing services to those applicants or eligible ~~individuals~~customers; (ii) With respect to an employment outcome, means a setting typically found in the community in which applicants or eligible ~~individuals~~customers interact with non-disabled ~~individuals~~customers, other than non-~~-~~disabled ~~individuals~~customers who are providing services to those applicants or eligible ~~individuals~~customers, to the same extent that non-disabled ~~individuals~~customers in comparable positions interact with other persons. (Authority: ~~Section~~Sections 12 (c) of the Act; 29 U.S.C. 709 (c))

s. ~~p.~~ ***Maintenance*** means monetary support provided to ~~an individual~~a customer for expenses, such as food, shelter, and clothing, that are in excess of the normal expenses of the ~~individual~~customer and that are necessitated by the ~~individual's~~customer's participation in an assessment for determining eligibility and vocational rehabilitation needs or the ~~individual's~~customer's receipt of vocational rehabilitation services under an individualized plan for employment. (Authority: Sections 12 (c) and 103 (a)(7) of the Act; 29 U.S.C. 709 (c) and 723 (a)(7))

t. ~~q.~~ ***Ongoing support services,*** as used in the definition of ~~"~~"Supported ~~employment"~~employment" (i) Means services that are~~--~~ (A) Needed to support and maintain ~~an individual~~a customer with a most significant disability in supported employment; (B) Identified based on a determination by the designated State unit of the ~~individual's~~customer's need as specified in an individualized plan for employment; and (C) Furnished by the designated State unit from the time of job placement until transition to extended ~~services~~service, unless post-employment services are provided following transition, and thereafter by one or more extended services providers throughout the ~~individual's~~customer's term of employment in a particular job placement or multiple placements if those placements are being provided under a program of transitional employment; (ii) Must include an assessment of employment stability and provision of specific services or the coordination of services at or away from the worksite that are

needed to maintain stability ~~based~~bases on~~--~~; (A) At a minimum, *twice-monthly monitoring at the worksite* of each ~~individual~~customer in supported employment; or (B) If under specific circumstances, especially at the request of the ~~individual~~customer, the individualized plan for employment provides for *off-site monitoring, twice monthly meetings with the ~~individual~~customer;* (iii) Consist of~~--~~; (A) Any particularized assessment supplementary to the comprehensive assessment of rehabilitation needs described in paragraph (b)(6)(ii) of this section; (B) The provision of skilled job trainers who accompany the ~~individual~~customer for intensive job skill training at the work site; (C) Job development and training; (D) Social skills training; (E) Regular observation or supervision of the ~~individual~~customer; (F) Follow-up services including: regular contact with the employers, the ~~individuals~~customers, the parents, family members, guardians, advocates, or authorized representatives of the ~~individuals~~customers, and other suitable professional and informed advisors, in order to reinforce and stabilize the job placement; (G) Facilitation of natural supports at the worksite; (H) Any other service identified in the scope of vocational rehabilitation services for ~~individuals~~customers, described in ~~Sec~~SEC. 361.48; or (I) Any service similar to the foregoing services. (Authority: Sections 7 (27) and 12 (c) of the Act; 29 U.S.C. 705 (27) and 709 (c))

u. ~~s.~~ ***Personal assistance services*** means a range of services provided by one or more persons designed to assist ~~an individual~~a customer with a disability to perform daily living activities on or off the job that the ~~individual~~customer would typically perform without assistance if the ~~individual~~customer did not have a disability. The services must be designed to increase the ~~individual's~~customer's control in life and ability to perform everyday activities on or off the job. The services must be necessary to the achievement of an employment outcome and may be provided only while the ~~individual~~customer is receiving other vocational rehabilitation services. The services may include training in managing, supervising, and directing personal assistance services. (Authority: Sections 7(28), 102(b)(3)(B)(i)(I), and 103(a)(9) of the Act; 29 U.S.C. 705(28), 722(b)(3)(B)(i)(I), and 723(a)(9)) [[Page 272]]

v. ~~t.~~ ***Physical and mental restoration services*** means~~--~~; (i) Corrective surgery or therapeutic treatment that is likely, within a reasonable period of time, to correct or ~~modify~~ substantially modify a stable or slowly progressive physical or mental impairment that constitutes a substantial impediment to employment; (ii) Diagnosis of and treatment for mental or emotional disorders by qualified personnel in accordance with State licensure laws; (iii) Dentistry; (iv) Nursing services; (v) Necessary hospitalization (either inpatient or outpatient care) in connection with surgery or treatment and clinic services; (vi) Drugs and supplies; (vii) Prosthetic and orthotic devices; (viii) Eyeglasses and visual services, including visual training, and the examination and services necessary for the prescription and provision of eyeglasses, contact lenses, microscopic lenses, telescopic lenses, and other special visual aids prescribed by personnel that are qualified in accordance with State licensure laws; (ix) Podiatry; (x) Physical therapy; (xi) Occupational therapy; (xii) Speech or hearing therapy; (xiii) Mental health services; (xiv) Treatment of either acute or chronic medical complications and emergencies that are associated with or arise out of the provision of physical ~~and mental restoration services, or that are inherent in the condition under~~ treatment; (xv) Special services for the treatment of ~~individuals~~customers with ~~end-stage renal disease, including transplantation, dialysis, artificial~~

~~kidneys, and~~ supplies; and (xvi) Other medical or medically related rehabilitation services. (Authority: Sections 12 (c) and 103 (a)(6) of the Act; 29 U.S.C. 709 (c) and 723 (a)(6))

w. ~~u.~~ ***Physical or mental impairment*** means~~--~~; (i) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculo-skeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine; or (ii) Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (Authority: Sections 7(20)(A) and 12 (c) of the Act; 29 U.S.C. 705(20)(A) and 709 (c))

x. ~~v.~~ ***Post-employment services*** means one or more of the services identified in Section 361.48 that are provided subsequent to the achievement of an employment outcome and that are necessary for ~~an individual~~a customer to maintain, regain, or advance in employment, consistent with the ~~individual's~~customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. (Authority: Sections 12 (c) and 103 (a)(18) of the Act; 29 U.S.C. 709 (c~~))~~) and 723 (a)(18)) Note to paragraph (b)(42): Post-employment services are intended to ensure that the employment outcome remains consistent with the ~~individual's~~customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. These services are available to meet rehabilitation needs that do not require a complex and comprehensive provision of services and, thus, should be limited in scope ~~($1,000 or less)~~ and duration ~~(6 months or less).~~ If more comprehensive services are required, then a new rehabilitation effort should be considered. Post-employment services are to be provided under an amended individualized plan for employment; thus, a re-determination of eligibility is not required. The provision of post-employment services is subject to the same requirements in this part as the provision of any other vocational rehabilitation service. Post-employment services are available to assist ~~an individual~~a customer to maintain employment, ~~e.g~~eg., the ~~individual's~~customer's employment is jeopardized because of conflicts with supervisors or co-workers, and the ~~individual~~customer needs mental health services and counseling to maintain the employment; to regain employment, e.g., the ~~individual's~~customer's job is eliminated through ~~reorganization~~re-organization and new placement services are needed; and to advance in employment, e.g., the employment is no longer consistent with the ~~individual's~~customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

~~w.~~
The customer is informed through appropriate modes of communication of the availability of post-employment services.

y. ***Rehabilitation engineering*** means the systematic application of engineering sciences to design, develop, adapt, test, evaluate, apply, and distribute technological solutions to problems confronted by ~~individuals~~customers with disabilities in functional areas, such as mobility, communications, hearing, vision, and cognition, and in activities associated with employment, independent living, education, and integration into the community. (Authority: Section 7(12)(c) of the Act; 29 U.S.C. 709 (c))

z. ~~x.~~ ***Rehabilitation technology*** means the systematic application of technologies, engineering methodologies, or scientific principles to meet the needs of, and address the barriers confronted by, ~~individuals~~customers with disabilities in areas that include: education, rehabilitation, employment, transportation, independent living, and recreation. The term includes rehabilitation engineering, assistive technology devices, and assistive technology services. (Authority: Section 7(30) of the Act; 29 U.S.C. 705(30))

aa. ~~y.~~ ***Substantial impediment to employment*** means that a physical or mental impairment (in light of attendant medical, psychological, vocational, educational, communication, and other related factors) hinders ~~an individual~~a customer from preparing for, entering into, engaging in, or retaining employment consistent with the ~~individual's~~customer's abilities and capabilities. (Authority: Sections 7(20)(A) and 12(c) of the Act; 29 U.S.C. 705(20)(A) and 709(c))

~~aa.~~

bb. ***Supported employment means*** ~~--~~, (i) Competitive employment in an integrated setting, or employment in integrated work settings in which ~~individuals~~customers are working toward competitive employment, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the ~~individuals~~customers with ongoing support services for ~~individuals~~customers with the most significant disabilities~~--~~; (A) For whom competitive employment has not traditionally occurred or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and (B) Who, because of the nature and severity of their disabilities, need intensive supported employment services from the designated State unit and extended services after transition as described in paragraph (b)(20) of this section to perform this work; or (ii) Transitional employment, as defined in paragraph (b)(54) of this section, for ~~individuals~~customers with the most significant disabilities due to mental illness. (Authority: Section 7(35) of the Act; 29 U.S.C. 705(35))

~~bb.~~

cc. ***Supported employment services*** means ongoing support services and other appropriate services needed to support and maintain ~~an individual~~a customer with a most significant disability in supported employment that are provided by the designated State unit~~--~~; (i) For a period of time not to exceed 18 months, unless under special circumstances the eligible ~~individual~~customer and the rehabilitation counselor or ~~coordinator~~coordination jointly agree to extend the time, to achieve the employment outcome identified in the individualized plan for employment; and (ii) Following transition, as post-employment services that are unavailable from an extended services provider and that are necessary to maintain or regain the job placement or advance in employment. (Authority: Sections 7(36) and 12(c) of the Act; 29 U.S.C. 705(36~~)~~ and 709(c))

~~cc.~~

dd. ***Transition services*** means a coordinated set of activities for a student designed within an outcome-oriented process that promotes movement from school to post-school activities, including ~~postsecondary~~: post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based upon the ~~individual student's~~student's needs, taking into account the ~~student's~~student's preferences and interests, and must include instruction, community experiences, the development of employment and other post-school adult living

objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. Transition services must promote or facilitate the achievement of the employment outcome identified in the ~~student's~~student's individualized plan for employment. (Authority: ~~Section~~Sections 7(37) and 103 (a)(15) of the Act; 29 U.S.C. 705(37) and 723 (a)(15))

~~dd.~~

ee. ***Transitional employment,*** as used in the definition of ~~``~~"Supported employment~~,~~"," means a series of temporary job placements in competitive work in integrated settings with ongoing support services for ~~individuals~~customers with the most significant disabilities due to mental illness. In transitional employment, the provision of ongoing support services must include continuing sequential job ~~placements~~placement until job permanency is achieved. (Authority: Sections 7(35)(B) and 12 (c) of the Act; 29 U.S.C. 705(35)(B) and 709 (c~~)~~))

~~ee.~~

ff. ***Transportation*** means travel and related expenses that are necessary to enable an applicant or eligible ~~individual~~customer to participate in a vocational rehabilitation service, including expenses for training in the use of public transportation vehicles and systems. ~~(Authority: 103(a)(8) of the Act; 29 U.S.C. 723(a)(8)) (i) Examples: The following are examples of expenses that would meet the definition of transportation. The examples are purely illustrative, do not address all possible circumstances, and are not intended to substitute for individual counselor judgment. Example 1: Travel and related expenses for a personal care attendant or aide if the services of that person are necessary to enable the applicant or eligible individual to travel to participate in any vocational rehabilitation service. Example 2: Relocation expenses incurred by an eligible individual in connection with a job placement that is a significant distance from the eligible individual's current residence.~~ (Authority: 103 (a)(8) of the Act; 29 U.S.C. 723 (a)(8)) (i)

~~ff.~~

gg. ***Unpaid Family Worker*** is recognized as non-competitive gainful work. In order for unpaid family work to be considered an appropriate vocational objective, the ~~individual~~customer must work in a family business or on a family farm, which is operated by one or more members of the ~~participant's~~customer's family.

hh. ***Vocational Rehabilitation Counselor*** (VRC) is the designated employee position in charge of managing the customer's case. For the purposes of this manual a Vocational Rehabilitation Specialist is considered a VRC.

SECTION 2.0 ~~–~~ ETHICS

~~A.~~

A. All Idaho Division of Vocational Rehabilitation (IDVR) employees must adhere to the Idaho Ethics in Government Manual: ~~http://www2.state.id.us/ag/manuals/index.html~~
~~B.~~ http://www2.state.id.us/ag/manuals/index/html

B. IDVR ascribes to, and requires all Vocational Rehabilitation Counselors and Field ~~Service~~Services Staff to follow the Code of Professional Ethics for Rehabilitation Counselors accepted by the Commission of Rehabilitation Counselor Certification~~.~~ (CRCC). ~~http://www.crccertification.com~~
http://www.crcertification.com

C. Provision of Services to Potential and Current IDVR Employees/Interns/Volunteers

- If an IDVR employee becomes a customer, their VR case will be served by a region other than where they work.

- If an IDVR customer accepts employment with IDVR their case will be served by a region different than where they accepted employment.

D. Internships, participants in training programs, or trial work experiences of customers served by IDVR will not be served from a counselor in the same office where the trial work, internship, or participation in training programs is located.

If ~~1. The Non-Professional Relationships with Participants, code A.6b. states:~~

E. ~~"Rehabilitation counselors will not accept as participants, superiors or subordinates with whom they have administrative, supervisory, or evaluative relationships."~~ a family member of an employee or a family member of anyone who resides in the employee's residence applies for services they will be served by a counselor from a different region from the employee.

F. An employee shall not financially benefit from decisions made under the authority of IDVR.

G. An employee will not make IDVR purchases (case services or other purchases) from a family member or a family member of anyone who resides in the employee's residence, or from a business owned or controlled by such an individual. This includes customer reimbursements.

~~Prior to, or at the time of appointment to employment at IDVR of a participant, a counselor may be assigned outside of the home office of the employee in order to ensure that there is no conflict of~~

~~interest between the employee and the counselor who assisted with the vocational rehabilitation of that particular individual during the placement and follow-along period.~~

~~Internships,~~ ~~volunteers or trial work experiences of individuals served by IDVR will be conducted outside the home office of the assigned counselor.~~

~~C. Service Providers of the Division are expected to adhere to the same ethical principles as Division staff in addition to any professional code of ethics that may apply to their own profession.~~

SECTION 3.0 PROTECTION, USE, AND RELEASE OF PERSONAL INFORMATION

3.1 Confidentiality

All information acquired by Idaho Division of Vocational Rehabilitation (IDVR) must be used only for purposes directly connected with the administration of the vocational rehabilitation program. As a general rule, information containing personal information may not be shared with advisory or other bodies that do not have official responsibility for administration of the program, except as provided in this policy. Use, release, and obtaining of personal information by IDVR shall conform to applicable ~~state~~State law and rules, and applicable ~~federal~~Federal law and regulations.

Requests for information under the Idaho public records laws should be referred to the deputy attorney general assigned to the ~~agency~~Agency.

For purposes of this policy, informed written consent shall:

~~A.~~

A. Be explained in language that the ~~individual~~customer or their representative understands;

~~B.~~

B. Be dated, and specify the length of effect;

~~C.~~

C. Be specific in designating IDVR as the agency authorized to use, disclose or receive information;

~~D.~~

D. Be specifically designated to the parties to whom the information may be released; ~~and~~

~~E.~~

E. Specifically designate the parties ~~to~~ whom the information may be released; and

~~F.~~

F. Be specific as to the purpose(s) for which the information may be used.

3.2 Release of Personal Information to ~~Individuals~~Customers with Disabilities, their Representative or Attorney

If requested in writing by ~~an individual participant~~a customer of IDVR, and upon informed written consent by the ~~individual~~customer and/or his or her representative, all information in such ~~individual's~~customer's case record that pertains to such ~~individual~~customer shall be made available in a timely manner to that ~~individual~~customer, except:

3.2.1 ~~-~~ Medical, psychological or other information that IDVR believes may be harmful to the ~~individual. That~~customer. This information may not be released directly to the customer but may be provided to the customer through a third party chosen by the customer, which may include, among others, an advocate, a family member, or a qualified medical or

mental health professional, unless a representative~~, physician, licensed psychologist. *That*~~ has been appointed by a court to represent the customer, in which case the information ~~*may also be provided directly to the individual only after the VR counselor or professional vendor who authored the information explains in detail the sensitive nature of such information and how that information can*~~must be ~~*misinterpreted or misunderstood by the individual or associates who may receive access to it.*~~released to the court appointed representative.

3.2.2 – Information obtained from outside IDVR may be released only under the conditions established by the outside agency, organization or provider or mandated for them by ~~federal~~Federal or ~~state~~State law.

3.2.3 – An ~~individual~~applicant or eligible customer who believes that information in the customer's record of services is inaccurate or misleading may request that IDVR amend the information. If the information is not amended, the ~~individual may~~ request ~~that his/her own amending statement~~for an amendment must be ~~inserted into~~documented in the record of ~~services~~service.

3.2.4 – IDVR will respond to a case records request made under this section within ten (10) working days after receipt of a written request. One current copy of the case record will be made for the ~~individual~~customer at no charge. ~~Subsequent~~Additional copies will be provided at the flat fee of $25 each.

3.3 Release to Other Agencies or Organizations

If information requested has been obtained from another agency, organization or professional, it will be released only under conditions established by that agency, organization or professional.

~~**3.3.1**~~

- IDVR may release personal information without informed written consent of the ~~individual~~customer in order to protect the ~~individual~~customer or others when the ~~individual~~customer poses a threat to his/her safety or the safety of others.

3.4 Release in Response to Investigations in Connection with Law Enforcement

IDVR shall release personal information in response to investigations in ~~connection~~connections with law enforcement, fraud, or abuse, unless expressly prohibited by Federal or State laws or regulations, and in response to a court order.

3.5 Release for Audit, Evaluation or Research

At the discretion of the Administrator, personal information may be released to an organization, agency, or ~~individual~~customer engaged in audit, evaluation or research only for purposes directly connected with the administration of the vocational rehabilitation program, or for purposes

which would significantly improve the quality of life for ~~individuals~~customers with disabilities, and only if the organization, agency or ~~individual~~customer assures that:

~~A.~~

A. The information will be used only for the purposes for which it is being provided;

~~B.~~

B. The information will be released only to ~~individuals~~customers officially connected with the audit, evaluation or research;

~~C.~~

C. The information will not be released to the involved ~~individual;~~ customer;

~~D.~~

D. The information will be managed in a manner to safeguard confidentiality and,

~~E.~~

E. The final product will not reveal any personal identifying information without the informed written consent of the involved ~~individual~~customer, and/or his/her representative.

3.6 Subpoena for Release of Information to the Courts, Other Judicial Bodies, Worker's Compensation and Law Enforcement Agencies

A subpoena issued to IDVR for information relating to a ~~participant~~customer of IDVR must immediately be referred to the Chief of Field Services who will subsequently refer the document to the ~~deputy attorney general~~Deputy Attorney General assigned to the Agency to determine how the agency~~.~~ will respond to the subpoena.

3.7 Social Security Information

Confidentiality of SSA information is covered under Section 11.06 of the Social Security Act and may be disclosed only as prescribed by regulations. The Act permits disclosure of all information about a claimant to State VR agencies. State VR agencies routinely obtain information, including ~~entitled~~entitlement and medical information, from SSA records. Medical information may be obtained without the claimant's consent; however, State VR agencies may not permit access to such information, release it further (this includes other state agencies), or testify concerning it for any other purpose than the rehabilitation of the Social Security Disability beneficiary claimant. To obtain information from Disability Determination Services, a release form must be used.

SECTION 4.0 APPEALS PROCESS

The IDVR counselor shall notify and provide written information to all applicants and eligible ~~individuals~~customers regarding:

~~A.~~

A. Their right to appeal determinations made by IDVR personnel, which affect the provision of rehabilitation services;

~~B.~~

B. Their right to request mediation;

~~C.~~

C. The names and addresses ~~of individuals for~~IDVR personnel to whom requests for mediation or appeals may be filed;

~~D.~~

D. The manner in which a mediator or hearing officer may be selected;

~~E.~~

E. Availability of assistance from the Client Assistance Program (CAP).

~~F.~~

F. If the ~~agency~~Agency is following an ~~order~~Order of ~~selection~~Selection, it shall inform all eligible ~~individuals who meet~~ customers of the priority ~~categories for service.~~ they are in.

Timing of such notification shall be provided by the IDVR counselor:

~~A.~~

A. At the time ~~an individual~~a customer applies for rehabilitation services;

~~B.~~

B. At the time of the Individualized Plan for Employment (IPE) is developed;

~~C.~~

C. At the time the ~~individual~~customer is assigned to a category in the State's ~~order~~Order of ~~selection~~Selection, if applicable; and

~~D.~~

D. Upon reduction, suspension, or cessation ~~or~~of approved rehabilitation services for the ~~individual~~customer.

Whenever possible, IDVR will attempt to resolve conflicts informally or through the ~~Informal Administrative Review~~Dispute Resolution process. IDVR will not pay for ~~an individual's~~a customer's legal services.

IDVR shall make disability related accommodations to assist ~~individuals~~customers in the conduct of the appeals process.

4.1 Continuation of Services Pending Completion of the ~~Hearing~~ Appeal Process

Pending a final determination of an Informal Review or ~~hearing~~Fair Hearing or participation in Mediation, IDVR may not suspend, reduce, or terminate approved services being provided under an IPE, unless the services were obtained through misrepresentation, fraud or collusion or the ~~individual~~customer or authorized representative, requests suspension, reduction, or termination of

services.

4.2 Client Assistance Program (CAP) and Supervisory Review

The CAP and supervisory review are encouraged as a means to resolve dissatisfaction. These options are in keeping with the IDVR policy to resolve ~~an individual's~~a customer's dissatisfaction at the earliest possible time.

4.3 ~~Informal Appeals~~Dispute Resolution Process~~: 45 days maximum to decision~~

4.3.1 The Informal ~~Administrative~~ Review process is an option available to the ~~individual~~customer as a proven means likely to result in a timely resolution of disagreements. ~~An individual~~ A customer must request an Informal ~~Administrative~~ Review within ~~ten (10~~twenty-one (21) calendar days of the agency notice regarding ~~the provision~~IDVR' s decision to provide or ~~denial of~~deny services that are in question. The request must be in writing to the Regional Manager. The request must describe the complaint.

In holding an Informal ~~Administrative~~ Review, the Regional Manager will function as the ~~Administrative~~ Review Officer ~~and~~. At the customer's request another Regional Manager may be substituted. The reviewer will be responsible for:

~~A.~~

A. Advising the customer of his/her right to have a representative present and encouraging the customer to use the services of CAP.

B. Conducting the review within fifteen (15) calendar days following written receipt of a request for such a hearing. Unless an extension is agreed to by both parties.

~~B. Advising the individual of his/her right to have a representative present and encouraging the individual to use the services of CAP.~~

~~C. Insuring that the review is conducted at a time mutually agreed to by the parties involved that ensures the entire appeals process can be completed within forty-five (45) calendar days, unless the parties agree to a specific extension of time.~~

~~a. When undue delay is caused by the individual in scheduling an Administrative Review, the individual will be informed that if the review is not conducted within thirty (30) calendar days following the individual's request for an Informal Administrative Review, the individual's request will be viewed by the IDVR as invalid.~~

~~b. When the individual~~

C. When the customer makes a documented effort to utilize CAP or another selected advocate to resolve his/her dissatisfaction, the time allowed for conducting an ~~Administrative~~Informal Review will be extended accordingly.

D. ~~D.~~ Holding the review at a time and place convenient to the ~~individual~~customer, generally at the local IDVR branch office.

E. ~~E.~~ Providing communication methods for those ~~individuals~~customers who have a sensory impairment. An interpreter will be provided for those ~~individuals~~customers who cannot communicate in English.

~~Assuring~~

F. If needed, assure that the ~~individual~~customer is provided transportation to and from the review site~~, if needed~~.

~~G.~~

G. The ~~Administrative~~Informal Review Officer (Regional Manager) will attempt to resolve the matter to the satisfaction of the ~~individual~~customer, developing a written ~~agreement~~proposal with the ~~individual~~customer at the conclusion of the appeal process. ~~A copy will be sent to the Administrator, Chief of Field Services, the involved counselor(s) and the counselor's supervisor.~~ The results are binding for the agency unless the ~~decision~~proposal is not permitted by law. The ~~individual~~customer may reject the ~~findings of the review~~proposal and request a ~~formal appeal known as an Impartial Due Process~~ Fair Hearing. within ten (10) calendar days of the Informal Review proposal or sixty (60) calendar days of the original IDVR decision, which ever one comes later.

4.4 Mediation

4.4.

4.4 **1** Mediation is an alternate dispute resolution method available to applicants and eligible customers who have initiated the Formal Appeals Process.

A. A customer must request Mediation within twenty (20) calendar days of the original decision or ten (10) calendar days following the written proposal from the Informal Review. Mediation is available to a customer when an Informal Review has not resolved the dispute to the satisfaction of the customer.

B. Requests for mediation must be made in writing to the Chief of Field Services and clearly state the reason for dissatisfaction with the decision or results of the Informal Review. The Chief of Field Services will represent IDVR or assign a member of the administrative or supervisory staff who has not participated in the Agency action that created the customer's dissatisfaction.

C. Participation in the mediation process is voluntary on the part of the customer and on the part of IDVR. Either party may reject mediation as an alternate dispute resolution method. Either party, once accepting mediation as an alternate dispute resolution method, may terminate the mediation process.

D. Mediation is not used to deny or delay the customer's right to pursue a Fair Hearing. Should the customer and/or designated representatives select mediation in lieu of a Fair Hearing the option for the Fair Hearing will be extended to allow

the results of the mediation to be established. After the final results of the mediation are determined, the customer retains the right to request a Fair Hearing.

E. Mediation is conducted by qualified and impartial mediators, who are selected randomly from a list of mediators maintained by the IDVR.

F. Mediation discussions are confidential and may not be used as evidence in a subsequent Fair Hearing. A confidentiality agreement will be signed by both parties at the beginning of the mediation process.

G. The ~~Formal Appeal~~mediator will develop a written Mediation Agreement, if an agreement between the parties is reached, it must be signed by the customer, the mediator, and IDVR.

H. Cost of mediation is paid by IDVR. IDVR is not required to pay for any cost related to the representation of a customer.

4.5 Fair Hearing Process

The Fair Hearing Process is an option available to any ~~individual~~customer who is dissatisfied with any determination made by personnel of IDVR that affects the provisions of vocational rehabilitation services. ~~An individual may request, or if appropriate, may request through the individual's representative, a timely review of the determination. Such request must be made within sixty (60) days of the IDVR case management decision resulting in the initial disagreement. The Formal Appeal Process shall include an Impartial Due Process Hearing by an Impartial Hearing Officer (IHO).~~A customer may request a Fair Hearing immediately without having to go through the other appeal steps.

~~An individual~~

A customer may request ~~an Impartial Due Process Hearing immediately without having to go~~, or if appropriate, may request through ~~other appeal steps. Even if an individual agrees to an informal hearings process, such individual is entitled to~~the customer's representative, a ~~Due Process Hearing~~ timely review of the determination. Such a request must be made within sixty (60) days of the IDVR ~~case management~~ decision ~~that initiated~~resulting in the initial disagreement~~, unless both parties agree to an extension.~~ or within ten (10) calendar days of the conclusion of the Informal Review or ten (10) calendar days of the conclusion of the Mediation Process whichever is later. The Fair Hearing Process shall include a Fair Hearing by a Fair Hearing Officer (FHO).

4.45.1 - A ~~formal hearing~~Formal Hearing is a procedure whereby ~~an individual~~a customer who is dissatisfied with any determination concerning the provision or denial of IDVR services or the findings of the ~~Administrative~~Informal Review or Mediation may seek a determination of the agency action before ~~an Impartial~~a Fair Hearing Officer.

4.45.2 ~~The individual must request a hearing within ten (10) calendar days of the agency notice regarding the provision or denial of services based upon the conclusion of the Administrative Review or mediation. The individual may bypass the Informal Administrative Review or mediation process entirely and go directly to the Impartial Due Process Hearing (fair hearing). That process will then commence immediately.~~

~~4.4.3~~ A request for a ~~hearing~~Fair Hearing must be sent in writing to the Chief of Field Services and clearly state the ~~individual's~~customer's dissatisfaction with the Agency's decision.

4.~~4.4~~ 5.3 The hearing shall be conducted within sixty (60) calendar days of receipt of the ~~individual's~~customer's request for review, unless informal resolution is achieved prior to the 60th day, or ~~the~~both parties agree to a specific extension of time.

4.5.4.~~5~~ A ~~hearing~~list of Fair Hearing Officers shall be ~~conducted by an Impartial Hearing Officer selected from the pool of qualified persons~~ identified jointly by the Administrator of IDVR and the State Rehabilitation Council.

~~4.4~~

4.5.5 The Fair Hearing Officer will be selected from the list by the Administrator of IDVR and the customer.

4.5.6 The Fair Hearing Officer shall issue a written report of the findings and decision of the hearing within thirty (30) calendar days of the completion of the hearing.

4.~~4~~5.7 The decision of the ~~hearing officer~~Fair Hearing Officer shall be considered final by the agency.

~~4.4.8~~ **4.5.8** Any party who disagrees with the findings and decisions of ~~an impartial hearing officer~~a Fair Hearing Officer shall have the right to bring a civil action with respect to the matter in dispute~~.~~ The action may be brought in any ~~state~~State court of competent jurisdiction or in a district court of the United States of competent jurisdiction without regard to the amount in controversy.

~~*4.5 Mediation*~~

~~4.5.1 Mediation is an alternate dispute resolution method available to applicants and eligible individuals who have initiated the Formal Appeals Process.~~

~~A. An individual must request Mediation within ten (10) calendar days of the agency notice regarding the results of the Administrative Review. Mediation is available to an individual when an Administrative Review has not resolved the dispute to the satisfaction of the individual.~~

~~B. A request for mediation must be made in writing to the Chief of Field Services and clearly state the reason for dissatisfaction with the results of the Administrative Review. The Chief of Field Services will represent IDVR or assign a member of the administrative or supervisory staff who has not participated in agency action that created the individual's dissatisfaction.~~

~~C. Participation in the mediation process is voluntary on the part of the individual and on the part of IDVR. Either party may reject mediation as an alternate dispute resolution method. Either party, once accepting mediation as an alternate dispute resolution method, may terminate the mediation process.~~

D. Mediation is not used to deny or delay the individual's right to pursue an impartial hearing. Should the individual and/or designated representatives select mediation in lieu of a formal hearing; the option for the formal hearing will be extended to allow the results of the mediation to be established. After the final results of the mediation are determined, the individual retains the right to request a formal hearing.

E. Mediation is conducted by qualified and impartial mediators, who are selected randomly from a list of mediators maintained by the IDVR.

F. Mediation discussions are confidential and may not be used as evidence in a subsequent due process hearing.

G. The mediator will develop a written Mediation Agreement, if agreement between the parties is reached, signed by the individual, the mediator and IDVR.

H. Cost of mediation is paid by IDVR, although no costs are provided for representation for the individual.

Client Appeals Process

File request for Impartial Due Process Hearing (fair hearing) to IDVR Administration		File request for Informal Dispute Resolution (administrative review) to Regional Manager. State reason for review.	File request for Mediation to Regional Manager. State reason for mediation.
Impartial Due Process Hearing (fair hearing) conducted by Impartial Hearing Office within 60 days of request.		Informal Dispute Resolution (administrative review) conducted by Regional Manager within 45 day time period.	Mediation conducted by impartial Mediator within 45 day time period.
IHO chosen from State approved list = IHO informs client of time and date.		Regional Manager informs client of time and date.	Mediator chosen from list of qualified mediators. Mediator informs all parties of time and date.

~~Decision Final~~		~~Regional Manager makes decision on Informal Dispute Resolution (administrative review). Responds in writing to client.~~	~~Written Mediation Agreement~~
~~Civil action initiated within any court of competent jurisdiction or district court.~~		~~Client may request Impartial Due Process Hearing (fair hearing) or Mediation if, dissatisfied with Informal Dispute Resolution (administrative review).~~	~~Client may request an Informal Dispute Resolution (administrative review) or Impartial Due Process (fair hearing) if dissatisfied with Mediation.~~

SECTION 5.0 APPLICATION ~~FOR SERVICES /~~ AND ELIGIBILITY DETERMINATION

A. People with disabilities can achieve competitive, high quality employment in an integrated setting and can live full productive lives.

B. People with disabilities often experience major barriers related to the low expectations of and misunderstandings toward, people with disabilities that exists within society, within the persons with disabilities themselves, and sometimes, within our own rehabilitation system.

C. People with disabilities should have responsibility and accountability to make their own choices about their lives; the kind of employment they want to pursue, who they want to provide services for them, as well as the kind of services they need.

D. The primary purpose and role of the public vocational rehabilitation system is to empower individuals with disabilities by providing them with information, education, training, and confidence, in order that they will make effective employment choices when appropriately informed. It is also the purpose of the public vocational rehabilitation system to support those choices when they are based upon reasonable and verifiable premises.

E. The most effective rehabilitation occurs when there are true partnerships between the Federal and State partners, State agency providers, community providers and employers, the disability community, all other partners, and the consumer.

The ultimate goal is to provide eligible customers with the skills, tools and information to aid in their vocational discovery process and to initiate informed choices when creating their Individual Plan for Employment (IPE) with the VR counselor.

5.1 Inquiry

IDVR will respond to all general inquiries for VR services received via telephone, mail or electronic format within seven (7) business days.

5.2 Referral

A completed Referral form for VR services from customers available to participate in services that are made via mail or electronic format will be entered into the case management system as an open referral within three (3) business days. IDVR staff will make a minimum of three (3) attempts to contact the customer before the referral is closed. The first attempt will include a phone call or e-mail. If unable to make contact, a letter will be sent to confirm IDVR has received the inquiry and will include the VR office phone number. If the customer does not respond to the first letter, a second letter will be sent stating that IDVR has been unable to

contact the customer and that the referral for services will be closed. Attempts to reach the customer and those results will be documented in the case management system.

5.3 Application for Idaho Division of Vocational Rehabilitation (IDVR) Services
~~An applicant is:~~

~~A. An individual who believes s/he has~~
An application process is complete when the following three criteria are met:

IDVR receives a ~~disability that creates an impediment to employment; who believes s/he requires VR services;~~signed and ~~who desires employment as an outcome of those services;~~

~~AND~~

1. ~~B. Who signs a~~ dated application signature sheet from a customer or ~~dated document requesting services;~~
~~AND~~his/her representative, or an alternate request for application is made to an IDVR office;
~~C. Who has provided~~

And

The customer provides the information ~~necessary~~needed to ~~initiate~~begin an assessment ~~to determine~~

2. of eligibility~~;~~
~~AND~~. Information gathered in the intake interview meets this criterion;

And

The ~~D.~~ customer is available and free of restrictions to complete the assessment process~~.~~

~~*It is the policy of IDVR to respond to referrals as soon as possible. The goal of IDVR is to respond to a referral within 5 working days to initiate the application process.*~~

3. ~~***5.2 Assessment***~~ for determining eligibility ~~***and priority***~~ for VR services~~.~~.

There is no duration of residency requirement. The customer must be living in the State of Idaho and legally able to work in the United States.

Applicants must be available and participate in the eligibility determination process.

IDVR must, as part of the application process, inform applicants that the goal of the VR services is to assist eligible customers to obtain or maintain employment and that services provided are toward this goal. Customers must also be informed of their rights and responsibilities.

The 60-day eligibility determination period begins when the application process is complete.

5.3.1 Orientation to Vocational Rehabilitation
IDVR is obligated to provide all customers with information about the following:

1. The Client Assistance Program (CAP);
2. Confidentiality;
3. VR services;
4. Informed choice;
5. The rehabilitation process;
6. That customers who receive VR services must intend to achieve an employment outcome;
7. The rights and responsibilities of the customer; and
8. The VR appeals process.

This information may be conveyed to customers through group orientations, in a one-on-one interview setting or over the telephone by IDVR staff.

5.3.2 Intake Interview

The intake interview is part of the application process and is the beginning of the assessment process to determine eligibility and potential services to be included on the Individualized Plan for Employment (IPE). Medical, psychological, social, vocational, educational, cultural and economic information is gathered to determine the unique strengths, abilities, and interests of the customer.

Prior to the end of the intake interview, the IDVR staff member should identify the actions needed by both IDVR and the customer. This could include:

1. Appointment(s) scheduled
2. Releases of Information obtained
3. Authorizations to be issued
4. Referral letters
5. Next scheduled meeting
6. Existing information the customer agrees to provide VR staff

5.4 Assessment for Determining Eligibility

Any ~~individual~~customer who applies for services shall undergo an assessment for determining eligibility and the priority for services, the results of which shall be shared with the ~~individual.~~ customer.

The assessment will be conducted in the most integrated setting possible and consistent with the needs and informed choice of the ~~individual.~~ customer.

Eligibility for IDVR ~~service~~services shall be determined within a reasonable period of time, not to exceed sixty (60) days after the application for services ~~has been~~(All three components of an application received ~~(signed and dated~~) unless the following occurs:
~~A.~~

A. The ~~applicant~~customer is notified that exceptional and unforeseen circumstances beyond control of IDVR preclude the counselor from completing the determination within the prescribed time frame and ~~the applicant~~customer agrees that an extension of time is warranted;

OR

~~B.~~

A trial work experience including an exploration of the ~~individual's~~customer's abilities,

B. capabilities, and capacity to perform in work situations is carried out;

~~OR~~

~~C.~~

OR

C. An extended evaluation is necessary~~.~~.

IDVR Referral Information

MY PERSONAL INFORMATION: Date: ____/____/____

SS#: ____-____-____

I am a previous Voc Rehab Client? ☐ Yes ☐ No If Yes, Where? _____

First Name: _____ Middle: _____

Last Name: _____ Preferred Name: _____

Gender: _____ Birth Date: ____/____/____

Previous Last Name: _____

MY ADDRESS:

Home Address: _____

City: _____ State: _____ Zip: _____-_____

County: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____-_____

County: _____

Sample
Not for Use

Primary Phone: (____) - _____ - _____ ☐ Voice ☐ TDD ☐ Fax

Second Phone: (____) - _____ - _____ ☐ Voice ☐ TDD ☐ Fax

E-mail: _____

Select one or more of the following races/ethnicities:

☐ American Indian or Alaskan Native ☐ Hispanic or Latino

☐ Asian ☐ Native Hawaiian or Other Pacific Islander

☐ Black ☐ White

Primary Language: _____

English ASL Spanish Other

Special Language Needs: ☐ Yes ☐ No

If Yes, Explain: 5. _____

CONTACTS: (Examples: Family, Friends, PO, Case Worker Etc.)

_____

Sample
Not for Use

	Name	Relationship	Phone	Ext.#	Voice/ TDD/ Fax
1.			(____) - _____ - _____		

2.			(_____)_____-_____		
3.			(_____)_____-_____		

Who referred me to Voc Rehab: _____

What are my current living arrangements? (Private Residence, Halfway House, Shelter Etc.)

_____

Marital Status: ☐ Married ☐ Widowed ☐ Divorced ☐ Separated ☐ Never Married

Spouse's Name: _____

FINANCIAL:

Number of family members living with me: _____ Number of Dependents: _____

Names and ages of children: _____

Currently owe Child Support: ☐ Yes ☐ No Amount: $ _____

My Primary Source of Support: (Current Earnings, Friends & Family, Public Assistance, Etc.)

_____

I have one or more of the following medical insurances:

☐ Medicaid ☐ Private insurance through own employment

☐ Medicare Provider

☐ Worker's compensation ☐ Public insurance from other source

Provider

☐ None ☐ Private insurance through other means

Provider

Is Public Support Available to me? ☐ Yes ☐ No ☐ Unknown

SSDI Status:

allowed denied pending terminated not an applicant

SSI Status:

allowed not an applicant

cash other cash other

SSI Aged: $ ☐ Worker's Compensation: $ ☐

SSI Disabled: $ ☐ Other Disability: $ ☐

SSDI: $ ☐ Other: $ ☐

VA: $ ☐ TANF: $ ☐

Sample
Not for Use

EDUCATION

Last level of education completed (High School / GED / HSE / College):

Date Completed: _____

I received services under an Individualized Education Program (IEP) or 504 Plan ☐ Yes ☐ No

I am currently a high school student participating in a transition program: ☐ Yes ☐ No

If I am attending High School, the name of the school is: _____

EMPLOYMENT:

Last Year Employed: _____ I am currently working: ☐ Yes ☐ No

Hours Worked per Week: _____ Salary: _____ ☐ Hourly ☐ Weekly ☐ Monthly

My Work History

(Approximate dates and salary is needed)

(Please make sure to include negative work history so that we better know your needs)

	Employer Name and Address	Job Title	Job Duties	Hours Per Week	Salary Start / Ending	Start/ End Date	Reason for Leaving
1							
2							
3							

Sample

4							
5							

DISABILITIES:

I have been diagnosed or treated for the following disabilities:

(Physical, Injuries, Mental Health, Depression, Substance Abuse, Learning Disability etc.)

My disability makes it difficult to:

(Describe how it affects you in the space provided)

☐ Stand ☐ Walk ☐ Sit ☐ Lift ☐ Bend ☐ Use Hands or Feet

Explain: _____

☐ See ☐ Hear ☐ Read ☐ Write

Explain: _____

☐ Concentrate ☐ Remember ☐ Learn ☐ Understand

Explain: _____

☐ Handle Stress ☐ Control Emotions ☐ Work with Others ☐ Communicate

Explain: _____

☐ Other: _____

I am participating in the following program(s): ☐ None

☐ Adult Correction ☐ Community Supported Employment

☐ General VR Kidney ☐ IDOC Reentry Program

☐ Juvenile Correction ☐ Medicaid

☐ Medicare ☐ Migrant Farm Worker not in Section 304 Project

Sample
Not for Use

☐ Migrant Service Coordination Grant Under 304 ☐ School-Work

Have you been convicted of a felony: ☐ Yes ☐ No

Describe:_____

Currently on Probation / Parole: ☐ Yes Probation/Parole officer is: _____

Current & Valid Driver's License: ☐ Yes ☐ No (explain)_____

Veteran: ☐ Yes ☐ No

DOCUMENTATION

How do you think Vocational Rehabilitation can help you get a job and keep a job?

_____

_____

_____

**********AGENCY USE ONLY **********

Next step in establishing eligibility:

~~*Additional information or comments:*~~

5~~.3~~ Eligibility Criteria

~~An individual~~
A customer is eligible for Vocational Rehabilitation if the following criteria are met:

~~A.~~
A. A determination by ~~"~~qualified personnel~~" (See 5.3.1)~~ that the ~~applicant~~customer has a physical or mental impairment;

~~B.~~
B. A determination by a qualified ~~personnel~~vocational rehabilitation counselor that the ~~applicant's~~customer's physical or mental impairment constitutes or results in a substantial impediment to employment for the applicant;

~~C.~~
C. A determination by a qualified vocational rehabilitation counselor employed by IDVR that the ~~individual~~customer requires vocational rehabilitation services to prepare for, secure, retain or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interest, and informed choice;

~~D.~~
D. A presumption by a qualified vocational rehabilitation counselor that the applicant can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.

NOTE: *The ~~individual~~customer can benefit in terms of an employment outcome from vocational rehabilitation services unless the counselor demonstrates on the basis of clear and convincing evidence, and only after an exploration of the ~~individual's~~customer's abilities, capabilities, and capacity to perform in work situations or an extended evaluation is carried out, that such ~~individual~~customer is incapable of benefiting from vocational rehabilitation services in terms of an employment outcome.*

5.~~3~~5.1 Qualified Personnel

IDVR has established a policy for ~~accessing~~ "qualified personnel" for the purpose of disability determination. Under the Rehabilitation Act, the assessment for determining eligibility must be made by "qualified personnel" including, if appropriate, personnel skilled in rehabilitation technology (Section 103 (a)(1) of the Act). In addition, diagnosis and treatment for mental and emotional disorders must be provided by "qualified personnel who meet State licensure laws" (Section 103 (a)(6)(F) of the Act).

~~The preamble to the VR program regulations (Federal Register, Vol. 62, No. 28. February 11, 1997, page 6324) states that a determination that an individual has a physical or mental impairment, or meets any of the other eligibility criteria of 34 CFR 361.42(a) must be made by~~Qualified personnel are those who meet existing licensure, certification, or registration requirements applicable to ~~their~~the profession~~. Depending upon the profession, "qualified personnel" could include individuals licensed, certified, or registered under state law or State regulations or some type of national licensure, certification, or registration process.~~ , this includes VR Counselors who meet IDVR's CSPD policy.

The determination of the existence of ~~an~~ impairment should be supported by medical and/or psychological documentation. Medical/psychological disabilities shall be diagnosed by ~~individuals~~qualified personnel who demonstrate the possession of requisite ~~state~~State licensure, certification, or registration of requirements applicable to the practice of their profession within the state of Idaho.

The following occupations have been licensed in Idaho to provide general medical diagnoses. *The VR Counselor can utilize general medical diagnoses established by these medical professionals~~.~~:*

- Medical Physician or Doctor of Osteopathy
- Nurse Practitioner (works under own licensure)
- Physician's Assistant (works under a "Delegation of Services Agreement" with a physician providing oversight)

The following occupations have been licensed in Idaho to provide specific medical diagnoses within the specialized areas of competency for which the specific licensure has been determined. *It is critical that the VR Counselor take special precaution to ensure that when utilizing medical diagnoses from one of the medical professions listed below that only those areas of expertise for which the particular professional has been credentialed are documented within the eligibility determination module.*

- Licensed Psychologist
- Chiropractor
- Naturopath
- Podiatrist
- Optometrist
- Physical Therapist
- Dentist/Orthodontist

- Advanced Certified Alcohol and Drug Counselor (ACADC) / Certified Alcohol and Drug Counselor (CADC) (restricted to identifying alcohol impairment related to specific testing outcome)
- School Psychologist (limited to diagnosing eligibility for school related special needs services)
- Licensed Audiologist (restricted to diagnosing hearing impairments specifically related to ~~audilogical~~audiological testing results when medical conditions have been ruled out)

For further clarification, you may access www.ibol.idaho.gov and connect to "The Individual Board Pages" to determine the full extent of the professional latitude allocated to the medical occupations that are licensed to provide specialized services within narrowly defined parameters of competency. The State Board of Medicine maintains jurisdiction over the authority and conduct of medical doctors.

~~RSA mandates that either federal or state sponsored boards must grant authority to all licensures, certifications or registrations that qualify a professional to diagnose disabilities for the purpose of agency eligibility.~~ Private Licensing/certifying boards outside the ~~federal/state~~Federal/State purview cannot be utilized as a basis for VR diagnostic purposes.

5.~~4~~5.2 Social Security Presumption

Any applicant, who has been determined eligible for Social Security benefits under Title II or Title XVI of the Social Security Act, is presumed to meet the eligibility requirements for vocational rehabilitation services and is considered ~~an individual~~a customer with a significant disability.

Following an application and initial interview where ~~an individual~~a customer reports receiving SSI or SSDI, the counselor will obtain verification of receipt of SSI/SSDI, such as an award letter, a copy of the ~~individual's~~customer's check, or a verification document through the Social Security Entry and Verification System (SVES). Upon verification, the ~~individual~~customer is made eligible for vocational rehabilitation with a Presumption of Eligibility statement in the record of services.

NOTE: If the applicant presents sufficient medical documentation to determine eligibility at the first meeting, verification will still be procured but eligibility can be determined immediately without designating presumptive status.

The assessment for determining rehabilitation needs will continue, as needed, to obtain information necessary to determine the Individual Plan for Employment. This assessment will include: gathering existing records to determine the ~~individual's~~customer's impairment, impediment and nature and scope of the VR services necessary to obtain an employment outcome consistent with the ~~individuals'~~customer's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

When the assessment adequately documents the impairment(s), employment impediment(s) and required service(s) needed, the qualified VR ~~counselor~~counselors completes an Eligibility Determination in the ~~agency~~Agency's computerized data system ~~(Gemini).~~ .

If ~~an individual~~a customer receives disability benefits under Title II or Title XVI of the Social Security Act and intends to work, IDVR presumes eligibility for services, unless, because of the significance of the ~~individual's~~customer's disability, a VR counselor cannot presume that VR services will enable the ~~individual~~customer to work~~.~~ (based on clear and convincing evidence).

Should the significance of the disability prevent a VR counselor from presuming that VR services will enable the ~~individual~~customer to work, the ~~individual~~customer will be asked to complete a trial work experience in order for the counselor to make an eligibility ~~decision~~determination.

If the ~~individual~~customer cannot take advantage of a trial work experience, an extended evaluation must be conducted in order to make the decision of eligibility.

5.~~5~~6 Review and assessment of data for eligibility determination

The eligibility determination shall be based on the review and assessment of existing data, including: counselor observations, education records, and information provided by the ~~individual~~customer or family, particularly information used by education officials and determinations made by officials or other agencies. Current medical records will~~, of course,~~ be utilized to determine the nature and extent of the disability as well as for justification for the procurement of additional medical data when required to identify/verify alleged medical restrictions.

To the extent that existing data does not describe the current functioning of the ~~individual~~customer, IDVR will conduct an assessment of additional data resulting from the provision of VR services including: trial work experiences, assistive technology devices and services, personal assistance services, and any other support services that are necessary to determine whether ~~an individual~~a customer is eligible.
~~Upon completion of the eligibility assessment, the counselor shall make one of the following determinations:~~

5.~~5~~6.1 ~~-~~ Eligibility/Ineligibility: For each ~~individual~~customer determined eligible or ineligible for vocational rehabilitation services, the record of services must include a dated ~~Eligibility~~ Determination completed by a qualified vocational rehabilitation counselor. Written notification of an ineligibility determination will be provided to the customer.

An ineligibility notification must include the reason for the determination, rights and responsibilities, and Client Assistance Program (CAP) information. A customer should be referred to the local Department of Labor to address the customer's training or

employment needs or to the Extended Employment Services Program (Work Services / Sheltered Workshops) if the ineligibility is "Too Severely Disabled."

Ineligibility decisions based upon the severity of disability must outline clear and convincing evidence and require a period of trial work experiences or extended evaluation prior to closure. (See Closure, Section 13)

It is federally mandated that IDVR review the closure outcome of "too severely disabled" within 12 months of closure and annually thereafter, if requested. (See Section 13)

5.~~5~~6.2 - Trial Work Experiences (TWE) for ~~individuals~~customers with significant disabilities:

Prior to any determination that ~~an individual~~a customer with a disability is incapable of benefiting from VR services in terms of an employment outcome because of the severity of that ~~individual's~~customer's disability, an exploration of that ~~individual's~~customer's abilities, capabilities, and the capacity to perform in realistic work situations must be conducted to determine whether or not there is clear and convincing evidence to support such a determination.

In such cases a written plan must be developed to assess and determine the above. The assessment must be provided in the most integrated setting possible, consistent with the informed choice and rehabilitation needs of the ~~individual.~~customer. TWE include: supported employment, situational assessment, and other experiences using realistic work ~~setting~~settings and must be ~~of~~a sufficient variety and over a sufficient period of time to make such ~~a~~ determination. Appropriate supports, including assistive technology devices and services and personal assistance services to accommodate the rehabilitation needs of the ~~individual~~customer must be provided.

~~**Remember:**~~

Trial Work Experience ~~should be~~is used to demonstrate whether the ~~individual~~customer is capable of benefiting from VR services. Trial Work Experience will be conducted before Presumptive Eligibility is completed if there is a question regarding capacity to benefit.

~~**To place participant in Trial Work Experience, VR Counselor must:**~~

~~1) Determine that individual has a significant physical or mental impairment (disability) that is a substantial impediment (barrier) to employment.~~

~~*Document in Gemini, under Disability Browse, in the Disability sub-page. Document each disability and its associated functional limitations separately under Disability Documentation and Other Comments. Gemini will number them: 1, 2, 3, etc. Please enter them in order of priority – primary will be #1, secondary # 2, etc.*~~

~~*Document in Gemini in Eligibility Determination using check boxes **and** the text box under #3 Impediment to Employment.*~~

~~2) Have questions about whether the participant is capable or incapable of benefiting in terms of an employment outcome from VR services due to severity of disability.~~

~~3) If Trial Work is determined to be appropriate a case note will be completed within of 5 days of receipt of SSA verification document(s) and a plan will be developed within 30 days.~~

~~4) With the participant, develop a Trial Work Experiences plan to assess the participant's ability, capabilities and capacity to perform in realistic work situations through the use of Trial Work Experiences. The TWEs must be provided in the most integrated setting possible, consistent with the informed choice and rehabilitation needs of the participant. TWEs may include CBWE, CBWA, CSE, job coaching, on-the-job training~~TWEs may include: Community Based Work Evaluation (CBWE), job coaching, on-the-job training, supported employment or other experiences using realistic work settings, as well as assistive technology and other needed services.

~~In Gemini, do not document in #4 Documentation or put in the Eligibility date at this time. You may complete these after the TWE plan if you go ahead with Eligibility determination.~~

~~5) Review Gemini 3, Client Rights and Responsibilities~~

~~6) Assess need for Rehabilitation Technology Services, if and when necessary.~~

~~7) Insure that individual is an active partner, making meaningful and informed choices in the provision of Trial Work Experiences.~~

~~8)~~ Review the TWE Plan at least every 90 days to determine if there is sufficient evidence to conclude that the ~~participant~~customer can benefit from VR Services in terms of an employment outcome or there is clear and convincing evidence that the ~~participant~~customer is incapable of benefiting from VR Services in terms of an employment outcome due to the severity of the disability.

~~9)~~ Make the determination for eligibility or case closure within the 18-month time frame.

5.~~5~~6.3 Extended Evaluation:

Under limited circumstances if ~~an individual~~a customer cannot take advantage of trial work experiences or if options for trial work experiences have been exhausted, an Extended Evaluation (EE) must be conducted to make these determinations.

In all cases where the counselor determines that an extended evaluation is required, the case record must include a Determination of Extended Evaluation completed by a qualified ~~vocational rehabilitation~~VR counselor, which documents:
~~A.~~

A. That the ~~individual~~customer has a physical or mental impairment which constitutes or results in a substantial impediment to employment and requires VR services, and

~~B.~~

B. That it is questionable if the ~~individual~~customer is capable of benefiting from VR services in terms of an employment outcome because of the severity of the disability.

During the extended evaluation period, VR services must be provided in the most integrated setting possible, consistent with the informed choice and rehabilitation needs of the ~~individual.~~customer. There must be a written Extended Evaluation Plan for providing services necessary to make an eligibility or ineligibility determination. Only those services that are necessary to make the above determinations are to be provided and extended evaluation services are terminated when the qualified vocational rehabilitation counselor is able to make the determinations.

~~An individual~~

A customer will remain in extended ~~evaluation~~evaluations only for the period of time required to determine if the ~~individual~~customer can benefit from VR services in terms of an employment outcome but not to exceed eighteen (18) months. A review of the case shall be conducted as often as necessary but at least every ninety (90) days.

~~**To place individual in Extended Evaluation, VR Counselor must:**~~

~~1) Determine that participant has a significant physical or mental impairment (disability) that is a substantial impediment (barrier) to employment.~~

~~*Document in Gemini, under Disability Browse, in the Disability sub-page. Document each disability and its associated functional limitations separately under Disability Documentation and Other Comments. Gemini will number them: 1, 2, 3, etc. Please enter them in order of priority – primary*~~ Written documentation will be ~~*#1, secondary # 2, etc.*~~

~~*Document in Gemini in Eligibility Determination using check boxes* **and** *the text box under #3 Impediment to Employment.*~~

~~2) Have questions about whether participant is capable or incapable of benefiting in terms of an employment outcome from VR services due to severity of disability.~~

~~3) Have conducted Trial Work Experience or determined that participant is unable to take advantage of TWE.~~

4) With participant, develop an Extended Evaluation plan to assess participants' abilities, capabilities and capacity to perform in work settings. During the Extended Evaluation, VR Services must be provided in the most integrated setting possible, consistent with the informed choice and rehabilitation needs of the participant. VR will only provide those services necessary to make the of determination of ability to benefit.

In Gemini, do not document in #4 Documentation or put in the Eligibility date at this time. You may complete these after the EE plan if you go ahead with Eligibility determination.

5) Review Gemini 3, Client Rights and Responsibilities.

6) Assess need for Rehabilitation Technology Services, if and when necessary.

7) Insure that participant is an active partner, making meaningful and informed choices in the provision of Extended Evaluation.

8) Review the Extended Evaluation Plan at least every 90 days to assess progress.

9) Terminate Extended Evaluation services as soon as VR is able to make the determination of the participant's ability or inability to benefit in terms of an employment outcome.

10) Make the determination for eligibility or case closure within the 18-month timeframe.

5.5.4 Ineligibility:

In all instances where the counselor determines that an applicant for, or recipient of vocational rehabilitation services does not meet the requirements for eligibility, the record of services must include a determination of ineligibility, dated and signed by the counselor, which documents the reasons for the ineligibility determination. Ineligibility decisions based upon the severity of a disability must outline clear and convincing evidence and require a period of trial work experiences or extended evaluation prior to closure. (See Closure, Section 13)

On occasion an application will be completed on individual who is later determined, after the acquisition of diagnostic information, to be an appropriate candidate for Extended Sheltered Employment Services (Work Services). A Trial Work Experience (TWE) or Extended Evaluation (EE) must be conducted to provide clear and convincing evidence that the individual is incapable of benefiting in terms of employment from VR services. Once the TWE is completed and verifies the severity of the disability, the individual will be referred to the Extended Employment Services Program (EES) (See Section 12.12) for appropriate placement in a sheltered work environment and closed as "Too Severely Disabled".

~~It is federally mandated that IDVR monitor the closure outcome within 12 months of closure (See Section 13.1.2.D).~~

SECTION 6.0 THE DETERMINATION OF SIGNIFICANCE OF DISABILITY

6.1 Policy

At the time ~~an individual~~a customer is determined eligible for VR services, a VR counselor will determine the significance of the disability and, based upon the determination, will assign the ~~individual~~customer to a priority category. If the agency is not under an ~~order~~Order of ~~selection~~Selection, the prioritization will be used (1) for planning purposes to ascertain services that can continue to be provided to all who are eligible and (2) to provide a structure for an easy transition to an ~~order~~Order of ~~selection~~Selection if required. If the ~~agency~~Agency is under an ~~order~~Order of ~~selection~~Selection (see section ~~15.0~~14), the priority categories are used to determine the order in which ~~individuals~~customers receive services.

6.2 Definitions

Priority Categories:

~~A. Individuals with most significant disabilities~~

~~B. Individuals with significant disabilities~~

~~C. Individuals with no significant disabilities~~

A. No Significant Disability ~~- An individual with no significant disability:~~ (NSD)

~~A.~~

B. Significant Disability (SD)

C. Most Significant Disability (MSD)

No Significant Disability (NSD)

a. Who has a physical or mental impairment~~:~~

~~;~~

~~B.~~

b. Whose impairment constitutes or results in a substantial impediment to employment; and

~~C.~~

c. Who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.

Significant Disability (SD~~): An individual with a significant disability:~~)

~~A.~~

a. Meets the criteria for ~~an individual~~a customer with ~~a~~ no significant ~~-~~disability~~.~~
~~;~~
~~B.~~

b. Experiences a severe physical and/or mental impairment that seriously limits ~~one~~two or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and
~~C.~~

c. Requires multiple ~~vocational rehabilitation~~primary Individualized Plan for Employment (IPE) services over an extended period of time~~.~~ (at least 6 months).

Most Significant Disability (MSD~~):~~ ~~An individual with a most significant disability:~~
)
~~A.~~

a. Meets the criteria established for ~~an individual~~a customer with a significant disability; ~~and~~

~~B.~~

b. Experiences a severe physical and/or mental impairment that seriously limits three or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome~~.~~; and
~~C.~~

c. Requires multiple ~~vocational rehabilitation~~primary Individualized Plan for Employment (IPE) services over an extended period of time~~.~~ (at least 6 months).

Note: ~~Individuals~~Customers who are beneficiaries of Social Security Disability ~~Benefits (SSDIB~~Insurance (SSDI) or recipients of Supplemental Security Income (SSI) for disability reasons are automatically classified as either SD or MSD depending upon the extent of their functional loss category limitations.

~~Priority Category~~	~~Meets Definition of Significantly Disabled~~	~~Functional Loss Categories~~	~~Duration of Services~~	~~Number of Services~~
~~1. Most Significantly Disabled~~	~~Yes~~	~~2 or more~~	~~Requires VR Services over an extended period of time~~	~~Requires multiple Services~~
~~2. Significantly Disabled~~	~~Yes~~	~~1 or more~~	~~Requires VR Services over an extended period of time~~	~~Requires multiple Services~~
~~3. Disabled~~	~~No~~	~~1 or more~~	~~No duration of Service requirement~~	~~Multiple Services NOT required~~

Order of Selection (OOS): When VR services cannot be provided to all eligible ~~individuals~~customers because of financial ~~exigency~~or service capacity constraints, the ~~agency~~Agency will enter an ~~order~~Order of ~~selection~~Selection process that will assure that first priority is ~~given~~giving to ~~individuals~~customers with most significant disabilities. *Please review Section ~~15~~14.0 for details regarding ~~order~~Order of ~~selection~~Selection.*

6.3 Procedures

Determination of Significance of Disability

A VR counselor determines and adequately documents the level of severity of ~~an individual's~~a customer's disability based on a review of the information gathered to determine eligibility. If additional information is necessary to make the determination, a VR counselor may obtain the information from the ~~individual, individual's~~customer, customer's family, an outside professional and/or another public agency.

If adequate information is not available to describe or document current functioning, a VR counselor may purchase diagnostics from a qualified service provider.
A VR counselor reviews the data to determine:
~~A.~~

A. The number of ~~serious~~ functional ~~losses present~~capacity categories in terms of an employment outcome that are seriously impacted as a result of a disability;
~~AND~~

~~B.~~

AND

B. Whether ~~an individual~~a customer is likely to need multiple ~~VR~~primary IPE services to prepare for, obtain, or maintain a job;

AND

~~C. Whether services are likely to be needed for an extended period of time. (No specific time frame for "extended period of time" is defined. The VR counselor must consider each person's unique circumstances to determine whether the needed services can reasonably be expected to require an extended period of time. For this purpose, 6 months may be used as a general benchmark but may not be applied as an absolute limit since each individual's circumstances must be uniquely considered.)~~

C. The anticipated duration of IPE services are needed for an extended period of time (at least 6 months).

Identifying a Serious Loss of Functional ~~Loss~~ Capacity

Functional ~~loss~~capacity categories include: mobility, work tolerance, communication, self-care, interpersonal skills, self-direction, and work skills. To identify a loss of functional ~~loss~~capacity, a VR counselor reviews and assesses data provided by the ~~individual~~customer or ~~individual's~~customer's family, observed by the VR counselor, or reported by another qualified professional to determine whether:

A. A~~A~~ loss of functional ~~loss~~capacity resulting from a disability is present;

AND

~~B.~~

B. The ~~function~~ loss of functional capacity represents an impediment to employment;

AND

~~C.~~

The ~~functional~~ loss of functional capacity meets the definition of ~~a~~ "serious ~~functional~~ loss~~."~~

C. ~~A serious~~ of functional capacity."

A serious loss of functional capacity means a reduction in capacity of the ~~individual~~customer to the degree that the person requires services or accommodations not typically provided to other ~~individuals~~customers in order to prepare for, secure, or maintain a job.

A specific disability diagnosis does not automatically infer ~~the presence~~a serious loss of ~~one or more~~ functional ~~losses~~capacity. Although certain functional losses are commonly associated with specific disability diagnoses, the presence and seriousness of ~~these functional losses are~~the loss is unique for each person. Therefore, a VR counselor must complete a thorough evaluation of loss of functional ~~losses~~capacity for each ~~individual.~~ customer.

~~Work-related limitations may result from or be compounded by external~~ Non-disability factors~~,~~ such as age, sex, race, cultural, geographic location, poor public transportation, legal history, or lack of training~~. These factors do~~ should not ~~relate to a disability and are not factors in~~be considered when determining ~~a serious~~loss of functional ~~loss.~~capacity. It is within the VR counselor's judgment to determine whether limitations are disability related or not.

Self-Reported or Observed Loss of Functional ~~Losses~~ Capacity

A VR counselor may identify a loss of functional ~~loss~~capacity based on a ~~participant's~~customer's self-report, reports from the family, school representative or others, or based on counselor observations.

For example, while interviewing an applicant who is hard of hearing, a VR counselor observes that the ~~individual~~applicant is not able to effectively communicate verbally. Medical records clearly establish a hearing impairment, but do not address verbal limitations. Because a loss of functional ~~loss~~capacity in verbal communication is consistent with and commonly associated with ~~a~~ hearing loss, the VR counselor may determine, based on his or her observations, that a serious loss of functional ~~loss~~capacity is present. To ensure the case service record explains and supports the determination, the VR counselor enters case narrative explaining that a loss in the area of communication was observed, a summary of the observations, and how the loss of functional ~~loss~~capacity affects the ~~applicant.~~ customer.

~~If an individual reports a functional loss that is neither consistent with nor supported by disability-related documentation, the VR counselor and individual need to discuss and~~

~~reach agreement on how to get the information necessary to verify the functional loss.~~

SD/MSD Checklist

Once the VR counselor determines a disability-related loss of functional ~~loss is present, he or she~~capacity, the VR counselor considers whether the loss of functional ~~loss~~capacity meets the definition of a "serious loss of functional ~~loss~~capacity" contained in the SD/MSD Checklist loss of functional ~~loss~~capacity definitions. If the loss of functional ~~loss~~capacity meets the definitions of a "serious loss of functional ~~loss~~capacity" the VR counselor checks the appropriate indicator on the Checklist. ~~If the individual experiences a functional loss that is not described on the SD/MSD Checklist, the VR counselor may write a description of the functional loss in the space provided.~~
~~Only one indicator within a category (mobility, work, tolerance, communication, self-care, interpersonal skills, self-direction, and work skills) is needed to determine that a serious functional loss is present in that category.~~

~~**Documentation of a Functional Loss**~~

The VR counselor ~~documents the functional loss in the Gemini Eligibility Determination, "Section 3 - Impediment to Employment."~~
~~The~~ VR counselor is responsible for adequately describing:

~~A. The nature of each functional loss (mobility, work tolerance, communication, self-care, interpersonal skills, self-direction, or work skills);~~
~~AND~~

~~B. The basis for making the determination, i.e. a description of what was observed, a summary of what was reported and who reported the information, or whether the determination is based on documentation contained in medical or other information in the case service record; AND~~

~~C. The specific limitations experienced by the individual.~~

~~After determining the number of functional losses present, the VR counselor determines whether the individual is likely to require multiple services over an extended period of time. The VR counselor also considers the number of serious functional losses and impediments to employment.~~

~~**Note:** *No specific time frame for "extended period of time" is defined in statute or regulation. The VR counselor must consider each participant's unique circumstances to determine whether the needed services can reasonably be expected to require an extended period of time. For this purpose, six months may be used as a general benchmark, but not applied as an absolute limit, since each individual's circumstances must be uniquely considered.*~~

When the VR counselor has sufficient data to determine eligibility and significance of disability, the VR counselor completes the required documentation.

Determination of Significance of Disability Documentation

Again it is important to emphasize that in addition to case file documentation and supporting medical records, the required eligibility/significance of disability documentation must include the SD/MSD Checklist.

Remember: *The SD/MSD Checklist is a form used to support the determination; however, and is not sufficient enough documentation to adequately describe the individual's limitations by itself.*

The VR counselor completes the SD/MSD Checklist for each individual customer as soon as sufficient information is available, but no later than sixty (60) days from the date of application (unless an extension has been agreed upon). IDVR will then send a letter advising the individual of the eligibility decision.

Functional Loss Definitions

A serious limitation in a major functional area means a reduction in capacity of the individual to the degree that the person requires services or accommodations not typically made for other individuals in order to prepare for, get, or keep a job.

While limitations may result from or be compounded by external factors, such as geographic location, poor public transportation or lack of training, these factors should not be the basis of the limitation for the purpose of defining serious restriction. Defining limitations in these functional areas relies on the professional rehabilitation counselor's interpretation of the effect of the disability on the individual as well as on medical or diagnostic evaluation data.

Function Loss Definition Chart (SD/MSD Checklist):

AREA	SERIOUS LIMITATION	DISABILITY
COMMUNI-CATION Effective exchange ideas and information	1. Cannot hear or understand the content of ordinary spoken conversation or;	
	2. Cannot be readily understood by others on first contact; or	
	3. Cannot print or write short notes such as: Out of Order, Don't Walk; or other required survival skill messages;	

through written or spoken words.	4. Cannot read signs or short notes from others; or	
	5. Requires an interpreter for the hearing impaired, hearing aids, augmentative communication device, or other accommodation not typical to communicate in work, training or living environments.	
INTERPERSONAL SKILLS Establish and maintain Personal working relations with others.	1. Cannot establish and maintain working relationships with co-workers, fellow students, or family members, or	
	2. Exhibits destructive behaviors such as: hitting, yelling, tantrums, sexual/racial harassment, which interfere with the performance of the individual or others in training or work settings; or	
	3. Individual avoided or rejected by co-workers or fellow students because of serious scarring, disfigurement, uncontrolled drooling, or uncontrolled motion.	
MOBILITY Move about from place to place and move the body into various positions.	1. Unable to move safely around within common training, home, or work environments without the help of others or the use of assistive devices such as: wheelchair, prosthesis, crutches, cane, or walker; or is	
	2. Significantly restricted or limited in the distance he/she can safely move within common training, home, or work environments; or	
	3. Takes significantly longer to move about within common training, home or work environments than the average person; or	
	4. Cannot safely change body positions without the help of others or the use of assistive devices; or	
	5. Requires assistive technology, modifications, adaptations, or accommodations not typical in order to move around within common training, home, or work environments.	
	1. Requires personal assistance to perform most self-care activities; or	

Sample
Not for Use

~~SELF-CARE~~ ~~Perform basic personal care and independent living activities~~	~~2. Requires personal assistance to perform most independent living activities; or~~	
	~~3. Is unable to obtain a driver's license due to a disability; or~~	
	~~4. Requires a special modified vehicle for travel within the community; or~~	
	~~5. Requires independent living, training, or rehabilitation technology services to perform self care and/or independent living activities.~~	
~~SELF-DIRECTION~~ ~~Manage and take control Of one's personal, social and work life.~~	~~1. Requires ongoing personal assistance such as: prompts, cues, or physical guidance to start, finish, or stop tasks, follow schedules or decide what to do next; or~~	
	~~2. Has recurring episodes during which personal assistance is required to start, finish, stop, or complete tasks, or follow schedules; or~~	
	~~3. Requires intensive individualized supervision or personal assistance beyond that which is typical when entering a new training or work setting; or~~	
	~~4. Requires constant monitoring by others because of confusion or disorientation; or~~	
	~~5. Requires assistive technology, compensations, adaptations, or accommodations such as: detailed calendars, appointment books, alarms, not typical for others in order to start, finish, or complete tasks, follow schedules or decide what to do next within common training or work environments.~~	
~~WORK SKILLS~~	~~1. Is unable to perform the work skills essential to maintaining employment in the previous job or line of work and does not have other work skills which could be used to enter and maintain a job comparable in skill (not wages) which is readily available locally, or in an economy to which the individual is willing to relocate; or~~	

~~Possess skills needed to perform jobs which exist in the economy (regardless of demand).~~	~~2. Has not learned the work skills usually possessed by the average person of comparable age, education, or experience which could be used in a work environment which is readily available locally or in an economy to which the individual is willing to relocate; or~~	
	~~3. Has symptoms of hallucinations, delusions, depression, obsession ruminations, time consuming obsessive/compulsive routines or medication side effects which interfere with the ability to concentrate on or complete common work, home, or school tasks at a pace comparable to that of the average person in the general population; or~~	
	~~4. Requires specialized instructional methods, extended learning periods, assistive technology, or accommodations and adaptations not typical for others students or trainees to learn work skills; or~~	
	~~5. Requires continual monitoring, skill training, behavior management, support, assistive technology or accommodations and adaptations not typical for other employees to maintain work skills and stable job performance.~~	
~~**WORK TOLERANCE**~~ ~~Perform under the levels of physical, environmental, or psychological demands commonly found in work settings.~~	~~1. Individual is unable to lift and carry a sack of groceries, 12 pack of soda pop, pail of water, or objects weighing up to 20 lbs; or~~	
	~~2. Individual is unable to sustain a continued or prolonged paced movement of the arms, hands, or fingers over the course of a typical 8 hour work day; or~~	
	~~3. Individual is unable to sustain a continued or prolonged standing or sitting position of the body required to perform the previous job or line of work over the course of a typical 8 hour day; or~~	
	~~4. Individual is unable to sustain consistent physical or mental work effort over the course of a typical 8 hour day, 5 day work week, 52 week year; or~~	
	~~5. Individual is unable to tolerate the common environmental conditions found in the typical work environment; or~~	
	~~6. Individual is unable to tolerate the common psychological stresses found in the typical work environments; or~~	

~~Sample~~
~~Not for Use~~

	~~7. Requires assistive technology, modifications, or accommodations not typical to meet essential strength, stamina and endurance requirements or to deal with environmental or psychological demands.~~	
~~*Other causes include poverty, lack of education, environmental restrictions and age, sex, race or cultural factors.~~		

SECTION 7.0 ~~ASSESSMENT OF VOCATIONAL REHABILITATION NEEDS~~ASSESSMENT OF VOCATIONAL REHABILITATION NEEDS

7.1 Primary ~~Sources~~Source of Information

To the extent possible, the vocational goal, intermediate objectives, and the nature and scope of services to be included in the Individual Plan of Employment (IPE) must be determined based on the data used for the assessment of eligibility and priority for services.

The Comprehensive Assessment to be completed prior to the development of the IPE will use, as a primary source of information, to the maximum extent possible, the following:

~~A.~~

A. Existing information

~~B.~~

B. Information provided by the ~~individual~~customer and, where appropriate, by the family of the ~~individual.~~ customer.

~~C.~~

C. The Assessment may also include new information acquired by IDVR including an in-house vocational evaluation; Community ~~based~~Based Work Evaluation (CBWE), aptitude tests, interest tests, job shadowing or any pertinent ~~medical~~ assessment required to identify the objectives, nature and scope of VR services that the ~~individual~~customer may need in order to substantiate the choice of employment outcome.

7.2 Comprehensive Assessment of Rehabilitation Needs

~~**Medical History:**~~

~~The development of a rehabilitation plan requires the rehabilitation counselor to understand the individual's medical requirements. To do this, the VR counselor (VRC) or the vocational rehabilitation assistant (VRA) will need to obtain any existing medical records that confirm the individual's mental and physical conditions. This often can be obtained through a primary family physician. If the VR counselor cannot determine and confirm the individual's mental and or physical limitations, the scheduling of updated diagnostics will be required. This medical information is important to determine eligibility for services and if eligible, to identify a vocational goal that will not exceed mental and/or physical capacities. This information is critical when developing an appropriate vocational goal.~~

A comprehensive assessment of rehabilitation needs is a process utilized to identify the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice as it relates to any potential vocational goal. The assessment shall be conducted in the most integrated setting possible, consistent with the informed choice of the customer.

7.2.1 Assessment of the Customer's Current Realities
The VR counselor and customer will evaluate the following relevant factors.

Work History:

The VR counselor is required to obtain a thorough work history of the ~~participant~~customer at the time of the intake interview. The gathering of this information requires the identification of job titles, job duties/responsibilities, and length of time in each position, hiring/educational requirements, and the reasons for leaving. Some attempt should be made to assess the ~~individual's~~customer's satisfaction with the job, the employer, and co-workers. ~~Motivation and flexibility are two important variables that need to be evaluated.~~

Functional Limitations:

Functional limitations need to be clearly outlined before the ~~**Participant's Perception of Disability:**~~

~~The selection~~customer begins the development of a vocational goal. The establishment of an appropriate vocational goal requires that both the VR counselor ~~to understand the participant's~~and customer are aware of and address the true barriers to employment including the customer's perception of ~~disability.~~their limitations. This involves addressing the following areas:

~~A.~~
A. Physical limitations (lifting, walking, carrying, driving, stooping, reaching, handling, and bending)

~~B.~~
B. Mental limitations (coping with stress, working with other people, working alone)

~~C. Present~~
C. Current work tolerance

~~D.~~
D. Acceptance of disability

~~E.~~
E. Cognitive functioning

~~F.~~
Personal ~~Family~~ ~~and community support~~

~~The individual's perception is critical to know if the VR counselor is to help guide in the selection of an appropriate vocational goal. The establishment of an appropriate~~

~~vocational goal requires that both the VR counselor and participant are aware and address the true barriers to employment.~~

Social & Economic~~:~~ Factors:

It is important for the VR counselor and customer to gather ~~information regarding the participant's~~, document, and understand personal social and economic considerations ~~to include any use of alcohol, street drugs, and tobacco.~~. These considerations include:

~~A.~~

A. Values (personal and work)

~~B. Family~~

~~C.~~

B. Family

C. Service or support agencies

~~D.~~

D. Legal

~~E.~~

E. Financial (current realities and future expectations)

~~Does the individual experience any stressors with the family unit or community of friends? How does this impact his/her ability to participate in vocational rehabilitation services and what sort of influence does this have on a potential vocational goal? It is necessary to address these concerns, guide the individual in identifying solutions to these concerns, and implement them.~~

F. Substance Use

G. Non-financial resources / supports available

It is critical to understand the personal, social and economic factors as it relates to the development of the employment goal and the IPE.

~~**Functional Limitations:**~~

~~Functional limitations need to be clearly outlined before the~~ participant begins the ~~development of a vocational goal. In developing a vocational plan, the worker characteristics (temperaments, physical and mental requirements, environmental conditions) need to be assessed and matched to the individual's residual capacities. If they exceed the documented functional limitations, the VR counselor and the participant should never pursue a particular vocational goal unless assistive technology is available that can compensate for identified job tasks that exceed the individual's functional capacities.~~

~~Inherent~~ **Aptitudes/Transferable Skills:**
~~The~~
To determine an appropriate employment goal the VR counselor and customer must ~~work with the individual in identifying existing worker traits that can be used in~~identify the ~~development of a new vocational goal. *Too often, this is not addressed and subsequently, the success rate of the rehabilitation plans decreases.* One of the most practical ways to explore the participant's "employability goals" is to do *a transferable*~~aptitudes, skills ~~*assessment.*~~, and ability that the customer possesses. The following skill areas are to be addressed:

A. Personal~~A. Adaptive skills – self~~

- Self-management ~~skills and personality~~
- Self-care
- Personality characteristics ~~a person brings to the job.~~

~~B.~~

B. Functional skills – ~~generic behaviors that deal with a~~A person's level of skill working with data, people, and things ~~that relate to the work environment.~~

~~.~~
~~C.~~

C. Specific ~~content~~work skills – competencies ~~that enable an individual to perform a~~ in specific ~~job according to the employer.~~ work task areas.

Many tools exist to assist the ~~participant~~customer and the VR counselor to identify ~~inherent~~ aptitudes and transferable skills ~~such as:~~.

7.2.2 Identification of potential employment goal, rehabilitation needs, and IPE services
The VR counselor and customer will evaluate a potential employment goal and identify rehabilitation needs and services required to achieve that employment goal.

Vocational ~~A. Comprehensive Guidance and Counseling provided by the agency.~~

~~B. Job Seeking Skills workshops offered by the Department of Commerce and Labor or Community Rehabilitation Programs (CRPs).~~

~~C. Vocational Evaluations provided by CRPs either "in-house or within the community.~~

~~D. Community based "job shadowing" experiences within the community.~~

~~E. Career Interest Survey (CIS) studies as well as other computerized programs.~~

Assessment:

Vocational ~~Evaluation:~~ assessment

~~Vocational~~ evaluation is a comprehensive process ~~that systematically uses either real or simulated work as the focal point for assessment~~ involving the VR counselor and the customer that focuses on functional abilities and ~~vocational exploration. The purpose is to assist individuals in vocational development. A vocational evaluation process incorporates~~will incorporate medical, psychological, social, vocational, educational, cultural, ~~and~~ economic data~~.~~, and real or simulated work. This is done to identify the employment goal, its overall feasibility, and the VR services that are needed to achieve that goal. Examples of vocational assessment include:

~~A.~~

A. Formal Vocational Evaluation

B. ~~B.~~ Community Based Assessment

C. ~~C.~~ Guidance & Counseling – Facilitated Self-Discovery

D. ~~D.~~ Labor Market Research

E. ~~E.~~ Assistive Technology Review

~~Employability~~***7.3 IPE Development:***

Through~~In~~ the ~~process of developing the employment goal, the participant must come to the point where a positive self-initiated resolution occurs. With this understanding in place, the individual is in a position to develop a~~ comprehensive assessment the customer has made an informed choice of his/her vocational goal. For the vocational goal ~~and Individual Plan for Employment (IPE).~~to be implemented, the VR counselor must concur that the vocational goal is feasible. The VR counselor will ~~now~~then assist in identifying the ~~development of a labor market entry strategy~~IPE services needed to remove barriers to ~~identify service needs such as:~~ employment. The VR counselor is required to address all previously identified disability related barriers to employment. These services include but are not limited to:

~~A.~~

A. Counseling and Guidance
B. Training

C. Medical and mental restoration
D. Disability adjustment training
E. Information and referral services
F. Interpreter services
G. Job placement assistance
H. Job readiness training
I. Job search assistance
Maintenance~~B. Academic~~

~~C. Vocational~~

J. ~~D.~~
K. On-the-job supports

~~E. Job Search~~

~~F. Disability Adjustment Training~~

~~G. Assistive Technology Training~~

~~H. Accommodation Training~~

~~I. Supportive Services~~

~~J. Medical & Mental Restoration~~

L. On-the-job training
M. Other services
N. Personal attendant services
O. Reader services
P. Rehabilitation technology
Q. Technical assistance services
R. Transportation services

Vocational rehabilitation services ~~provided under this title~~ are any services described in an IPE necessary to assist ~~an individual~~a customer with a disability in preparing for, securing, retaining, or regaining an employment outcome that is consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the ~~individual~~customer.

~~The Comprehensive Assessment is limited to information to identify the rehabilitation needs of the individual and to develop the IPE of the eligible individual.~~

~~The assessment shall be conducted in the most integrated setting possible, consistent with the informed choice of the individual.~~

~~The assessment may include, to the degree needed to make a determination of vocational rehabilitation needs and develop an IPE, an analysis of the pertinent factors affecting the employment and rehabilitation needs of the individual. The following *Comprehensive Assessment Template* has been designed as a word document to be cut and pasted into a Case Note once the appropriate headings have been completed. This document is intended to be an integral part of the decision process that leads to an informed choice in the selection of a vocational goal:~~

~~*~~ The following are essential components that need to be addressed and documented as part of the comprehensive assessment:

- Compatibility of Disability with Employment
- ~~*~~ Skills, Interests, Aptitudes, and Abilities

- ~~*~~ Market Analysis
- ~~*~~ Economic Expectations and Potential for Career Growth
- ~~*~~ Vocational Strengths and Capacities
- ~~* Client~~Customer Financial Issues
- ~~*~~ Informed ~~Client~~Customer Choice
- ~~*~~ Social Support
- ~~*~~ Training and Academic Test Results

- Rehabilitation Technology needs
- Legal barriers and industry specific requirement (criminal issues, drug and alcohol screenings, tobacco use, etc)

7.~~3~~4 Medical Consultation Policy

Medical ~~consultations~~consultants are retained by IDVR ~~to review all medical data gathered pertaining to an individual participant.~~. Medical ~~consultant time~~consultants can be used to review ~~an individual's~~a customer's diagnostic information to determine; 1) if it is complete or if updated and/or additional medical reports are necessary~~,~~; 2) to train the counselor about medical conditions; and 3) to assist in case management direction.

~~*Not every case needs*~~

Examples of times to ~~*be reviewed by*~~use a medical consultant~~. Appropriate times to use Medical Consultants~~ are:

~~A.~~

A. Eligibility determination

B. ~~B.~~ Plan development

C. ~~C. All~~Prior to medical restoration services ~~(*required*)~~

D. ~~D.~~ Whenever ~~you have~~ a VR staff member has a question about ~~an individual's~~a customer's treatment, medications, or condition including such issues as the natural course of the disease or ~~the most appropriate treatments.~~ treatment options.

~~Most IDVR offices have a medical consultant on contract that will visit on a regularly scheduled basis. A Chief Medical Consultant is on contract in order to be available in person, by phone, or electronically if you do not have a consultant or if your consultant is not available. IDVR encourages the utilization of medical consultation time in a group setting to maximize the consultant's time and to allow for an educational opportunity for VR counselors. New counselors are advised to use consultation time for most cases to become familiar with the medical aspects of disability.~~

When presenting a case file to the medical consultant, be prepared to:

~~A.~~

1. Present specific questions to the medical consultant; and
2. Speak knowledgeably about the customer.

Some examples of things a VR staff member may consider prior to medical consultation:

A. File medical information in chronological order with ~~the~~ most recent on top

B. ~~B.~~ Highlight or tab important information

C. ~~C.~~ Eliminate duplicate data

~~D. Prepare a short case presentation: i.e.; age, sex, marital status, medical conditions, medications, support systems, treatments, names of treating physicians~~

D. ~~E.~~ List questions for the medical consultant

~~F. Use the medical consultation form~~

~~G. Follow up on consultant suggestions~~

~~H. Re-present the case when new information has been received.~~

Medical Consultant Review Form

Name: _____

Diagnosis(es):

Is additional medical/psychological information needed for employment? Yes ☐ No ☐

If yes, describe:

Describe disability(ies): ☐ chronic ☐ acute

☐ stable ☐ progressive

☐ mild ☐ moderate ☐ severe

Prognosis:

Functional limitations:

Sample

Does client need medical/psychological care program for employment? Yes ☐ No ☐

If yes, describe:

Not for Use

~~Comments:~~

~~Medical Consultant:_____ Date:_____~~

~~State Medical Consultant:_____ Date:_____~~

SECTION 8.0 PARTICIPATION OF ~~INDIVIDUALS~~CUSTOMERS IN COST OF SERVICES BASED ON FINANCIAL NEED

In order to further IDVR's mission to help customers move towards independence and self-sufficiency, IDVR encourages customers to be personally invested in and contribute financially towards the cost of their plan when possible. The extent of the customer's financial participation is based on income and other factors. Regardless of the amount that is going to be contributed by the customer, the assessment of the customer's financial participation is an effective tool for identifying customer resources as they relate to VR planning and implementation.

Reminder: Financial need and/or participation is not a factor in the eligibility determination.

Financial Participation
When financial participation is assessed:

1. After eligibility, during plan development, while exploring comparable benefits.

2. Using the Financial Participation Assessment (FPA) form.

3. Every twelve (12) months or sooner if financial circumstances change significantly.

Financial Participation Assessment Guidelines
A Financial Participation Assessment will be applied as a condition for furnishing all vocational rehabilitation services EXCEPT the following: (34 CFR 361.54(b)(3))

1. Purchased services for determining eligibility and vocational rehabilitation needs;

2. Counseling, guidance and referral services;
   ~~a.~~
3. Any auxiliary aid or services (e.g., interpreter services or reader services);
   ~~•~~
4. Personal Assistance Service;

5. Job related services; including: job search and placement assistance, job retention services, follow-up services, and follow-along services, i.e., Community Based Work Adjustment, Job Site Development (CBWAJSD), Community Based Work Adjustment (CBWA), Placement and Follow Along Job Site Development (P&FJSD), and Placement and Follow Along (P&F).

6. Supported employment services, i.e., Community Supported Employment Job Site Development (CSEJSD), and CSE Job Coaching.

Customer Financial Participation for IPE Services
Upon completion of the FPA and the determination of services to be included on the IPE the counselor and customer will identify the specific IPE services that will be paid for by each party.

The FPA will be used to identify financial responsibility for IPE services.

It should be emphasized to the customer and vendor, IDVR will not be responsible for the customer's debts. If the customer's debts to a vendor inhibit the provision of services necessary to achieve the employment goal, IDVR will work with the customer to explore options for the continuation of services.

IDVR cannot, under any circumstances, pay for a customer's previous financial obligations or debts.

Financial Participation Assessment (FPA) Form

The VRC and customer will complete the FPA form in eligible status and identify the customer's financial participation responsibilities.

Estimate the cost for rehabilitation services each twelve (12) month period of the IPE. Calculate the amounts of participation to be provided by both the customer and IDVR for each twelve (12) month time period covered by the FPA.

Directions for Completion:

1. Exemption from required participation:

   Customers who receive SSDI and/or SSI are not required to make a financial contribution toward the cost of services. However, to ensure a customer qualifies for this exemption, written proof of SSDI or SSI determination must be received. This information will be used in completing the FPA form exemption status for SSDI and/or SSI recipients. *It should be noted that customers receiving Social Security benefits under retirement, spouse of retired worker, child of a retired worker, child of deceased worker, widow, parent of deceased worker, spouse of disabled worker, or child of disabled worker would not be eligible for this exemption.* The VR Counselor must complete the top portion of the FPA certifying that the customer is exempt from any required financial participation. The VR Counselor will also make a note in the IPE and subsequent plan amendments that may be developed, in the appropriate section, outlining the customer's exemption.

2. Income Data:

   Customers (and spouse's if married) sources of income verification may include:

   - Most recent year IRS tax filings,
   - Employment Security Wage or Unemployment Benefit Reports,
   - Employer generated pay stubs,
   - Retirement program documents, or
   - Documentation from public or private income support programs. (TANF and food stamps are examples that are not considered income)

     a. Modification

The customer or their representative may request modification to the FPA, as needed to adjust for changes in income or other circumstances (e.g., disability related costs and number of family members). If modification is requested, the customer, parent or guardian must provide income verification from the sources listed above.

b. Exceptional Cases

In exceptional cases, circumstances may occur where rigid adherence to the Financial Participation Policy and Procedures could seriously jeopardize the customer's opportunity to achieve rehabilitation objectives and an employment outcome. In such cases, the VRC may elect to seek an exception to the policy by reviewing the case with the Regional Manager who will then seek an exception approval by the Chief of Field Services or designee who will render a decision within ten (10) business days.

c. Total Income Excluded:

This figure is the Income Exclusion Allowance (300% of the Federal Poverty Level) plus exclusion of disability related expenses, per the Code of Federal Regulations – Title 34: Education: 361.54(2)(iv)(B).

For the purposes of this policy, the Social Security Administration's use of impairment-related work expenses will serve as a guideline to disability related expenses.

A disability related work expense is an expense for an item or service, which is directly related to enabling an impaired customer to work, and which is necessarily incurred by that customer because of a physical or mental impairment. To qualify as a disability related work expense, the expense must be paid by the customer. Expenses paid by sources such as health insurance, vocational rehabilitation and the employer are not considered a disability related work expense for the customer with the impairment.

Examples include, but are not limited to:

- The cost of attendant care services rendered in the work setting or in assisting the customer in making the trip to and from work (attendant care rendered on non-work days or those performed at any time which involve shopping or general homemaking are not considered a disability related work expense. Additionally, attendant services performed for other family members such as babysitting, are not considered a disability related work expense).

- Durable medical equipment which can withstand repeated use, used to serve a medical purpose, and generally not useful to a person in the absence of an illness or injury, such as wheelchairs, hemodialysis equipment, respirators, pacemakers, traction equipment.

- The cost of the modification of vehicle (but not the cost of the vehicle) in order to drive or be driven to work, where the modification is critical to the vehicle's operation or its accommodation of the customer. The modification must be directly related to the impairment (without the modification the customer would either be unable to drive or would be unable to ride in the vehicle).

- Expenses paid by a person with blindness in owning a guide dog including the costs of purchasing a dog, food, licenses and veterinary services.

- Prosthetic devices that replace internal body organs or external body parts (a prosthetic device primarily for cosmetic purposes usually is not considered a disability related work expense).

- The cost of drugs and medical services necessary to control the disabling condition, thereby enabling the customer to work (drugs and medical services used for minor physical or mental problems not resulting in any significant loss of function such as, yearly routine physical examinations, dental examinations and optician services and eyeglasses, when unrelated to a disabling visual impairment, are not considered a disability related work expense).

- Work equipment and assistants that are required to accommodate the impairment and perform the job such as, a one-handed typewriter, telecommunications device and a job coach paid for by the customer.

Applicable Income:

This section enables IDVR to specify the extent of the expected customer cost responsibility toward the cost of services during the upcoming twelve (12) month period of expected plan expenditures. Applicable Income equals Income minus the Total Income excluded and Disability Related Work Expenses.

The Income Exclusion Allowance information is adjusted annually to reflect 300% of Federal HHS Poverty Guidelines.

Determination of Required Participation:

The Customer Participation Table (Table A) is formulated to assess that portion of Applicable Income, which is considered to be available to meet the cost of services. The customer is expected to contribute toward the service cost(s) at the specified percentage of participation level. The amount of financial participation will not exceed the Annual Maximum Percentage of the customer's Applicable Income. All service cost anticipated or purchased during the twelve (12) month

period covered by the FPA are to be considered in aggregate rather than individually calculated.

TABLE A – CUSTOMER PARTICIPATION TABLE

Yearly Cost of Plan	% of Participation
$2,000 and Under	50%
Over $2,000	75%

Certification:

The customer, parents or legal guardian completing the form will be asked to verify, by signature, that the information provided is correct. The customer, parents or legal guardian should be advised that he/she will be asked to document the financial information provided from external sources, such as the most recent year IRS tax fillings, Employment Security Wage or Unemployment Benefit Reports, employer generated pay stubs, retirement program documents, or documentation from public or private economic support programs. The form will then be signed by the VR counselor.

Applying the Financial Participation Assessment Information to Making Purchases:
If the customer has financial participation requirement, it will be applied to purchases prior to assessing any caps from the purchasing section (Section 12.0).

SECTION 9.0 PURCHASE OF SERVICES AND SUPPLIES FOR PARTICIPANT USE IN THE VOCATIONAL REHABILITATION PROGRAM

All purchases must follow Federal, State, and IDVR purchasing guidelines.

Purchases require written authorization (purchase order), prior to initiation of the service or the purchase of any equipment.

The responsibility for authorizing services and approving payment of those services must be assigned to separate employees.~~In order to obtain maximum commitment toward his/her rehabilitation program, and to conserve case service funds, each participant is to be encouraged to participate in the cost of any purchased service. Idaho Division of Vocational Rehabilitation (IDVR) will assess an individual's economic need prior to paying for services. There are two categories of services; those based upon economic need and those not based upon economic need (see lists below). For services that are based on economic need, the economic circumstances of the participant's family unit must be assessed and the ability to participate in the cost of rehabilitation services determined, prior to IDVR paying for any of these services. A Financial Needs Assessment (FNA) (Gemini 12) should be completed with the consumer on an annual basis as part of the yearly Individual Plan of Employment (IPE) Review.~~

~~VR staff needs to be aware of and emphasize to participants that substantial services can be provided at no cost. **Remember:** *If a person does not qualify for financial assistance from IDVR, there still can be a variety of substantial services provided by IDVR. Counseling and guidance, as well as coordination of services are substantial and vital services that do not require VR expenditures.*~~

Purchases will be made consistent with the prevention of discrimination due to race, religion, color, national origin, sex, age, and disability.

~~If the individual does not qualify for financial assistance based upon the economic needs assessment s/he must pay all or part of any service based upon documented economic capacity.~~

~~All comparable benefits available to the participant must be utilized. In the case of post secondary education; a copy of the Student Aid Award Letter Report (SAR) must be in the case record and used as documentation of resources and need *prior to implementation of an IPE.*~~

~~GENERAL INSTRUCTIONS~~

~~The service delivery team (participant and VR counselor as well as significant others invited to participate by the individual) is responsible for determining the economic need for individual participants. Economic need should be tested, and the FNA form filled out during the assessment period and prior to the development of an (IPE). The following guidelines are to be used:~~

~~A. All projected net income and liquid assets of the family unit should be considered. IDVR staff may require documentation of income or liquid assets if needed and as appropriate (copy of IRS 1040, pay stubs, Free Application for Financial Student Aid (FAFSA), SAR, etc.). Retirement accounts are not liquid. However, payments received in retirement, workers compensation payments; disability insurance payments, etc. are considered liquid income. Liquid assets can include:~~

~~b. Money Market Funds~~
~~c. Cash/ Savings/ Checking Accounts~~
~~d. Mutual Funds (not IRAs)~~
~~e. Preferred and Common Stocks~~
~~f. Certificates of Deposit~~
~~g. Treasury Bills~~
~~h. Trust Funds~~
~~i. Permanent Fund Dividend~~
~~j. Workers Compensation, Maintenance and Care, or Personal Injury Settlements~~
~~k. Child Support or Alimony~~
~~l. Annual Corporation Dividends~~
~~m. Survivors Benefits~~
~~n. Any other source of liquid assets~~

B. The family unit includes the participant, dependents or others who contribute economically to the family unit.

C. A dependent is anyone reported as such to the IRS, or up to age 24 for students in post-secondary education or training, or as determined through the federal student financial assistance program as reported through the FAFSA and noted on the SAR.

D. If the participant is a dependent of the family unit the entire income of the family unit should be considered, or a justifiable reason explained in the case record.

E. If the participant is eligible for any form of Public Assistance - Temporary Assistance for Families in Idaho (TAFI), Aid for the Aged, Blind and Disabled (AABD), Supplemental Security Income (SSI), Dual recipients of SSI and SSDI, - *s/he may be considered to qualify for financial assistance based on economic need and be exempt from the mandate to participate in an FNA review..*

F. Social Security Disability Insurance (SSDI). Recipients are not required to demonstrate need through an FNA for services.

G. It should be made clear to the participant that it is his/her responsibility to notify the agency any time there is a substantial change that may affect economic need status. An annual review of financial need is to be completed when the IPE is reviewed. A new form is to be completed if there is a substantial change in personal resources or at least every year.

Instructions for completing the form to determine economic need are as follows:

1. **Monthly Income** –VR counselor and individual should complete the FNA for up to 12 months (depending upon the anticipated length of the services). List the net monthly take home pay (wages) for the participant. Any *consistent monthly payments* coming into the household via other members of the household, such as SSI, SSDI, TAFI must also be listed. VA benefits, unemployment benefits, workman's compensation, retirement, private disability, child support, etc. must also be documented. (On the FNA Gemini 12 form, circle types of income and write in monthly amounts. Add all amounts together to get Monthly Income).

2. **Available Resources** – These are items that have cash or loan value that can be used toward the rehabilitation plan. Examples of such resources include: savings, stocks and bonds, IRA's investment real estate, second homes, recreational vehicles (snowmobiles, campers, four-wheelers) investment items (jewelry, guns, art) additional cars not required for the participant or other specific members of the household in order to sustain

employment. *When totaling up these available resources, IDVR will allow a $5000 exclusion.* Add all Available Resources, subtract the $5000 exclusion and then divide the remainder by the number of months in plan. Add this amount to the "Monthly Income" above to get the "Total Monthly Income". (If the number with exclusion is less than 0, put 0.)

3. **Monthly Expenses** – Housing (actual cost) including mortgage, rent trailer space, taxes and insurance for primary residence. Utilities (actual cost within the range of $100-$300 per month) including heat, electricity, sewer, trash, water, phone, (cell phone if *only* phone). If the individual's estimated utility costs are higher then outlined above, the VR counselor should ask for receipts for documentation. *Remember* to always subtract any energy assistance subsidy that may be available. Food (actual cost, up to $150 for one person, with $100 for each additional person) includes non-food grocery items. If participant's costs are higher because of a special diet prescribed by a doctor, or other reason, the VRC should ask for documentation and receipts. *Remember* to always subtract food stamps/subsidy amount. Miscellaneous expenses including gas, bus tickets, car payments, insurance, medications, medical expenses, clothing, child support, credit cards must also be calculated into "Monthly Expenses". *Remember* to calculate *only the minimum monthly payment* required for credit card obligations. Do not calculate the total amount owed for credit cards or other expenses unless those amounts must be paid during the time period established for the rehabilitation plan. *Remember that the taxpayer should not subsidize "choice item" costs,* so don't list them as allowable expenses on the FNA. Examples include: second homes, boats, recreational vehicles, tithing, music lessons, animals, cell phones (if not primary telephone) cable TV, etc.

4. **Total Monthly Budget Surplus or Deficit** – After calculating the total income, and total allowable expenses monthly, subtract the expenses from the income. The result will reflect the "Total Monthly Budget Surplus or Deficit".

If the participant has excess or additional resources after subtracting the deductions from the total resources, s/he must apply the excess resources to the cost of the IPE before any financial assistance for services based upon economic need can be provided by IDVR. If no resources are available after this calculation the participant does qualify for financial assistance.

If the participant qualifies for financial assistance any service can be paid for by IDVR, as appropriate, utilizing all available comparable benefits.

H. Comparable benefits should be used to the maximum extent whether the participant qualifies for financial assistance or not. (See Sections 1.4.1/ or 11.1 for definition).

If the participant does not qualify for financial assistance the amount that is available must be applied toward the costs of the IPE. When these payments are made is open to negotiation. For example: If a

participant has $2000 available it is reasonable for the individual to pay for an expense over time, such as transportation or books/supplies while IDVR pays for tuition during the same time period. If, however, the participant has a small amount available, it is reasonable to expect the individual to pay the entire cost of some items at the beginning of the plan, such as books or tuition for one semester. It is expected that payment is made by the individual to the vendor directly. IDVR may request a receipt as appropriate. The negotiated method and time frame for contribution of their share of the costs can and should be spelled out on the IPE.

If a participant has a significant amount available, such that IDVR is not paying for any of the services, the participant can still be served through assessment for eligibility and rehabilitation needs, counseling and guidance, coordination of services and job development/placement.

Services not Based on Economic Need (do not require FNA justification)

The following services may be provided without considering economic need:

A. Counseling, guidance and referral.

B. Diagnostic and related services to determine eligibility and services necessary to determine the nature and scope of the IPE.

C. On-the-job training.

D. Community assessment and work adjustment.

E. Job site development and placement and follow-along.

F. Assistive Technology Services.

G. Community Supported Employment (CSE).

H. Interpreters, Personal Care Services, Reader Services.

Services Based on Economic Need (do require FNA justification)

The following services may not be provided until economic need has been determined. If the participant does not qualify as having an economic need, these services cannot be authorized until their portion of the service is paid. If these services are developed as part of an IPE, the participant and/or family must pay them to the extent of their available resources, or use a comparable benefit.

A. All training (except OJT)

B. Maintenance (including clothing)

C. Transportation

D. Books and training supplies

E. Tools, equipment (including computers) and supplies

F. Physical or mental restoration services

G. Initial stock and supplies for self-employment

H. Assistive Technology Services (including home and vehicle modification – See Section 12.4.2 & 12.14.4)

I. Medical care for an acute condition (inter-current illness)

J. Services to family members

K. Occupational licenses

L. Any other goods or services

PURPOSE OF FNA: To determine the level of financial participation the individual will be able to assume in his/her IPE. In addition, the assessment is used as a:

- Counseling Tool
- Effective resource utilization
- Career planning
- Consistency of service provision statewide
- Counselor/participant accountability

The FNA can be used as a counseling tool for **all** participants:

- For counseling related to the participant's level of debt and money management skills.
- eg. Should the participant be referred to professional consumer credit counseling agency?

- For career planning to determine the individual's current financial status, and ability to participate in rehab plan.
- eg. Does the participant need to go to work immediately? Can the individual afford to attend a one, two or four year training program? How will the participant and family survive economically while attending training program?

- To determine the individual's economic needs, then seeking employment with wage that will meet those needs.
- eg. What hourly wage does the participant need to earn? Does the participant need to work 40 hours per week or less? Does the participant need to purchase health insurance?

- To determine the amount of individual's participation in paying for the costs of the rehabilitation plan. The individual needs to be encouraged to participate financially in the rehabilitation plan. Regardless of whether the participant has a budget surplus or deficit, ask how much the participant can contribute financially to the cost of rehabilitation plan. The individual needs to be vested in and committed to the success of his/her rehabilitation plan.

- Financial participation by family members should always be encouraged when developing an IPE. The family's income needs to be included on the FNA for individuals under the age of 18 years, claimed as a dependent on income tax, or are under legal guardianship. Married participants need to include their spouse's income on the FNA. If extended family member expenses are included in the FNA, then their income must also be included.

~~SECTION 9.0 PURCHASE OF SERVICES AND SUPPLIES FOR PARTICIPANT USE IN THE VOCATIONAL REHABILITATION PROGRAM~~

~~**NOTE:** *Before discussing expenditure of Title I and State Funds for VR eligible participants, it is necessary to emphasize two areas where the participant must demonstrate compliance with federal law. First the consumer must file federal income taxes if s/he is delinquent in payment of appropriately assessed federal/state taxes due. The consumer must provide to the VR agency a document confirming an agreement with the IRS regarding the payback process. Secondly if an 18 year old male citizen refuses to register under federal selective service requirements, he must register prior to his 26th birthday in order to meet the restrictions established under federal regulations. If he fails to demonstrate "maximum effort" during that time period, he is not eligible to receive funds under Title I. No-cost services, however, may be provided if appropriate. The individual who has violated selective service law does have recourse. He may appeal this decision through the due process procedures established in section 102(c) of the Act and 34 CFR 361.57 of VR regulations. This appeal will require a decision by the federal agency (e.g. US Department of Education, etc) that enacted the denial.*~~

The Rehabilitation Act of 1973, as amended, and ~~it's~~its implementing regulations mandate procedures in the provision of services and methods of procurement. ~~Individuals~~ Customers with a disability served through the vocational rehabilitation program must be actively involved in choosing the vocational rehabilitation services they receive and the entities providing those services.

~~Procurement authority is granted to VR counselors by the Chief of Field Services with the recommendation of their Regional Manager following a period of training and probation.~~

Consistent with procurement guidelines, a VR counselor cannot obligate Idaho Division of Vocational Rehabilitation (IDVR) to services that exceed his/her procurement authority. An Individual Plan ~~of~~for Employment (IPE) that will include a service generating an Authorization for Case Service (ACS) over $~~5000~~5,000 will require the Regional Manager's written approval ~~on~~of the IPE prior to the plan being approved. The ~~rehabilitation~~VR counselor will inform the ~~participant~~customer that the plan is pending approval during this process. An ACS purchase cannot be fragmented into multiple ACS's as a way to circumvent this approval.

All purchases in excess of $5,000 shall be reviewed and recommended by the Regional Manager.

NOTE: *Case service expenditures require written authorization prior to the initiation of the service or the purchase of any equipment. Oral authorizations are permitted in emergency situations by the Regional Manager or designee, but must be confirmed promptly in writing and forwarded to the provider.* ~~*Authorizations*~~ *These authorizations are to be issued within three (3) business days of the beginning of the service.*

The following principles shall guide ~~participant~~customer purchases:

~~A.~~

A. The IPE is the primary document that determines the scope, duration and provider of services. The ~~individual~~customer with a disability must agree to the terms and conditions of the IPE prior to services being provided.

~~B.~~

B. VR counselors are required to determine the rehabilitation needs of the ~~individual~~customer first, and then determine the provider and the procurement method. Costs, availability, success ~~and~~, experience providing the service, and ~~participant~~customer research, are characteristics that guide the choice of the provider.

C. ~~C.~~ The method of procurement is also determined in partnership with the ~~individual~~customer. The ~~agency~~Agency prefers that a state Authorization for Case Services (ACS) be provided to the selected vendor, with an invoice from the vendor documenting the service provision. Other methods are available, given the informed choice of the ~~individual~~customer, including reimbursement.

~~D.~~

D. The provision of services must be consistent with the unique strengths, resources, priorities, concerns, abilities, capabilities, and informed choice of the ~~individual.~~ customer.

~~E.~~

E. All purchased services that are evaluative and restorative shall be authorized prior to the provision of services. The ~~agency~~Agency will reimburse providers of medical services (both medical and psychological) based upon usual and customary fees for their area of specialization or based upon payment caps that have been imposed for specific services (Review Payment Policy – Section 12.2). Providers will be reimbursed at this rate independent of the ~~participant~~customer attending the scheduled appointment.

~~F.~~

F. Staff will ensure fair and equitable treatment of all persons doing business with the Division.

~~G.~~

G. Purchases will be made consistent with the elimination and prevention of discrimination due to race, religion, color, national origin, sex, age, and disability.

~~H. The responsibility for authorizing services and approving payment of those services must be assigned to separate employees. In small, sub-offices offices this control may be waived.~~

~~I.~~

H. The responsibility for authorizing services and approving payment of these services must be assigned to separate employees.

I. The record of ~~services~~service of the ~~individual~~customer shall contain necessary evidence and documentation of adherence to these principles.

~~J.~~

Regional ~~Managers~~managers are the Division's field service procurement liaisons and are responsible to ensure that staff have necessary training.

J.

SECTION 10.0 INDIVIDUALIZED PLAN FOR EMPLOYMENT (IPE)

10.1 Options for Developing the IPE

The eligible ~~individual~~customer or, as appropriate, the ~~individual's~~customer's representative may develop all or part of the IPE:

~~A.~~

A. Without the assistance from Idaho Division of Vocational Rehabilitation (IDVR) or any other entity

OR

B. ~~B.~~ With assistance from:

a. ~~a.~~ A qualified vocational rehabilitation counselor employed by IDVR~~.~~.

b. ~~b.~~ A qualified vocational rehabilitation counselor who is not employed by IDVR~~.~~.

c. ~~c.~~ Other resources~~.~~.

IDVR will not pay for IPE development services from other providers. IPE development must be completed on IDVR forms.

The IPE must be agreed to and signed by the ~~individual~~customer or, as appropriate, the ~~individual's~~customer's representative, the VR counselor and, when required, the IDVR Regional Manager~~.~~

~~A counseling relationship~~ or designee. An IPE is considered approved and ~~partnership is developed between the VR counselor and the eligible individual, where options are explored and where implications of decisions are identified. It is within this partnership that the VR counselor provides support tailored to the needs of the individual, as identified in the assessment process, so s/he may make informed choices that result in successful employment. In the development of the IPE, the individual will be encouraged to make decisions based upon relevant information available. In addition, the responsibility to make decisions based upon related laws, regulations and public policy is also a requirement of the partnership between the VR counselor and the individual with a disability.~~ services initiated only after all required signatures have been obtained.

~~Individuals~~

A comprehensive assessment must be competed in developing the IPE as described in section 7.2.

Customers must receive the supports that will assist them in making informed choices. ~~This is especially important for individuals with cognitive or other disabilities who require assistance in exercising informed choice.~~

~~Individuals~~

Customers shall promptly receive a copy of their initial IPE and any subsequent ~~revisions~~IPEs. Copies shall be provided in the native language of the ~~individual~~customer or through appropriate modes of communication~~.~~ if appropriate.

The record of services must support the selection of the specific employment outcome, the objectives of the IPE and the selection of providers of services. ~~VR~~All goods and services, except assessment services, may only be provided in accordance with ~~the~~ IPE.

~~It is imperative that~~An IPE can support one of the ~~individual fully understand that~~five following employment ~~means~~outcomes:

~~a. Entering or retaining full-time, or if appropriate, part-time competitive~~

1. Competitive employment in the integrated labor market~~, including self-~~.
2. Self-employment
3. Homemaker
4. Unpaid family worker
5. Integrated employment~~, telecommuting or small business ownership.~~ with supports

~~b. Community Supported Employment (CSE).~~

IDVR must:

~~a.~~

1. Reinforce the ultimate purpose of the IPE: To assist the ~~individual~~customer to prepare for, secure, retain, or regain employment.

~~b.~~

2. Insure that the ~~individual~~customer fully understands that ~~s~~she/he must participate as an active ~~-~~and cooperative partner in the identification and selection ~~of an~~, through informed choice, of a vocational ~~choice with~~goal, having a reasonable expectation for marketable success.

~~c.~~

3. Insure that the ~~individual~~customer fully commits to participate in the implementation and completion of the IPE.

10.2 Developing the Vocational Goal:

In selecting a vocational goal, it is important that the customer is actively involved in all phases of this development. Much research has been done to substantiate that the successful outcome of vocational rehabilitation increases when the customer is involved in every phase of the vocational planning. Vocational planning is built around vocational exploration, understanding the customer's medical and work history, his/her perception of disability, social habits, functional limitations, inherent aptitudes and transferable skills, vocational exploration through vocational evaluation, training options, and labor market research. The customer will explore the relationship of vocational objectives around his or her personal capabilities, interest, and situations and then attempt to understand the way these different factors impact and influence vocational potential. This information then helps the customer to develop the steps to a solid rehabilitation plan and provides tools for the customer to assess his/her current state of mind and to encourage positive self-initiated resolutions.

10.~~2~~3 Ticket ~~To~~to Work

~~—~~When a customer has a Ticket to Work through SSA and an approved VR IPE, their ticket is automatically assigned to IDVR, unless the ticket is already assigned to another employment network (EN). If the customer has a ticket assigned to another EN prior to IDVR involvement, the customer will be requested to reassign the ticket to IDVR. If the customer does not reassign

their ticket, IDVR will need a copy of the work plan from the EN that the ticket was assigned to, to ensure that no service overlap occurs. It is the customer's responsibility to provide the ticket work plan.

An Agency verification program has been implemented that informs Maximus of all SSA recipients who have been placed into an initial IPE. If a recipient has been assigned a ticket by SSA, Maximus will designate the ticket as "in usage" at the time of notification by the ~~agency.~~ Agency.

The VR counselor should always inform the SSA recipient that the choice to participate in an active IPE program will restrict any option to assign the ticket to other employment networks (ENs) while participating in the VR program.

At closure, the VR counselor is not required to contact Maximus. An ~~agency~~Agency verification program has been designed to inform Maximus of case closure. This notification will re-activate the ticket for further engagement if desired by the ~~client.~~customer.

At successful closure, it is highly recommended that ~~the~~a VR counselor provide a list of ENs who ~~are~~is capable of initiating follow-along services such as "Phase 2" and or "Monthly Outcome Payment" services. By referring the ~~client~~customer who is earning at Substantial Gainful Activity (SGA) level at closure to an EN, the probability of agency reimbursement at the completion of nine months of employment will be increased significantly.

~~*10.3 Annual Review*~~

~~The IPE must be reviewed annually by a qualified VR counselor and the individual to assess the eligible individual's progress in achieving the identified employment outcome.~~

10.4 The IPE must include the following:

~~A.~~

A. Using the information from the Comprehensive Assessment (Section 7.2) the VR counselor and ~~individual~~customer must determine a specific employment outcome consistent with the ~~individual's~~customer's unique strengths, resources, priorities, concerns, abilities, capabilities, career interests, and informed choice. In concert with the ~~individual~~customer, the VR counselor must conduct a thorough market analysis to include job outlook and the ~~individual's~~customer's economic expectations and needs. ~~*The goal is for the individual to become self sufficient and self supporting, if possible and the provision of planned*~~Planned services on the IPE should only entail those required to achieve the ~~*targeted*~~ vocational goal.

~~B.~~

B. The specific rehabilitation services needed to achieve the employment outcome, along with the projected dates for initiation and anticipated duration of each service, including:

~~a.~~

a. As appropriate, assistive technology devices, assistive technology services and personal assistance services including training in the management of those services;

~~b.~~

b. As provided in the most integrated setting that is appropriate for the services and is consistent with the informed choice of the eligible ~~individual;~~ customer;

~~c.~~

c. Timelines for the achievement of the employment outcome and for the initiation of services;

~~d.~~

d. A description of the entity or entities chosen by the eligible ~~individual~~customer or, as appropriate, the ~~individual's~~customer's representative that will provide the vocational rehabilitation services and the methods to procure those services;

~~e.~~

e. A description of the criteria ("Plan Documentation") that will be used to evaluate progress toward achievement of the employment outcome;

~~f.~~

f. The terms and conditions of the IPE, will include information describing the responsibilities of IDVR and the ~~individual~~customer to achieve the employment outcome;

~~g.~~

g. The extent of the ~~individual's~~customer's participation in paying for the costs of services;

~~h.~~

h. The ~~individual~~customer is required to apply for and secure comparable services and benefits when available. The responsibilities of other comparable service and benefit entities will be listed on the IPE;

~~i.~~

i. As necessary, the expected need for post-employment services prior to the point of successful closure (Review Post-Employment ~~.~~ – Section 12.~~13);~~ 14).

~~j.~~

j. A description of the terms, conditions, and duration of the provision of post-employment services;

~~k.~~

k. If appropriate, a statement of how post-employment services will be provided or arranged through other entities as the result of arrangements made pursuant to comparable services or benefits;

~~l.~~

l. Supported Employment ~~–~~ – for ~~individuals~~customers with the most severe disabilities for whom a vocational objective of supported employment has been determined appropriate, the following must be addressed:

~~i. a~~

- A description of time-limited services to be provided by IDVR not to exceed eighteen (18) months in duration, unless under special circumstances, the eligible ~~individual~~customer and the VR counselor jointly agree to extend the time to achieve the employment outcome;

~~ii. a~~

- A description of an identified source of funding for the extended services needed (long-term support). If it is not possible to identify the source of such funding, a statement that there is a reasonable expectation that extended services will be available. *Extended services are provided by a State agency, a private ~~nonprofit~~non-profit organization, employer, or other appropriate resource, from funds other than IDVR.*

~~iii. a description that the employment is competitive and available in an integrated setting. Verification of a "minimum wage" (State of Idaho Minimum Hourly Wage) must be documented.~~

~~m.~~

m. In developing an IPE for a transition student with a disability, the IPE shall be prepared in coordination with the appropriate educational agency and will consider the student's Individual ~~Educational~~Education Plan (IEP) if one exists;

~~n. The current IPE will be reviewed with the individual as often as necessary but at least annually to assess the individual's progress in meeting the objectives on the IPE.~~

~~o.~~

n. Completion of the IPE for all School-Work transition ~~participants~~customers, *before they exit the school system.*

NOTE: ~~*Because of the capability of the Gemini Case Management tool, with the ability to clone plans, write new plans, edit features and delete completed services, there will be only* **one active plan,** *which is the current plan with all current services reflected on it. When the current plan is signed and approved by the individual~~customer and approving authority (counselor or supervisor) all previous plans will become void and only the signature pages of those previous plans should be retained in the hard copy file~~.

10.4.1 – Implementation of the IPE

~~Assurance~~

The VR counselor should ensure that the IPE is developed and implemented in a timely manner, within ~~6~~four (4) months of the eligibility decision. *An exception may be made and must be documented in ~~a~~ case note~~,~~ on or before the plan due date if this timeframe will be exceeded due to the needs of the ~~individual participant.~~customer.* Documentation should include

~~participant~~customer readiness~~, availability, inability~~ to ~~complete a comprehensive assessment, as well as unforeseen delays outside the control of~~ implement the ~~individual, VR counselor, or Regional Manager~~IPE (i.e. legal, family, medical, transportation, and housing issues) and the anticipated time frame for resolution of factors delaying IPE implementation.

10.5 ~~Plan Features~~Annual Review

The IPE must be reviewed annually by a qualified VR counselor and the customer to assess the eligible customer's progress in ~~***Gemini***~~achieving the identified employment outcome. An approved plan amendment would replace an annual review.

10.6 IPE Electronic Case Management Functions

New Plan: ~~A new plan~~ The "New Plan" option is ~~completed~~utilized when completing an ~~original~~initial plan ~~is initiated~~ or when the overall nature of the IPE is changed. This would occur when a new vocational goal is chosen and there are major changes in the planned services. Any time a new vocational goal is chosen, a new comprehensive assessment case note must be completed that supports the new vocational goal. Remember: with the development of a new plan, the VR counselor and ~~participant~~customer will need to include all needed services and complete ~~all~~ the pertinent comparable benefit documentation outlined in Section 11.~~3~~0.

Clone: ~~-~~ The clone feature is to be used when the basic nature of the plan is going to remain the same. This feature brings forward a full copy of the previous IPE and allows the VR counselor and ~~participant~~customer to add new services. New services will be given new service numbers when they are added to the clone. It is important to add new services before deleting previous services from the plan that have been completed or expired. This keeps service ~~numbers~~number 1-2-3… in numerical order and allows for subsequent services to be numbered appropriately. Justification for the new services must be documented in the comments section of the Plan sub-page. If the *goal is changed without the need to modify services, the IPE can be cloned.* Change the goal and update the comprehensive assessment in a case note to justify vocational change. When adding new or expanded services to a clone, *always update the justification in the "documentation" box.* It is not necessary to clone the plan each time the price of a service outlined on a plan increases. This can be accommodated through the authorization showing the increased costs.

~~**Edit:** The edit function may only be used to change a vendor or to edit the documentation on a previously signed and approved plan. The edit function is not to be used to add a new service to an existing plan. The edit function may be used prior to closure to insure that the employment outcome on the last plan is in the same or related field as the employment outcome at closure since this is a federal requirement. When editing the employment outcome, it is essential that the VR counselor document how~~

~~the substantial services provided on the edited IPE support the final employment outcome and that the participant fully agree with the modified goal. All VR counselors and support staff can edit plans since edits do not require signatures.~~

~~**SUMMARY:**~~

~~**NEW Plan**: is always implemented for a new vocational goal when major changes in services are necessary.~~

~~**CLONED Plan**: is implemented when new services are added or additional services are needed to fulfill the objectives of a previous plan. A clone may also be implemented when the vocational goal is modified without changing the planned services.~~

~~**EDIT**: is used to change a vendor or edit the documentation on a previously signed and approved plan.~~

Edit: There are limited circumstances when editing an IPE is allowed. When editing an IPE, a VR counselor, who meets CSPD standards, must document in a case note the customer's agreement with the edit of the IPE. The only two situations where an IPE can be edited are:

1. Changing the provider of a service

   Generic services can be edited on an IPE, with customer agreement, without a customer's signature, prior to the initiation to that service. Non-generic services cannot be edited. No service may be added to the IPE through the edit process.

   a. Generic services – Tutoring, computer equipment / software, auto repairs, books, transportation, community rehabilitation services, child care, clothing, academic testing, dental work, dialysis, driver's training, eye glasses, functional capacity evaluation, GED, hearing aids, information referral services, insurance, kidney related services, lab work, licensure, maintenance, medication, vocational adjustment, tools and equipment, supplies, and x-rays.

   b. Non-generic services – Medical examination, diagnostic examinations, case management, post-secondary education, medical records, counseling and guidance, treatment, evaluation, hospitalization, interpreter services, education and evaluation, therapy, OJT, other services, personal assistant services, psychological consultation, prosthetics / orthotics, rehabilitation technology, rehab engineering, self-employment technical assistance, surgery, transition planning, and vocational evaluation.

2. Changing the cost of a service

   The cost of services on the IPE can be edited if the cost increase is 10% or less for that particular service.

Plan Approval Authority:
VR counselors ~~1 and 2~~ who ~~have~~do not ~~been given permission to sign their own plans~~meet CSPD will continue to require Regional Managers (RM) approval for all plans. RMs can, at their discretion, delegate this function to an Assistant Regional Manager (ARM) or other senior counselors at a level 2 or 3.

~~*10.6 "4x 4" Service Policy:*~~

~~Revisions shall be completed when a significant change occurs in the IPE. Revised IPEs (clones or new plans) shall be in writing and shall not take effect until agreed to and signed by the individual. The IPE is amended as necessary by the individual and the VR counselor if there is a substantial change in the employment outcome, VR services or providers of VR services. *Amendments are not necessary, however, under the following very limited and specific circumstances:*~~

1. ~~The additional service *must not exceed $400.*~~
2. ~~The additional service *must not exceed four months in duration.*~~
3. ~~The employment goal *must remain the same* as on the previously written plan.~~
4. ~~The *additional service* will be provided on a *one-time basis per case.* This restriction is intended to prevent the ongoing provision of a specific service, e.g., transportation, beyond the four-month time limit or $400 maximum allowance.~~
5. ~~It is imperative that *a Case Note be completed to document that the individual is in full agreement with the provision of the additional service* provided by this protocol in order to show full awareness and agreement by the individual~~

Annual Review: Upon completion of annual review with customer, the VR counselor must complete annual review function in Case Management System.

~~**Note:** *VR counselors who currently do not have permission to sign plans will be exempt from participating in this protocol.*~~

~~Through the implementation of this policy, the VR counselor can continue to provide services in a seamless manner without having to interrupt a program by preparing and implementing an IPE for services with a minimal associated cost that are intended to support an ongoing vocational goal.~~

SECTION 11.0 COMPARABLE SERVICES AND BENEFITS

11.1 Comparable Services and Benefits

Each eligible ~~individual~~customer will be required to ~~review~~identify, with the VR counselor, all potential comparable benefits that may be available ~~prior to~~during the development of the Individual Plan of Employment (IPE). If comparable benefits and services are available, they ~~*MUST*~~ *are required to* be utilized, to meet, in whole or in part, the cost of vocational rehabilitation services. Comparable benefits and services should be utilized before Idaho Division of Vocational Rehabilitation (IDVR) agency funds are expended.
~~The definition~~
Provision of ~~Comparable Benefits and~~ Services:

1. If ~~is any benefit~~comparable services or ~~service that exists~~benefits exist under any other program ~~that is~~and are available to the ~~participant during the duration of the IPE and which can be directly applied~~customer at the time needed to ensure the ~~individual's~~ progress of the customer toward ~~the achievement of~~achieving the employment outcome in the customer's IPE, the designated State unit must use those comparable services or benefits to meet, in whole or part, the costs of the vocational rehabilitation services.
   ~~Federal regulations require that VR and the participant must utilize all~~
2. If comparable services or benefits ~~or services. This means that the individual must apply for~~exist under any ~~comparable benefit or service that could be~~other program, but are not available ~~during~~to the customer at the time ~~sequence outlined~~needed to ensure the progress of the customer toward achieving the employment outcome in the customer's IPE~~.~~, the designated State unit must provide vocational rehabilitation services until those comparable services and benefits become available.

The utilization of comparable services and benefits does not apply in the following situations:
~~A.~~

A. If the determination of the availability would delay the provision of vocational rehabilitation to any ~~individual~~customer who is at extreme medical risk. A determination of extreme medical risk shall be based upon medical documentation provided by an appropriate licensed medical professional and means a risk of substantially increasing functional impairment or risk of death if medical services are not provided expeditiously. It is strongly recommended that such cases receive medical consultation review whenever possible.
   ~~B.~~
B. If an immediate job placement would be lost due to a delay in the provision of comparable benefits.

11.2 ~~Comparable~~Exempt Services ~~and Benefits Exceptions~~

The following categories of service are ~~exceptions~~exempt to the requirement that comparable services and benefits be utilized:
~~A.~~

A. Medical, psychological or other examination to determine eligibility.
   ~~B.~~

B. IDVR counseling, guidance, information and referral, and IDVR job related services including: job search and placement ~~services.~~ assistance, job retention services, follow-up services, and follow along services.

~~C.~~

C. Evaluation of vocational rehabilitation potential.

~~D.~~

D. Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices ~~(see Section 12.14 for exceptions).~~

E. Post-employment services that are outlined through A-D.

11.3 Timeliness of Comparable Benefits

If a comparable benefit exists, but is not available to the ~~individual~~customer at the time needed to satisfy the rehabilitation objectives on the IPE due to no delay on the part of the eligible participant in seeking such benefits, IDVR may provide services until the comparable benefits become available. ~~For example: In a post secondary education plan, IDVR may provide up to $1650 of the first semester costs based upon the fact that a Pell Grant has yet to be determined in spite of appropriate Financial Assistance (FAFSA) preparation conducted in advance by the individual. Appropriate preparation in advance is defined as the completion of the application process for financial assistance far enough in advance to merit an eligibility/ineligibility decision prior to the onset of the desired training program.~~

~~The participant must complete the financial aid process and receive a financial aid award or denial letter before the first day of classes at the selected school. It is incumbent upon the VR counselor to inform the prospective student of this financial aid process and VR requirement. The VR counselor should always encourage and counsel the participant to complete the financial aid application as early as possible in order to comply with this policy. Subsequent semester costs will only be authorized upon receipt and consideration of the full FAFSA award(s). When IDVR provides first semester tuition prior to a grant award, approval must be procured at the Field Services Manager (Zone) level and documented on the IPE before services are established and authorizations issued. If available, a copy of the financial award or denial letter should always be placed in the individual's file before any authorizations are issued. As noted above, when the financial aid determination has been delayed or funding has not arrived at the institution, IDVR may fund that semester up to the amount noted in this section.~~

~~When this exception occurs it will be necessary for the counselor to document in the IPE the participant's obligation to reimburse the agency once financial aid is received. It is incumbent upon the counselor to closely monitor the receipt of the participant's Pell grant to secure reimbursed funds. The participant must understand that assistance with subsequent semesters will be dependant upon reimbursing the agency following receipt of the participant's financial award.~~

~~IDVR cannot pay for training costs unless maximum effort by the participant has been made to secure the following applicable grant assistance: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), State Incentive Grant (SSIG), Leveraging~~

~~Educational Assistance Partnership Grant (LEAP), and other grants.~~

~~NOTE: The individual must make repayment arrangements if s/he has previously defaulted on a loan and owes a refund on a grant before IDVR will support a training program in which financial aid is available to all eligible students.~~

SECTION 12.0 VOCATIONAL REHABILITATION SERVICES

12.1 ~~Guiding Principles~~Timeliness

The VR Counselor and customer require adequate time to accomplish all steps in the VR process to reach a determination and approval of ~~***Informed Choice***~~ an agreed upon feasible employment goal. VR services, other than assessment services, are initiated when the steps to this process have been completed and a plan is in place. Sufficient time must be allowed for the completion of a comprehensive assessment prior to implementation of IPE services.

~~A. All people with disabilities can achieve competitive, high quality employment in an integrated setting and can live full productive lives.~~

~~B. People with disabilities often experience major barriers related to the low expectations of, and misunderstandings toward, people with disabilities that exists within society, within the persons with disabilities themselves, and sometimes, within our own rehabilitation system.~~

~~C. People with disabilities should have responsibility and accountability to make their own choices about their lives; the kind of employment they want to pursue, who they want to provide services for them as well as the kind of services they need.~~

~~D. The primary purpose and role of the public rehabilitation system is to empower individuals with disabilities by providing them with information, education, training, and confidence, in order that they will make the right choices responsibly if appropriately informed. It is also the purpose of the public rehabilitation system to support those choices when they are based upon reasonable and verifiable premises.~~

~~E. The most effective rehabilitation occurs when there are true partnerships between the federal and state partners, state agency providers, community providers and employers, the disability community, all other partners, and the consumer.~~

~~The ultimate goal is to provide participants with skills, tools and information to aid in their vocational discovery process and to initiate informed choices when creating their Individual Plan for Employment (IPE) with the Vocational Rehabilitation Counselor (VRC).~~

~~Many tools exist to assist the participant and the counselor to identify inherent strengths, interest, aptitudes and transferable skills such as:~~

~~A. Comprehensive Guidance and Counseling provided by the agency.~~

~~B. Job Seeking Skills workshops offered by the Department of Commerce and Labor or Community Rehabilitation Programs (CRPs).~~

~~C. Vocational Evaluations provided by CRPs either "in-house or within the community.~~

~~D. Community Based "job shadowing" experiences within the community.~~

~~E. Career Interest Survey (CIS) studies as well as other computerized programs.~~

~~**Developing the Vocational Goal:**~~
Post-Secondary Training (PST) and other IPE services are VR services that are provided when it is required for a VR customer to become a competitive applicant for an approved IPE goal. If an applicant for VR services expresses an interest in a vocational goal that requires Post-Secondary Training and the VR applicant is either already enrolled or desires to start a PST program within six (6) months of application, IDVR reserves the right to assert that six (6) months or less may not be adequate to complete the process described above.

~~In selecting a vocational goal, it is important that the~~ participant is actively involved in all phases of this development. Much research has been done to substantiate that the successful outcome of vocational rehabilitation increases when the participant is involved in every phase of the vocational planning. Vocational planning is built around vocational exploration, understanding the participant's medical and work history, his/her perception of disability, social habits, functional limitations, inherent aptitudes and transferable skills, vocational exploration through vocational evaluation, training options, and labor market research. The participant will explore the relationship of vocational objectives around his or her personal capabilities, interest, and situations and then attempt to understand the way these different factors impact and influence vocational potential. This information then helps the participant to develop the steps to a solid rehabilitation plan, and provides tools for the participant to assess his/her current state of mind and to encourage positive self initiated resolutions.

12.2 Agency Payment Policy

NOTE: Many of the services listed below include *maximum agency contributions.* This section outlines in detail the payment policy of Idaho Division of Vocational Rehabilitation (IDVR) in regard to specific services. It is the policy of IDVR to pay usual, customary and reasonable charges for services provided to its ~~participants~~customers by providers of goods and services except for the following list. An "Exception Policy" ~~clause~~to the payment policy is ~~attached~~included at the ~~completion~~end of this ~~list~~sub section, explaining that the payment caps established may, on occasion~~,~~ be exceeded ~~for geographical or other considerations.~~

. It is important to emphasize that IDVR is not obligated to pay the total cost of services required to ensure that a ~~participant~~customer achieves an employment outcome. ~~The individual is always strongly encouraged as well as responsible for the pursuit~~When appropriate, customers are required to utilize Comparable Benefits and ~~identification of comparable benefits.~~Services (Section 11.0). Personal participation in the payment of some portion of the costs of a vocational plan may be required based upon the particular service selected as well as the identification of personal resources that could be applied toward the cost of the targeted ~~services.~~service.

Social Security Beneficiaries (SSI or SSDI):

Social Security disability benefits recipients are not required to participate financially towards any costs.

Applying the Financial Participation Assessment Information to Making Purchases:
If the customer has a financial participation requirement (Section 8.0), it will be applied to purchases prior to assessing any caps from the purchasing section.

Rates of Payment:

These fees are established in accordance with ~~federal~~Federal guidelines that permit an agency to establish fee limits for services designed to ensure a reasonable cost to the program for each service.

Whenever ~~possible~~appropriate, a competitive process will be used to achieve a reasonable price. Idaho is a low bid State; therefore, the lowest bid, meeting specifications, will then be the maximum amount IDVR will contribute to the purchase of goods or services. The Payment Policy will determine the maximum that IDVR will contribute to the purchase. For items not included in the payment policy, the usual, customary and reasonable rate will be used for the service, not to exceed the rate charged other public agencies. The ~~service~~services that will meet the ~~individual's~~customer's need at the least cost to IDVR shall be the service purchased.

All decisions on cases, including fee for services, are determined on an individual case basis. The ~~individual~~customer may choose his or her preferred vendor, but if ~~s/he~~the client chooses a product or ~~vendor~~vender that exceeds the maximum rate of payment established by the Payment Policy, the ~~participant~~customer will be responsible for the excess amount.

~~**Exceptions to Usual, Customary and Reasonable Charges:**~~

~~**When training is being proposed for**~~ **IDVR Payment Rates:**

1. **Post-Secondary Training:** IDVR provides financial assistance for Post Secondary Training. Listed below are maximum assistance allowances to apply toward all training and educational programs including college, university, vocational-technical, truck driving, cosmetology, business school, computer training, commercial pilot training, etc.

   The established percentage support applies to ALL tuition and fees including any associated health insurance fees.

~~1.~~ **Pell Grant / Financial Aid:** Any customer planning on attending an institution that is eligible for ~~**PELL**~~

a. Pell Grant funding~~, the individual~~ must complete the ~~requisite~~Free Application for Federal Student Aid (FASFA) application ~~documents~~ and receive ~~a determination decision~~an award or denial letter prior to any IDVR financial participation. ~~Exceptions to this policy must be approved and reviewed by the Field Services Manager (Zone).~~All PELL grant proceeds must be applied first toward tuition and book expenses before IDVR assistance is provided.

Any non-merit grants or scholarships must also be applied to tuition, fees and books before IDVR assistance is applied.

A merit scholarship, based on academic standing or achievement, can be utilized at the student's discretion.

Student loans, including Federal student loans, can be utilized at the student's discretion.

~~2. In **IDVR reserves the right to adhere to the same payment/aid standards used at the state/federal level** (PELL and all other grants as well as Medicaid and Medicare payment standards).~~

~~3. **Idaho *public* in-state**~~ situations where a comparable and accessible Pell Grant and non-Pell Grant supported programs co-exist, IDVR requires utilization of the Pell Grant supported program.

An exception for IDVR financial support to a non-Pell Grant supported program (when a comparable Pell Grant supported program exists) can be granted after review and approval by the Regional Manager if the student can show extenuating circumstances and/or other very strong rationale for attending the non-Pell Grant supported program.

b. Tuition: IDVR will pay up to 90% of the total tuition and fees of any Idaho Public Post-Secondary Institution.

For customers choosing out of the state or private institutions IDVR will pay up to 90% of the tuition and fees up to 90% of the highest Idaho Public Post-Secondary Institution offering the same program.

c. Out-Of-State Education and Training: Public and private post secondary institutions including colleges, ~~vocational technical schools,~~ universities, vocational technical schools, and other educational and training institutions outside the State of Idaho (see 12.5).

Normally IDVR financial participation will be limited to equivalent rates established for in state education and training ~~Institutions' education expenses (fees and tuition, including health insurance fees) are established as follows:~~ with the following exceptions;

~~Maximum:~~

~~$1650 per semester x 2 per year ($3300 max per federal fiscal year)~~

~~$1100 per quarter x 3 per year ($3300 max per federal fiscal year)~~

~~$1000 per semester x 2 per year ($2000 max per federal fiscal year) at the following three community colleges: North Idaho College (NIC), College of Southern Idaho (CSI), and College of Western Idaho (CWI).~~

4. ~~**Community College attendance.** It is the policy of IDVR that any client who resides within proximity to one of the three community colleges referenced above and who desires VR assistance to embark upon an academic training program that includes course work available at these schools shall agree to complete all requisite course work at that local institution prior to transfer to a university for subsequent studies. Should the client still insist on attending a university setting, s/he will be responsible for tuition costs beyond the $1000 dollars that would be funded at the community college.~~

~~For Example:~~

a. ~~VR Maximum per semester for full time (12+ credits) - $1650 at a university, or $1000 at a community college.~~

b. ~~VR Maximum per semester for ¾ time (9-11 credits) - $1237.50 at a university or $750 at a community college.~~

c. ~~VR Maximum per semester for ½ time (6-8 credits) - $825 at a university or $500 at a community college.~~

~~If the participant receives a Pell Grant, it must be applied first for tuition or fees. VR may pay the difference up to the $3300 per year maximum.~~

~~These yearly maximums include summer school.~~

~~The following *Exceptions* must be reviewed and approved by the Regional Manager (RM) for VR Counselors 1, 2, & 3)~~

~~VR~~

i. If a customer's vocational goal requires an educational degree that is not available at a state of Idaho public institution, IDVR will pay a maximum of 2.5 times the rate of two semester's tuition of the University of Idaho.

ii. If the course of study is offered in-state, because of the additional costs caused by accommodations for disability, it would be more cost effective for the Agency to support the attendance of the customer at an out-of-state educational institute, then VR may pay the training rates established for out-of-state programs.

d. Summer Sessions: Summer sessions are generally considered optional for academic programs. Therefore additional funding is typically not allotted for summer sessions.

Payment for a summer session will be considered with approval from the Regional Manager. Maximum assistance rates will be established according to the length of the term, i.e. semester, trimester, quarter. Approval or denial for summer school assistance will be considered if it meets any of the following conditions;

~~a.~~i. IDVR may pay for summer ~~school~~session if it is a required part of a ~~Vocational or Technical Program, e.g. Welding – 5 sessions per year~~program.

~~b. VR~~IDVR may pay for ~~academic summer school if by attending the individual will be able to finish the final semester and not have to attend in the fall.~~

~~c.~~ii. ~~VR may pay for summer school~~summer session in exceptional cases where a disability-related reasonable accommodation is verified.

~~4. **Idaho *private* in-state colleges,** vocational technical schools, universities, and other education and training institutions, education expenses (fees and tuition, including health insurance fees) are established as follows:~~

~~Maximum:~~

~~VR~~IDVR may pay ~~up to $3300 per federal fiscal year~~ for ~~any in state training, public or private.~~

~~If the participant receives a Pell Grant, it must be applied first for tuition or fees. VR may pay the difference up to the $3300 per year maximum.~~

~~5. ***Out-of-state* colleges,** universities, vocational technical schools and other education and training Institutions.~~

~~a. If the participant must attend~~ an ~~out-of-state institution because the course of study is not offered within the state of Idaho then IDVR can pay the "usual and customary" charges for fees and tuition.~~

b. If the course of study is offered in-state, but because of the additional costs caused by the accommodation for disability, it would be more cost effective for the agency to support the attendance of the individual at an out of state educational institute, then VR may pay the usual and customary tuition charges for the out of state educational institution.

c.2. If the individual chooses to attend an out-of-state institution, when comparable training is clearly available in the state, then IDVR will only pay the Idaho in-state maximum cost (fees and tuition) currently established at:

Maximum:

$1650 per semester x 2 per year ($3300 max per federal fiscal year)

$1100 per quarter x 3 per year ($3300 max per federal fiscal year)

iii. These yearly maximums include summer school.

These maximum fee allowances provided by IDVR apply to all training and educational costs including truck driving, cosmetology, short-term computer training, commercial airline pilot training, etc.

session if by attending the session the customer will be able to complete the college or university degree program by the end of that session.

6.

iv. IDVR may pay for a summer session if by attending the session the customer will be able to complete the college or university degree program within the timelines identified on the IPE.

3. Books Only:

Where available and feasible customers are required to use rental text books or e-books. All rented books need to be returned – customer will be billed when books are not returned.

If unavailable for rent or e-book format, some text books may need to be purchased. The expectation is that used books will be purchased when available. All books purchased by IDVR must be returned to IDVR unless negotiated previously with VR counselor (where the book may be used for additional classes, reference, or for disability reasons).

IDVR will pay a maximum of 90% of the text books. If non-merit grant funds are remaining after paying tuition and fees they must be applied to books.

4. Medical Insurance for students in post-secondary education: IDVR may pay for medical insurance for students while attending an institution that requires medical insurance. If the student has medical insurance or can obtain medical insurance at no extra cost that meets the institutions requirement IDVR will not pay for medical insurance.

Note to staff: this must be issued as a separate authorization and classified as insurance.

~~Maximum:~~

~~$300 per semester x 2 per year ($600 maximum per federal fiscal year)~~

~~$200 per quarter x 3 per year ($600 maximum per federal fiscal year)~~

~~For Vo-Tech programs, where most of the books are required at the beginning of the first semester, VR can issue for required books not to exceed $600 per federal fiscal year.~~

~~These yearly maximums include summer school.~~

5. ~~7.~~ **Medical exams with written report:**

a. General Physical exam - $65 maximum
b. Specialist exam by M.D. - $~~200~~350 maximum, plus actual cost of related procedures (e.g. x-rays).

6. **Psychiatric Evaluations:** $250 maximum for the evaluation plus one medication monitoring sessions that is considered a diagnostic.

~~a.~~7. **Psychological ~~exam~~Exam by Licensed Psychologist~~–~~:** $200 maximum plus actual cost of psychometric tests.

~~b.~~8. **Ophthalmologist~~/~~:** The specialist fee ($350) for an ophthalmologist will be authorized when diseases of the eye are present and cannot be dealt with by an Optometrist~~:~~

.

9. **Optometrist:** Maximum fees are established for general visual exam, accompanying test, frames and glasses. Tinted glasses require a prescription for IDVR payment. ~~The specialist fee for an ophthalmologist will be authorized when diseases of the eye are present and cannot be dealt with by an optometrist.~~

~~Procedure~~	~~Fee~~
~~Visual Exam~~	~~$85~~
~~Frames~~	~~$85~~
~~Single Vision Lenses (per pair)~~	~~$80~~

~~Bifocal Lenses (per pair)~~	~~$100~~
~~Trifocal Lenses (per pair)~~	~~$125~~

Procedure Fees:

Visual Exam $85

Frames w/ Single Vision Lenses (per pair) $165

Frames w/ Bifocal Lenses (per pair) $185

Frames w/ Trifocal Lenses (per pair) $210

~~c.~~ Contact Lenses – ~~contacts~~Contact lenses cannot be purchased for clients unless there is documentation by an ~~ophthalmologist~~Ophthalmologist or ~~optometrist~~Optometrist that there is a medical or visual need.

Maximum assistance - $125

~~d. Audiologist exam - $85 maximum~~

~~8. **Physical exam (GBM)** - $65 maximum~~

~~9.~~

10. Psychotherapy~~/~~ / Counseling Sessions: ~~Maximum: 10 sessions~~IDVR recognizes the benefits of additional training, education, and credentialing and has established the following payment policy for customer psychotherapy and counseling.

a. ~~10.~~ Doctorate level licensed psychologist up to $100.00 per session.

b. Masters level clinician (to include LPC, LCPC, MSW, LCSW, and ACADC) up to $80.00 per session.

c. Bachelor's level counselor (CADC) up to $40.00 per session.

d. Group Counseling – IDVR also recognizes the importance of group counseling as a part of mental health restoration and as a supplement to customer counseling. The following payment policy has been established for group counseling (not to include family counseling). Group counseling up to $25.00 per session.

The maximum that can be spent on any psychotherapy or counseling services is $1,000.00 for the life of the case.

11. Medication~~:~~ and Medication Monitoring:

Maximum: 3 months of medication identified on an IPE with one additional month if needed for diagnostic purposes – total 4, while ~~participant~~customer applies for reduced cost or ~~fee~~free medication programs provided by drug companies or other sources of comparable benefits.

~~11.~~ Maximum: 5 sessions of medication monitoring identified on an IPE. This does not include the one follow-up that is part of the evaluation.

12. **Dental Work~~,~~:** including but not limited to ~~cleaning~~, fillings, extractions, crowns, and dentures. Dental Work would need to create an impediment to employment and must be appropriate to the identified employment goal.

Maximum: $500 per case

13. ~~12.~~ **Hearing Aids:**

Maximum: $1,000 per hearing aid. Cost must include insurance for free replacements for one year.

~~13.~~ **Audiologist exam:** $85.00 maximum

14. **Transportation:**

a. Public conveyance (bus, van) ~~actual~~ Actual cost~~.~~ of service
b. Private vehicle not to exceed $60 maximum per month within a 20 mile radius ~~in-town commuting,~~ or ~~$200~~up to a maximum ~~out~~ of ~~town commuting~~ $200 per month outside the 20 mile radius.

c. ~~14.~~ Taxi Services – In areas without public conveyance, IDVR will not exceed $60 maximum per month.

Car Repairs:

15. Maximum: ~~$~~300 per case (except for cost of reasonable accommodation for disability). IDVR will not pay for customary general car maintenance (i.e. oil changes, tire rotations, etc).

16. **Auto Insurance:** Maximum six (6) months of auto insurance. VR will only pay necessary auto insurance required to cover the VR customer as a vehicle operator.

~~d.~~17. **Vehicle Purchase:**

Maximum:~~15.~~ $5,000

- IDVR does not purchase new vehicles (12.9)

Maintenance:

18. Maintenance means monetary support provided to ~~an individual~~a customer for expenses, such as food, shelter, and clothing, that are *in excess* of the normal expenses of the ~~individual~~customer and that are necessitated by the ~~individual's~~customer's participation in an assessment for determining eligibility and vocational rehabilitation needs or the ~~individual's~~customer's receipt of vocational rehabilitation services under an individualized plan for employment (IPE). (Ref~~:~~ 34 CFR Part 361.5 (35~~).)~~)).

NOTE: ***Counselors cannot pay maintenance for those existing living costs that ~~an individual~~a customer would normally incur regardless of the ~~individual's~~customer's participation in a plan of vocational rehabilitation services.***

Maximum: $~~1,500~~2,000 total per ~~federal~~Federal fiscal year. ~~No single monthly amount to exceed $500. No limit on number of months up to the $1,500 maximum.~~

~~These maximums also apply to rent and room & board for post secondary education.~~

~~**NOTE**: *If the individual receives SSI or SSDI, VR cannot provide maintenance for basic living expenses.*~~

17. ~~16.~~ **Copy Fees:**

Maximum: $~~15~~25 for a copy of ~~report~~records or reports.

18. ~~17.~~ **Community Rehabilitation Programs (CRPs~~)~~ ~~(IDVR PM 2006-02)~~):**

~~a.~~ Maximum ~~daily rate for in-house work evaluation, work adjustment $69.55/day). (Exception: in-house evaluation may be paid at an~~ hourly rate ~~if reasonable justification, e.g. individual disability needs, delays in~~ for community based services~~) is documented.~~

~~b. Certain CRPs have developed a comparable cost service for in house diagnostics based upon the hourly rate. Those services can be utilized at will without justifying an exceptional cause. Please consult with the Regional Manager for a list of comparable hourly rate service providers.~~

a. ~~c. Maximum hourly rate for Community Based Work Evaluation (CBWE), Community Based Work Adjustment (CBWA), Placement & Follow Along (P&F), Job Seeking Development (JSD) and McCarron Dial evaluation - $46~~ - $47.80/hour.

Services purchased from CRPs are not subject to the allowable maximum for training and educational expenses.

Regional Managers can approve exceptions to the following limits:

- All types of Job Site Development - maximum 40 hours per strategy.
- CBWE and CBWA – maximum 25 hours.
- P&F – maximum 15 hours.
- CSE Job Coaching – maximum 40 hours.

b. Maximum~~18.~~ daily rate for in-house work evaluation, work adjustment - $69.55/day.

19. Tools & Equipment:

Maximum: $1,~~300~~500 per case. Agency inventory tools and equipment will count towards the $1,~~300~~500 maximum. *The VR counselor must always negotiate in the best interest of the agency on cost ~~of~~ services and must get three bids, if vendors are available, on all durable equipment (reusable) ~~valued~~value at $300 or more.*

Tools will need to be required for training or employment and must be verified by the school or employer.

Exception: ~~-~~If there is a change in employment outcome, the ~~individual~~customer must return the original tools to VR. After the tools have been returned, then VR may purchase new tools up to the $1,~~300~~500 maximum for the new employment outcome.

NOTE: *A Property Agreement must be secured on all durable equipment or reusable supplies that exceed $150 in value.*

20. ~~19.~~ On-The-Job (OJT) Fees~~-~~:

~~Maximum: $3,000~~

~~a.~~ (See section 12.5 On-The-Job Training)

Maximum: $3,000 for a salary of $9.00 per hour and under; $5,000 for a salary between $9.01 - $15.00 per hour; $7,500 for a salary of $15.01 or more. There is a 20 hour a week minimum.

a. The VR counselor must negotiate OJT fees based on:

~~1.~~• Employer's cost to train the individual above the normal level of training
~~2.~~• Level of technical skills required for job

- ~~b.~~ Number of hours worked

b. The Individualized Plan of Employment (IPE) and OJT Agreement ~~(Gemini 15)~~ must include:

~~1.~~• Cost of training
~~2.~~• Length of time (# of months)

VR counselors are strongly encouraged to negotiate a decreasing payment schedule with the employer.

~~To exceed the $3,000 maximum, the VR counselor must consult with Regional Manager. (Please review additional information regarding OJT outlined in Section 12).~~

21. ~~20.~~ **Computers including hardware and software:**

Maximum: $~~1,000~~500 per case, except for disability~~-~~ related ~~reasonable accommodation.~~
assistive technology.

~~Most post-secondary training institutions have computer labs available for student use and this is covered in the cost of tuition and fees.~~

~~21.~~

22. Self-Employment Plans – (see Section 12.9)

~~Maximum IDVR financial support for supplemental self-employment plans: $3,500~~

~~Any special circumstances on computers and tools on self-employment plans will be discussed with the appropriate Field Services Manager.~~

~~Please review self-employment policy, section 12.9 for full details regarding the IDVR agency policy.~~

23. ~~22.~~ **Child Care:**

Maximum: Up to $300 per ~~child~~month per ~~month~~case.

~~Use the Health & Welfare Child Care Funding as a comparable benefit before expending VR funds. The VR counselor should carefully explore all comparable benefits that may be available including assistance from family and friends.~~

~~23. **Kidney Services Only**~~

~~Kidney services provided to individuals with ESRD will be the same for PSK participants and general VR participants with a diagnosis of ESRD. (See Section 14 Pure State Kidney – PSK)~~

~~24. **Private/Commercial Pilot's License**:~~

~~The Division does not assist with the procurement of a private pilot license since there is no occupational outcome associated with such licensure. The agency may assist with the acquisition of a commercial pilot license.~~

~~25.~~24. **Reimbursements for Fines**:

~~IDVR will not reimburse (or pay restitution) for illegal behaviors - whether traffic violations or other misdemeanors. It is never appropriate for the agency to utilize tax supported funds to offset personal liability and accountability for a violation of the law.~~

~~26.~~
IDVR will not pay for costs associated or incurred due to illegal behavior (fines, restitution, and reinstatements due to legal related suspensions).

25. **Advanced Degree**:

IDVR may assist with an advanced degree~~,~~ based upon the rehabilitation needs of the ~~individual participant.~~ customer. (See section 12.5~~.4).~~

)

26. ~~27.~~ **Typical exclusions** from VR financial participation:

~~a. Vehicular purchase; however, IDVR may assist to modify an already owned vehicle to make it accessible for the Individual's usage (e.g. hand controls, van conversions, and lift installation). (see section 12.19 "Reserve Fund")~~
~~1. The cost of the modification cannot exceed the current Blue Book value of the vehicle.~~
~~2. The individual must maintain insurance on the vehicle for replacement cost.~~
~~3. VR encourages the use of loans from the Idaho Assistive Technology Project and Independent Living Centers.~~

a. ~~b.~~ Securing a private pilot's license~~. (see #24 above)~~

b. ~~c.~~ Organ transplantation~~, other than kidney transplants.~~

c. ~~d. Physical and Mental Restoration Services.~~Surgery; Surgery may be provided if it is not the sole vocational rehabilitation service needed for the ~~participant~~customer to return to work or to achieve an employment outcome.

~~—~~IDVR will only cover the cost of surgery if it will substantially reduce functional ~~—~~limitations. It is highly practical and appropriate for the VR counselor to explore alternative employment opportunities with the ~~individual~~customers that may negate the need for the corrective surgery. Such an alternative should accommodate the ~~individual's~~customer's functional restrictions and provide a level of income that would be comparable with potential earnings following a surgery. ~~The participant should always explore in cooperation with the VR counselor a variety of options in order to be prepared to make an informed choice.~~

~~———~~**NOTE:** *When physical restoration services for ~~individuals~~customers who have a temporary disability, which will be eliminated by surgical care in an acute general hospital, is the only vocational rehabilitation service to be provided, and the condition is likely to be remedied by relatively routine medical intervention with no significant lasting effects, the RSA position is that such cases should be referred to other agencies. Such services should not be paid for under vocational rehabilitation auspices. – (RSA Position Paper, 3/28/80, Robert R. Humphreys, ~~Commissioner~~commissioner of RSA)*

27. ~~28.~~ ~~——~~**No Shows**:

If ~~an individual~~a customer does not attend an appointment and ~~doesn't~~does not cancel or reschedule, the ~~individual~~customer will be responsible for payment of any charges ~~-~~– not VR.

If VR authorizes for an interpreter to be present and ~~individual~~the customer does not attend, VR will cover cost of the interpreter through administrative authorization.

Exception to Rate of Pay Policy:

The Rehabilitation Act of 1973, as amended, requires that IDVR have a policy that allows for exceptions to the Payment Policy, unless the exception would violate State or Federal laws. All exceptions will be reviewed on an individual case basis~~, and require approval by the appropriate Field Services Manager in charge of the zone from which the request originated~~.

Exception to Rate of Pay Process:

To be considered for an exception, the ~~individual~~Customer and VR counselor should first seek approval from the Regional Manager. Regional Managers have the authority to

approve the exception as long the exception is not more than 50% of the service cap. Greater than 50% of the service cap will require the approval of the Chief of Field Services. The Regional Manager shall submit the request for the exception in writing to the Chief of Field Services ~~Manager.~~ .

The request must include:

1. A description of the requested exception.

~~2.~~ Detailed reasons why the ~~individual~~customer, VR counselor and manager (when appropriate) believe the exception is warranted.

The Chief of Field Services (or Regional Manager when appropriate) will have ten (10) days from the date of receipt of the request to make a decision. ~~The VR counselor should be careful to explain to the participant prior to submission that just because s/he requests an exception does not guarantee that it will be approved.~~ If the request is approved, written notification will be sent to the Regional Manager (when appropriate) and this will be placed in the case file.

The Chief of Field Services ~~Manager~~ reserves the right to deny any request.

If a request for exception is denied, the ~~individual~~customer must be informed of the reason why and of his/her right to appeal the decision within ten (10) days of notification of the denial.

Reasons for Exception:

The items listed below are not all inclusive, but do contain the major reasons that will be considered in determining if an exception to policy will be granted. Financial need alone is not always sufficient grounds for asking for an exception. While ~~an individual~~a customer may present one or more of these reasons for an exception, VR counselors should use discretion in requesting an exception. It is sometimes the nature and scope of the reason and not the number of reasons that may justify the exception.

1. The need is disability related.

2. The ~~participant~~customer has used all sources available; including his/her own financial contribution, as well as all available Federal Financial Aid in post-secondary training ~~situations~~situation, insurance, Medicaid, Medicare, and other resources typically used by persons without disabilities.

3. ~~Family issues such as legal separation, divorce or~~ Changes in circumstances resulting in loss of income ~~make~~ or support making previously available resources unavailable.

4. Service is not available, in certain geographical locations of the ~~state~~State, within the Payment Policy maximums.

~~12.3 Counseling, Guidance, and Work-Related Placement Services for Individuals with Disabilities, including Rehabilitation Services that address Disability related Barriers to Employment, Job Search Assistance, Placement Assistance, Job Retention Services, and Follow-up~~

12.3 Counseling and Guidance

Idaho Division of Vocational Rehabilitation (IDVR) recognizes that vocational counseling and guidance is the key element in the rehabilitation process in that it is the method of involving the ~~participant~~customer and significant others in that process. It begins when the ~~individual~~customer contacts the agency and does not end until closure as successfully ~~rehabilitated~~ rehabilitation or through ~~to~~ the completion of the post-employment period.

Vocational counseling and guidance, including referral and placement, are essential VR services provided by the VR counselor throughout the rehabilitation process. This is the *primary service* in the VR plan.

Counseling, guidance and placement should be an integral part of every IPE regardless of other services because it is the best method of coordinating services and maintaining a good working relationship with the ~~participant.~~customer. This is also the ~~medium~~method used by the counselor to facilitate ~~participant~~customer input. The VR counselor gathers the necessary information for providing vocational counseling and guidance services from a wide variety of sources, including, but not limited to:

A. ~~A.~~ Medical and psychological information.

~~B.~~

B. Vocational evaluation information including labor market information, job analysis, aptitude and interest information, situational assessments and ~~trial~~trail work experiences.

C. ~~C.~~ Analysis of transferable skills.

D. ~~D.~~ Rehabilitation technology, including rehabilitation engineering.

Counseling will address vocational and personal adjustment issues that are creating barriers to the ~~participant~~customer obtaining and maintaining employment.

Counseling will be provided in a respectful manner encompassing the core conditions of helping. These will include unconditional positive regard, genuineness and congruence. Counselors will always maintain a professional demeanor and not allow counseling issues to become personal.

Counselors are to follow the canons of ethical behavior and practice outlined by the Commission on Rehabilitation Counselor Certification (CRCC) Code of Ethics.

Counseling services must be provided in every case but will vary depending on the needs and complexities of each individual ~~participant.~~customer. Frequency of guidance and counseling contacts is determined at plan development and included on the IPE. Case notes will reflect contact and content of meetings. *A monthly summary of guidance and counseling activities is the agency "best practice" norm for recording progress.*

12.4 Physical and Mental Restoration Services

These are services necessary to correct or to ~~modify~~ substantially modify a physical or mental condition ~~of an individual~~ that is stable or slowly progressive. *Before medical restoration is provided, there must be documentation that the clinical status of the ~~individual~~customer is stable or slowly progressive and the service is a requirement for the ~~individual's~~customer's successful employment.* The *medical consultant shall review the record* to insure the adequacy of medical information, ~~advise~~advice on the service requirement, educate the counselor on the procedure and required follow-up, and provide any necessary liaison with ~~the~~ medical community.
~~**Remember:** IDVR may provide physical and mental restoration services, to the extent that financial aid is not available from a source such as personal health insurance or comparable services/benefits such as Medicaid or Medicare. (See Section 12.2, Subcategory #25 "Typical Exclusions" "e. Physical and Mental Restoration Services").~~

Current maximum financial contributions by IDVR for ~~*italicized*~~specified services can be found in the "Payment Policy" section 12.2 of the ~~Manual.~~manual (See also section 12.2 subsection "Typical Exclusions" and section "Comparable Benefits"). For all other services listed below, IDVR will pay the prevailing "Usual and Customary" charges after a comprehensive assessment of potential or available comparable benefits and resources has been conducted.

12.4.1 Concurrent ~~Illness Service~~Acute or Chronic Conditions Arising from Physical or Mental Restoration: Services necessary to assist with acute treatment or care for a condition associated with or arising ~~during rehabilitation and constituting a barrier to achievement of an employment outcome.~~from physical and mental restoration services that are on the IPE. Comparable benefits will always be explored prior to authorization of this service. *The medical consultant should ~~always~~ be utilized to determine the medical rationale for such services~~.~~ whenever possible.*
~~**12.4.2 Prosthetics/Orthotic Devices:** When the agency purchases an assistive technology device, such as hearing aides, prosthetic/orthotic equipment it is important that the counselor stipulate on the IPE the personal financial responsibility that the individual must assume for maintenance and future modification or replacement needs. Guidance should be provided in assisting the individual to understand the need for budgeting finances for that specific purpose.~~

~~*12.5 Vocational and other training services, including:*~~

These services should be provided in the least intensive medical environment appropriate.

In the case of a chronic condition which does not appear to be resolving in a reasonable amount of time, consultation with the medical consultant should be used to determine whether a case should be closed.

12.5 Training Services

12.5.1 Disability related training services

Disability related services ~~and on-the-job supports.~~

~~Disability related services –~~ include, but are not limited to~~,~~: orientation and mobility~~,~~ rehabilitation technology~~,~~ speech reading~~,~~ sign language~~,~~ and cognitive training/~~retaining.~~ retraining.
~~On-the-job-supports – support services provided to an individual who has been placed in employment in order to stabilize the placement and enhance job retention. Such services include job coaching, follow-up and follow-along, and job retention services.~~

12.5.2 ~~-~~Post-Secondary Training ~~- if comparable programs exist at both public and private schools, IDVR will pay a limited amount up to the amount of the tuition cap set for the public supported program.~~

Post-Secondary training is provided when necessary to ~~achieve an employment objective~~ become a competitive applicant for an agreed upon IPE goal that reflects the ~~individual's~~customer's interests and informed choice to the extent that those factors are consistent with ~~an individual's~~a customer's strengths, resources, priorities, concerns, capabilities and abilities. IDVR may support graduate study when the ~~individual's~~customer's employment objective is otherwise unachievable.

Prior to providing post-secondary training, comparable benefits shall be determined. The ~~individual~~customer is required to complete and submit for processing the Free Application for Federal Student Assistance (FAFSA). The resulting Student Aid Report (SAR) and Financial Aid Award Letter will determine the ~~federal~~Federal grant awards available that are to be applied to tuition, books and fees. Proof of financial award status *is required to be placed* into the record of services for all ~~individuals~~customers sponsored in post~~-~~-secondary education by IDVR~~-~~ for training and degrees that are eligible for grants. Examples of proof include; the SAR, Financial Aid Award Letter or Post~~-~~-Secondary Institution Student Budget, Compromise and Release documents from Worker's Compensation.

All ~~Federal (PELL, SEOG, SSIG, LEAP) and Native Corporation Grants are~~non-merit scholarships and grants to be applied to tuition, books and fees as a ~~1st~~first dollar source, prior to the consideration of expenditures of IDVR funds. Merit based funding may be applied to any legitimate college costs as determined by the ~~individual~~customer, with no comparable benefit test required.
~~Shared funding will be negotiated with federal, state or local partner agencies (VA, WIA, Tribal Vocational Rehabilitation, Worker's Compensation, etc.) to carry out a joint vocational plan to provide services to individuals.~~

When IDVR has a joint case with another VR agency (Veterans Administration, Tribal Vocational Rehabilitation, Idaho Commission for the Blind and Visually Impaired, or another state VR agency) the sharing of case cost shall be done in a way that multiple agencies are not paying for the same service.

The FAFSA Expected Family Contribution, Student Contribution, Work Study and other grants must be considered in meeting the financial needs of the ~~individual's~~customer's post-secondary education to the maximum extent possible.

~~Participants~~

Customers are required to ~~make~~submit an application for FAFSA whether or not they believe they are eligible for funding. *This process should occur along with the verification of determination of eligibility/ineligibility for financial aid prior to IDVR developing an Individualized Plan of Employment (IPE) and participating in financial assistance for a post-secondary education.*

12.5.~~3~~ 2.1 Out of State Training

Out-of-State ~~Colleges, Universities, Vocational Technical Schools and Other~~Post-Secondary Education ~~and Training Institutions.~~

~~a.~~

a. If the VR ~~client~~customer must attend an out-of-state institution because the course of study is not offered within the state of Idaho ~~then VR can pay the "usual and customary" charges for fees and tuition~~, please see section 12.2.

b. ~~b.~~ If the course of study is offered in-state, but because of the additional costs caused by the accommodation for disability, it would be more cost effective for the agency to have the ~~client~~customer attend the out-of-state educational institute, ~~then VR may pay the usual and customary tuition charges for the out of state educational institution.~~

~~This must be addressed by the VRC in the interest of informed client choice in the initial vocational guidance and counseling.~~see section 12.2.

c. ~~c.~~ If the ~~client~~customer chooses to attend an out-of-state institution when comparable training is clearly available in the state, ~~then VR will only pay the Idaho in-state maximum cost (fees and tuition).~~see section 12.2.

~~**12.5.4 Advanced Degree**~~

~~The Idaho Division of Vocational Rehabilitation may assist with an advanced degree, based on the rehabilitation needs of the individual. In order to support an additional degree, it must be demonstrated that the individual is unable to achieve an employment outcome that is consistent with the individual's strengths, abilities, capabilities and economic needs based upon existing academic credentials.~~

~~**Progress Measures**~~

~~Individuals~~

12.5.2.2 Progress Measures

Customers must maintain a term and cumulative grade point average that meets the school's academic requirements ~~(~~, program entry requirements, or a minimum of 2.~~5~~0 GPA ~~or "C" Average)~~whichever is higher and must demonstrate timely progress towards meeting the goal of the IPE. The VR financial participation towards schooling may be paused if academic progress is such that the customer will not qualify for entry into the program stated on their IPE.

If the ~~individual~~customer is placed on academic probation, or does not meet the standards stated above, s/he has one grading period in which to attain good standing. IDVR ~~sponsorship~~financial participation will terminate after that grading period ~~unless~~until the ~~individual~~customer achieves good standing.

If a ~~participant~~customer does not pass a course(s) or withdraws following the designated drop period for the post~~-~~-secondary institution, ~~s~~she/he is responsible to cover costs to repeat the course(s). *This understanding should be documented on the IPE that supports the training services.*

If a ~~participant takes~~customer take an incomplete, ~~s~~she/he is responsible to complete the course(s) as designated by the institution and may be responsible to pay for the repeat of the course(s) *based upon whether or not active participation in the original coursework was demonstrated as agreed upon in the IPE. Disability-related interruptions will serve as justification for an incomplete, but should be carefully assessed to determine the feasibility of extending a particular program.* If a ~~participant~~customer is unable to complete a course(s) due to a disability related issue, IDVR may assist in coordinating with the institution to resolve the matter (examples: finances, withdrawals, incompletes, etc.).

~~Expulsion from a post secondary program for academic dishonesty will result in IDVR sponsorship being terminated for continued post secondary education.~~

IDVR post-secondary educational support will cease if the customer has an expulsion for academic dishonesty.

12.5.2.3 Loan Defaults

VR funds may not be utilized to pay for post~~-~~-secondary education if ~~an individual~~a customer has defaulted on a ~~state~~State or ~~federal~~Federal student loan. If a good faith effort is being made, as determined by the National Clearinghouse, VR funding may be available. The University or College Financial Aid office may be able to assist in unusual circumstances. Additional information can be obtained ~~toll free from the Financial Aid Ombudsman office~~ at ~~1-877-557-2572.~~www.studentclearinghousse.org.

12.5.2.4 Loan Deferment

Consumers may be eligible for temporary suspension of loan payments during specific conditions such as, returning to school, unemployment, disability, or military service. Additional information may be sought through the Financial Aid ~~Offices~~Office at the ~~in-state universities.~~ school the student plans to attend.

~~**12.5.5 Benefits Counseling** - Services may include a profile of individual's benefit and employment status, analysis/consultation of the potential impact of employment alternative and use of work incentives on benefit status and consideration of available work incentives.~~

12.5.2.5 On-the-job-training (OJT)

An OJT is for a customer that is hired by an employer that needs specific training to achieve the employer's expectations. ~~All social security recipients should receive benefits counseling services.~~

~~***12.5.6 On-the-job training (OJT)*** -~~ On-the-job training requires the completion and signing of the IDVR OJT Agreement between the ~~individual~~customer, counselor, and employer, which states the hourly wage, the specific training needs, responsibility for Workers' Compensation coverage and any other conditions of employment. IDVR pays a training fee for OJT, not reimbursement ~~of~~or wages.

12.6 Benefits Counseling

Benefits counseling includes an informed discussion of the customer's benefits, employment status, consideration of work incentives, and the impact on existing or potential benefits a change in employment may create. All social security recipients should receive benefits counseling services.

OJT AGREEMENT

Vocational Rehabilitation and _____ agree to the following contract
(employer)
for training of _____. Training will be directed toward employment goal of
(client)
_____.
_____

1. VR will reimburse employer for training costs in the amount of $_____ per month for _____months or on a decreasing scale as follows:_____. OJT will begin _____.

2. If training ceases before training contract ends, payments will be made only for the actual time training is provided.

Sample

3. Progress reports will be completed monthly by the trainer/employer.

Not for Use

12.7 On-the-job-supports

On-the-job-support services are provided to a customer

4. ***Satisfactory*** progress by the client will result in consideration for employment at completion of training.

5. Neither VR nor trainer/employer will discriminate on basis of sex, race, color, creed, home of national origin, age, disabling condition or veteran status.

6. This agreement may be terminated by notification at any time by either the trainer/employer or Vocational Rehabilitation.

_____ _____

Vocational Rehabilitation Counselor Trainer/Employer

_____ _____

Date Date

~~ON-THE-JOB TRAINING REVIEW~~

~~**EMPLOYEE:** _____ _____ **JOB TITLE:** _____~~

~~**DATE:** _____~~

~~**EMPLOYER:** _____ **WAGE:** _____~~

~~**Review Period:** _____ **to** _____ **(Check one box on each line)**~~

Sample
Not for Use

~~Ability to do assigned work ☐ Exceptional ☐ Good ☐ Satisfactory ☐ Lacking ☐ Poor~~

~~Knowledge of work ☐ Exceptional ☐ Good ☐ Satisfactory ☐ Lacking ☐ Poor~~

~~Accuracy ☐ Exceptional ☐ Good ☐ Satisfactory ☐ Lacking ☐ Poor~~

~~Speed ☐ Exceptional ☐ Good ☐ Satisfactory ☐ Lacking ☐ Poor~~

~~Attitude toward work ☐ Exceptional ☐ Good ☐ Satisfactory ☐ Lacking ☐ Poor~~

~~Ability to learn ☐ Exceptional ☐ Good ☐ Satisfactory ☐ Lacking ☐ Poor~~

~~Initiative ☐ Exceptional ☐ Good ☐ Satisfactory ☐ Lacking ☐ Poor~~

~~Reliability ☐ Exceptional ☐ Good ☐ Satisfactory ☐ Lacking ☐ Poor~~

~~Conduct ☐ Exceptional ☐ Good ☐ Satisfactory ☐ Lacking ☐ Poor~~

~~Relation with other workers ☐ Exceptional ☐ Good ☐ Satisfactory ☐ Lacking ☐ Poor~~

~~Comments: _____~~

~~_____ _____~~

~~Signature and Title of person completing evaluation Signature of Employee/Trainee~~

~~***12.6 Job Placement of Participants***~~

~~VR counselors should regularly visit employers to keep current with common business practices, employer expectations, essential functions, local trends, and opportunities for employment. Developing effective ongoing relationships with employers is essential to good planning and positive employment outcomes. VR Counselors can create a demand for individuals with disabilities by marketing specific business gains or advantages that can result from IDVR services.~~

~~Individuals~~ who ~~are able to conduct~~has been placed in employment in order to stabilize the placement and enhance job retention. Such services include; job coaching, follow-up and follow-along, and job retention services.

12.8 Job Placement of Customers

All customers have the obligation to be involved in their own job search ~~and placement~~ activities ~~should determine~~ to the ~~level of involvement they desire from~~ fullest extent possible. The customer and the VR ~~Counselor. VR Counselors may be able to assist participants by teaching them skills in communication~~counselor will work together to identify the supports necessary for job search and placement. Some of the job search activities could include:

- Communication and presentation~~; as well as~~ skills ~~associated with gaining~~.
- Gaining access to and using information.
- Introducing ~~consumers~~customers to specific ~~individuals/~~programs ~~at~~such as job centers ~~may be appropriate.~~.

~~Some individuals may choose to seek employment through private employment/staffing agencies. Nationally, employers are increasingly obtaining both their temporary and permanent employees in this manner. In addition to placement services, these agencies may provide an assessment of the consumer's skill level or readiness for work. Employers generally pay the staffing agency fees. *Neither participants nor IDVR should pay fees to private employment agencies.*~~

- Gaining networking skills.
- Use of online job search and applications.
- Community Rehabilitation Provider (CRP) services.
- Providing information around Federal and State employment opportunities.

IDVR does not pay fees to private staffing/employment agencies.

12.~~6~~8.1 Community Rehabilitation Providers (CRPs)

Community Rehabilitation Providers may be used to ~~identify or carve out positions for those individuals who cannot successfully compete in the open job market. When subcontracting this service, VR counselors must ensure that quality employment outcomes, as defined on the participant's IPE are being~~ assist a customer as they prepare to obtain or maintain employment. CRP services may only be provided~~. The employment outcome~~ if they are agreed to by customer, VR counselor, and CRP. The CRP services should be consistent with the ~~individual's~~customer's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and be the informed choice of the ~~individual. To the maximum extent appropriate, the job placement should be in an integrated~~

~~setting.~~customer. Potential employers contacted by the CRP should be informed of ~~their~~the CRPs contractual relationship with IDVR. ~~Ideally, the VR Counselor should meet with the potential employer, preferably on the job site, to negotiate the actual placement and to describe the role of the CRP as related to the particular participant.~~ If workplace accommodation or assistive technology needs are identified for a customer, IDVR staff will be involved in addressing the accommodation needs with the employer (this is not referring to job coaching accommodations).

If services are contracted out to a CRP:

1. The ~~participant~~customer and VR counselor will review the available list of CRP vendors and the services offered by each and will make a selection. This process should be noted as "~~consumer~~customer choice" when documenting the choice of the CRP vendor and services to be provided. The ~~participant~~customer will sign an information release form authorizing communication between the selected vendor and IDVR.

2. The ~~participant~~customer and VR counselor will contact the CRP to discuss required services, negotiate and agree upon time frames and costs.

3. The VR counselor will submit referral information ~~(a fully completed referral form outlining all pertinent medical/psychological data, any felony history, and functional restrictions) and authorization to~~ necessary for the CRP~~.~~
~~-~~ to provide the agreed upon services.

4. The customer, VR counselor, and CRP will ~~always maintain contact with the participant during referral~~have a staffing prior to ~~a CRP~~ initiating services (this staffing can be by phone or in person).

~~4.~~5. The VR counselor and customer will develop and agree to regularly scheduled contacts while receiving CRP services~~.~~
(minimum once a month).

~~5.~~6. The ~~individual~~customer, VR counselor, and CRP will mutually agree upon frequency of contacts to monitor progress, quality, and duration of services provided.

~~6. The VR counselor will maintain contact with the participant and employer at the job site either through personal contact or delegated contact by the vocational counselor assistant (VRA) unless the individual specifically requests that contact be maintained off the work site..~~

~~**12.6.2 Worker's Compensation Liability**~~

Employers should be educated with regard to the fact that a person eligible for vocational rehabilitation services under ID. Title 33, Chapter 23, Idaho Code and the Administrative Rules of IDVR, who is placed with an employer through the authorized services of a CRP for community-based evaluation, community-based work adjustment or community supported

employment (CSE) training is covered for liability purposes through the Worker's Compensation Insurance carried by the CRP unless an actual ~~participant~~customer has actually been hired by a targeted employer prior to the provision of authorized services.

12.~~7~~ 8.2 Schedule A Appointing Authority in the Federal Government

5 CFR 213.3102 (t) (~~mental retardation~~cognitive impairment), (u) (severe physical disabilities), and (gg) (psychiatric disabilities) are combined into one streamlined authority, 5 CFR 213.3102 (u). This authority is used to appoint persons who are certified that they are at a severe disadvantage in obtaining employment because of disrupted employment due to hospitalization or outpatient treatment for the severe disabilities listed above.

Appointment and Certification Process

~~This certification to the Federal Government is a significant determination. Prior to issuing the certification the counselor shall visit the proposed worksite. The purpose of the visit is to assess the participant's need for assistive technology, and other vocational rehabilitation services that will enhance the participant's success in federal employment. Close follow-up with both the participant and employer is absolutely essential during the initial months of job placement. Careful and thoughtful job match of participants to federal employment will increase the likelihood that the participant will maintain employment.~~

~~The Division of Vocational Rehabilitation will not contract for job placement services with a community service provider to complete any of the above activities related to certification of placement through a Schedule A appointment.~~

~~The certification CAN be accomplished in two steps. The first step is a letter from the state VR counselor certifying that the individual experiences a significant disability and is eligible for appointment under this appointment authority. This type of certification is sufficient for an applicant to be considered for any job.~~

~~The second certification is completed when a participant has been tentatively selected for the position. The second letter must state that the VR counselor has evaluated the job tasks and determined the applicant is able to perform the essential duties of the position. The letter also must state what reasonable accommodation, if any are sought.~~

~~The designated Federal Human Resource Manager and/or alternative hiring authority for all positions participants apply for will request the certification of the participants eligibly for special appointment.~~

IDVR can assist customers with disabilities (whether IDVR customers or not) in completing the Schedule A process. Information on how to assist customers with disabilities with the Schedule A process can be found at: www.eeoc.gov/eeoc/initiatives/lead/upload/abc_applicants_with_disabilities.pdf or

~~The VR counselor~~ ~~is one of an expanded list of accepted entities who can certify job readiness for a federal job assignment. The certification is written in letter format and must verify that the applicant has a severe disability and is, therefore, eligible for this non-competitive appointment authority.~~

~~The following web link will provide further clarification regarding the Schedule A hiring authority as well as provide direct links to the Federal Register and the Office of Personnel Management (OPM):~~ http://www.opm.gov/disability/appointment_disabilities.asp

12.8.3 Alternative Hire Process for Employment with State Government

Within the IDAPA rules (15.04.01) of the Division of Human Resources and Idaho Personnel Commission exists the provisions and protocol entitled: 097 "Alternative Examination Process for Persons with Disabilities~~". Under~~," under this rule:

1. ~~1.~~ The VR counselor determines the need for the Alternative Hire process by documenting that the ~~participant~~customer cannot competitively compete for the job due to a disability(ies).

2. ~~2.~~ The VR counselor determines that the ~~individual~~customer meets the criteria for the alternative hire program.

   - Disability limits one or more functional areas.
   - The ~~individual~~customer meets the qualifications of the class.
   - The ~~individual~~customer lacks competitiveness in the normal hiring process due to disability.

3. ~~3. Complete~~The VR counselor will complete the Application for the Alternative Hire Program Form. Include a letter to Idaho Division of Human Resources (DHR) explaining why the ~~participant~~customer cannot compete through the normal examination process due to his/her disability. The examination process includes application, testing, and interviewing.

4. ~~4. Staff~~The VR Counselor will staff the case with the Regional Manager for approval. ~~Subsequently~~ The Regional Manager will subsequently forward the application to the VR Administrator for final approval.

5. ~~5.~~ IDVR Administrator approves/disapproves. If approved, the application will be forwarded to the Administrator of the Division of Human Resources for final review.

6. ~~6.~~ Upon approval from DHR, the VR counselor proceeds with the ~~alternative hiring process~~ Alternative Hiring Process to the hiring authority.

~~7. After~~**Note:** This process requires the ~~individual is hired, the VR counselor will monitor progress on the job. If the placement is unsuccessful, the VR counselor will withdraw the individual from the job and develop another employment strategy if appropriate.~~

~~**NOTE:** The VR counselor will utilize~~use of the "Alternative Hire Application"~~ and will follow the Alternative Hire Administrative Process (located under VR Intranet/Field Services/Other Forms)..~~."

12.9 Vehicle Purchase

Vehicle purchase may be provided if it is not the sole vocational rehabilitation service needed for the customer to return to work or to achieve an employment outcome. The vehicle purchased will be only at a level to meet the vocational rehabilitation need of the customer. If the customer desires a vehicle above and beyond the level of vehicle needed to meet the vocational rehabilitation need they will be required to pay the cost difference between the two. This amount would not count towards the customer's financial participation requirements and IDVR will not be party to associated financial obligations.

Purchase of vehicles for a customer is allowable only when the occupation of the customer will require a vehicle as occupational equipment. The agency may not purchase a vehicle for a routine need for transportation to and from a place of employment.

The vehicle will be purchased after all other aspects of the IPE necessary to achieve the employment goal have been completed.

Vehicle purchases require approval from the Regional Manager and Chief of Field Services prior to agreeing to the purchase for the customer. The VR counselor will be required to document responses to the following:

- How the purchase is essential to the achievement of a successful employment outcome.
- Whether the vehicle is required as a condition for employment or why it is needed to achieve an employment outcome.
- An explanation of the transportation alternatives explored and the reason(s) these options will not meet the customer's needs.
- A summary of other resources explored, such as insurance, a PASS Plan for customer receiving SSI/SSDI, or other sources, and how these resources will be utilized.
- The customer's disability is stable or slowly progressive and is not likely to impair his or her ability to drive in the foreseeable future.
- If the customer has a known pattern of alcohol or drug abuse within the past 5 years, whether in remission or not, a complete and current drug/alcohol evaluation included.
- An abstract of the driver's complete driving record obtained from the Department of Motor Vehicles. Citations other than parking tickets and minor traffic offenses may impact approval.

- Current Idaho driver's license of the person who will be driving the vehicle.

- Verification of customer's driving capacity as demonstrated through modified driving assessment or significant demonstrated safe driving history under current functional capacities.

- Verification of the customer's financial ability to pay for the fuel, license and registration, insurance, and vehicle maintenance. This will require an insurance quote appropriately reflecting vehicle usage. Additionally, the customer will have to develop a plan for how they will replace the vehicle in the future as part of the feasibility review. If the customer does not have a method to replace and/or repair the vehicle if an accident occurs, the customer will show the ability to provide comprehensive insurance.

- The type of vehicle being considered (estimated price range and any special considerations). IDVR does not purchase new vehicles or vehicles that require above an Idaho Class D operator's license.

Note: IDVR does not purchase vehicles to address geographical or other barriers that are not disability related.

Following the decision to purchase the vehicle:

- Must follow all state and IDVR purchasing guidelines.
- IDVR will only authorize purchase vehicles from licensed dealerships.
- An inspection of the vehicle prior to purchase from a qualified mechanic is required. Also, obtaining a Car Fax is required.
- The vehicle title will be granted to the customer upon proof of insurance and all appropriate licensing (a tool agreement is not required).
- Every six (6) months the customer must show proof of insurance and maintenance until case closure.

IDVR has no further obligation to purchase any future vehicles due to customer negligence.

12.10 Self-Employment Policy

Introduction~~:~~

The primary goal of the Idaho Division of Vocational Rehabilitation (IDVR) is to assist the ~~participant~~customer in attaining a suitable competitive employment outcome that results in financial self-sufficiency. Self-Employment is one ~~of the occupational options~~option that may be considered to assist the ~~participant~~customer in selecting a vocational goal.

The impediment created by the ~~participant's~~customer's disability must be addressed in the overall comprehensive assessment leading up to Individualized ~~Pan~~Plan of Employment (IPE).

The successful self-employment enterprise is operated by a participant who can demonstrate an array of skills and abilities, including; organization, business and financial management, marketing and other talents, as well as, knowledge and expertise in the goods or services being produced. These may be accomplished through natural supports or other resources and would need to be included in the self-employment plan. It is essential that the participant is well informed of potential risks and that efforts are made to minimize those risks~~, to the greatest extent possible.~~ .

A vocational evaluation/career exploration may be used as a method of assisting the ~~participant~~customer and VR counselor in deciding if self-employment is a possible viable option. Vocational evaluators have a variety of instruments, work samples, inventories and other strategies to use in providing feedback and information related to self-employment.

There may be a need for VR services prior to a commitment from IDVR on a self-employment plan. It could be appropriate for IDVR to assist ~~an individual~~a customer in services, such as training needed for certain skills or business knowledge before the decision is made by the ~~individual~~customer and VR counselor to pursue the development of a business plan.

IDVR values self-employment as a viable vocational outcome. Self-employment is presented by the VR counselor within the repertoire of vocational options and may be considered by ~~participants~~customers and VR counselors as they work toward the development of an appropriate vocational goal.

IDVR supports active, not passive or speculative, self-employment goals.

General Self-Employment Process and Flow Chart

The
~~Through~~ initial exploration of personal and business feasibility assessment, participants and their VR counselors will be equipped to make an informed decision about self-employment as vocational goal. Through training, technical assistance, financial assistance, and post start-up monitoring, participants will have support necessary to become self-employed.

~~**Definitions**~~

~~For the purposes of this policy, the~~ following ~~definitions apply:~~

~~1.~~ ~~*Self-*~~steps will be required for all self-employment~~ refers to an~~. The nature and extent of activities within each step will vary by the type and complexity of the self-employment ~~outcome in which an individual works in a business that s/he owns, operates, and manages with~~

~~the intention of being profitable and becoming self-sufficient~~
business goal.

1. ~~*Supplemental*~~**Assessment of Customer's Appropriateness for Self-**~~*employment – refers to*~~**Employment**
2. **Writing an** ~~employment outcome in which an individual works in~~**IPE – Developing a Business Plan**
3. **Amending IPE - Implementing the Business Plan**
4. **Closure of Self-Employment Case**

Definitions

a. **Business Plan –** A detailed outline of the business ~~that s/he owns, operates,~~description, objectives, organization, product or service description, summary of Customer qualifications, **a**nalysis of the potential business environment and ~~manages with the intention of~~ market, management and organizational structure, and financial plan.

   The level of detail required for the various components of the business plan will vary depending upon the type of self-employment being ~~profitable~~pursued.

b. **Contracting and Sub-Contracting –** When the VR customer works with a company under a limited or contract basis for either short or long term employment, but ~~only~~is not a company employee. There are some types of employment goals that could be sub contractors or a standalone business. Examples of likely contracting and sub-contractors opportunities include but are not limited to:
   - Realtor
   - Construction trades
   - Cosmetology, nail tech, and hair stylist
   - Paper delivery
   - Tattoo artist

   This is a type of start-up self-employment that will often be processed as a ~~supplement~~low cost, low risk, low complexity self-employment plan.

c. **Continued Self-Employment –** Employment where the VR customer is presently or recently (within the last year) engaged in a *successful* self-employed business as identified by the customer and feasibility of the business is recognized by IDVR. In this scenario, the IPE services will address *disability related barriers* to employment. IPE will be written as maintaining employment.

   Any capitalization of the business will require the use of low cost/low risk/low complexity, complex, or supported self-employment strategy.

-

2.**d. Feasibility** other sources of **Analysis** – Provides an in-depth analysis of the business concept, the market, the financial investment and income including Social Security benefits
potential. In addition, the feasibility analysis considers:
Form

- Financial resources, skills and history of the customer as it relates to successfully operating a small business
- The need for customer training
- The availability of strong support network for long-term business success
- The need for a comprehensive business plan
- The likelihood of sustainability in a reasonable amount of time (what is a reasonable amount of time will likely vary by the type of self-employment)

The feasibility analysis offers the VR Counselor and customer a comprehensive, objective evaluation of the strength of the proposed self-employment venture.

3.**e. Forms of Organization** – refers to the way the individual legally organizes the business

i. *Sole Proprietorship* - one person who owns the business alone, but may have employees. SShe/he will have unlimited liability for all debts of the business, and the income or loss from the business will be reported on his or her personal income tax return along with all other income and expense sshe/he normally reports (although it will be on a separate schedule)).
i.

ii. *Corporation* – requires a legal filing with the Internal Revenue Service for corporate status. Corporate organization provides limited liability for the investors. Shareholders in a corporation are obligated for the debts of the corporation; creditors can look only to the corporation's assets for payment. The corporation files its own tax return and pays taxes on its income.
Individuals

- VR customers who legally organize their businesses as a corporation, and are employed by their corporation may be eligible while in the start up phase of operations.

iii. *General and Limited Partnerships* – two or more individuals, one of which is a participantcustomer of IDVR with the controlling share (see Eligibility Requirements for Self Employment).

iv. *Limited Liability Company* - limited liability for all of its members (business partners), with the IDVR participantcustomer as the controlling member.

~~4.~~**f. Hobby** ~~– individuals-~~ customers identifying business-related goals that indicate a business activity that is:

~~v.~~• Operated for recreation and/or pleasure.
~~vi.~~•Not projected to be profitable.
~~vii.~~• Not seeking profitability.
~~viii.~~• Neither operating nor carrying on activity in a business-like manner.
~~ix.~~•Not depending on activity for livelihood.

g.

Low Cost / Low Risk / Low Complexity Self-Employment – A comprehensive business plan is not required if a feasibility analysis report indicates the business concepts represents a (1) low cost (under $5,000) total cost of anticipated self-employment start-up, (2) low risk (strong likelihood of success) and (3) low complexity (few and clearly identifiable barriers to self-employment). Examples of self-employment ventures that may not require a comprehensive business plan include:

- A VR customer is already self-employed and has demonstrated skills and abilities to successfully manage the business, and VR services are needed to retain employment due to a disability-related condition.

- The VR customer has previous experience being self-employed in the same or similar field and start-up needs are minimal.

- The VR customer has skills and experience in a trade and needs minimal training and services for startup, such as, lawn care, pressure washing, window washing, and bookkeeping.

- A VR customer has experience or training in a trade and will lease space or sub-contract with an existing business and pay their own taxes, i.e., massage therapist, manicurist, cosmetologist, real estate agent.

h. Complex Self Employment – All self-employment plans that do not meet the criteria for low cost/low risk/low complexity, continued self-employment or supported self-employment fall under this category.

i. Multi Level Marketing –As a marketing strategy in which a person is compensated not only for sales they personally generate, but also for the sales of others they recruit into a business venture, creating a “down line” of distributors and a hierarchy of multiple levels of compensation.

j. Natural Supports – Long term supports provided by individuals naturally invested in the success of the VR customer (family and friends).

k. Startup Self-Employment - refers to an employment outcome in which a customer works in a business that she/he starts, owns, operates, and manages with the intention of being profitable.

l. Supported Self-Employment – refers to an employment outcome in which a customer works in a business that she/he owns, operates, and manages with natural or long term supports, with the intention of being profitable.

Eligibility Requirements

Participation in self-employment or ~~supplemental~~supported self-employment as a vocational goal requires that:

1. The business venture is, at a minimum, 51% owned, controlled and managed by the IDVR ~~participant.~~customer. For those in supported self-employment, some IDVR customers may require the assistance of a guardian or conservator in controlling or managing a business.

~~•~~2. Businesses must be organized as Sole Proprietorships, Corporations, General and Limited Partnerships, and Limited Liability Companies, as noted in Definitions-Forms of Organization.

~~2.~~3. The business venture is considered legal in ~~Idaho as defined by the Idaho Attorney General.~~all jurisdictions in which it operates (Federal, Tribal, State and local Governments). This includes business and other necessary licenses.

4. The business venture is accurately ~~reported~~reporting to appropriate government agencies~~.~~, including the Internal Revenue Service and ~~Idaho~~ State ~~Tax Commission~~taxing agency or other ~~states bordering Idaho~~applicable

~~3.~~5. State or local authorities.

~~4.~~6. The business venture is organized as a for-profit entity.

Financial Participation Requirements

Social Security beneficiaries are not required to financially participate towards the cost of their self-employment plan.

IDVR customers have a variety of sources to obtain their portion of the business costs. Some of these include:

- Investment of funds from microloans;

- Commercial and consumer loans;
- Loans from family;
- Forgivable loans;
- Equity grants;
- Equipment critical to the business operation;
- Inventory;
- Supplies;
- Facility (including fair value of existing facility in which the business will be operated)

a. In consideration of the business start-up capitalization noted in the Business Plan, financial participation by IDVR and VR customer for the entirety of the self-employment plan, per case is as follows:

Business Capitalization	Maximum IDVR Financial Assistance	Minimum Customer Participation
Under $2,500	100%	0%
$2,501 to $5,000	80% of startup capital	20%
$5,001 to $7,500	70% of startup capital	30%
$7,501 to $10,000	60% of startup capital	40%
$10,001 and up	50% of startup capital	50%

If IDVR's portion for business start-up and capitalization is more than $10,000, the Chief of Field Services must provide approval.

b. Financial participation will not be required for IDVR investment in:

- Training and technical assistance.
- Accommodations necessitated by the customer's disability in order to participate in training, technical assistance or in consideration of financial assistance.

Limitations and Restrictions

Financial assistance for business start-up capitalization does not include:

1. Funding for speculative real estate development.

2. Deposits that are refundable to the customer or business.

3. Cash.

~~2.~~4. Salary or benefits for the customer, partners in ownership, or any employees of

the business.

~~3.~~5. Purchase of real estate.

~~4.~~6. Erection of buildings.

~~5.~~7. Inventory or business supplies that include tobacco, firearms or alcoholic beverages.

~~6.~~8. Refinancing of existing debt – business or personal.

9. Business continuation expenses subsequent to the initial start-up costs.

10. IDVR does not support a customer hobby as a self-employment goal.

Self-employment involving payment for registration, legal services, patents, trademarks, copyrights, or franchise fees require an exception to policy approved by the Chief of Field Services.

Multi-Level Marketing plans are often similar to illegal pyramid schemes; therefore, VR counselors are cautioned about supporting self-employment businesses with a multi-level marketing structure. Support for multi-level marketing businesses may be appropriate when the emphasis is on sales by the VR customer versus recruitment of down line distributors.

Types of Self-Employment

A. Start-up Business

a. Low Cost / Low Risk / Low Complexity Business Plan

I. Role of IDVR~~:~~

When working with ~~individuals~~customers expressing an interest in self-employment ~~or supplemental self-employment, the~~ the primary role of IDVR is to:

- Provide relevant information regarding the availability of self-employment services supported by the agency.
- Assist the customer in information gathering and assessment in deciding whether self-employment is an appropriate option to achieve their employment goal.
- Assess the customer's disability as it relates to the self-employment goal.
- Reduce or eliminate barriers to self-employment created by the disability.

- May authorize for the provision of external technical assistance including, but not limited to, business feasibility, training, business planning, and post start-up monitoring.

- Participate with the customer and external technical assistance to evaluate the feasibility of the business.

- Coordinate training and technical assistance services.

- Provide technical assistance as deemed appropriate at post start-up of the business.

- Monitor business development at post start-up.

II. Role of the IDVR Customer

Customer responsibilities, as part of the informed choice process relating to self-employment, include but are not limited to:

- Determining the concept of the business.

- Participating in the assessment process.

- Exploring the feasibility of the business venture. This may include gathering information, market feasibility, and likelihood of financial sustainability. This may include; collaboration with technical assistance.

- Writing the business plan with or without technical assistance and approval by the VR counselor.

- Contributing, as appropriate, financially to the capitalization of the business venture by utilizing all available financial resources.

- Assisting in the identification of existing and potential barriers including those created by the disability, as well as identifying possible solutions.

- Developing skills and abilities necessary to operate and sustain the business venture.

- Business implementation and management.

- Providing regular financial or other relevant documentation or information requested by the agency for post star-up monitoring.

- Fulfilling participation in the business start-up as noted in the Individualized Plan of Employment (IPE).

III. Assessment of IDVR Customer's Appropriateness for Self Employment

- Evaluation of the customer's interests, skills, aptitudes, and personality traits as they relate to self-employment. This may include; a) use of data gathering instruments, and b) formal vocational assessment to the degree necessary to ensure the customer has the basic skills necessary to operate and manage a small business.

- Ensure the viability of self-employment as it relates to the customer's ability to handle the physical, mental, emotional, and cognitive aspects of the business venture including their disability. This may require consultation with medical and/or psychological service providers that have been treating the customer. If clear information is not available additional assessments may be needed.

- Examination of the customer's financial goals related to self-employment should include consideration of issues such as impact on government benefits, supplementing family income versus primary source of support, and earning sufficient funds to maintain competitive employment standards. A referral for benefits planning may be appropriate.

IV. Writing an IPE – Developing a Business Plan

After a positive assessment of the feasibility of the business concept an initial IPE is written. Some of the key components of writing an IPE for business plan development include:

- IPE goal will be the anticipated vocational outcome that is the focus of the business plan.

- IPE must be identified as a self-employment IPE.

- Comprehensive assessment for this IPE is based on the appropriateness of self-employment as a strategy for the individual VR customer. It should be based on the feasibility analysis, the assessment of the customer's appropriateness for self-employment, and other information available.

Services provided as part of this IPE are intended to support the development, writing, and ultimate approval of the business plan. The following are key elements to the development of the business plan:

1. Customer Training and Technical Assistance:

- Customers may be expected to attend training and participate in technical assistance services related to self-employment. This could include options such as; training and technical assistance on subjects such as: exploring entrepreneurship, small business development, business plan development, small business management, accounting for business, and business financing.

- Customers may require business specific skill training to eliminate skill gaps or prepare for the operation of the business. This could include coursework such as accounting/bookkeeping, using computers in business, human resources in business, etc. Skill-building courses should be noted in the IPE as necessary.

2. Business Plan Development:

The Business Plan is viewed as an essential element in any business venture and will be the document used by IDVR to determine whether or not to participate in capitalizing the business venture.

- A basic Business Plan must be written and approved to the satisfaction for the VR counselor.

- The customer will prepare the Business Plan with or without external technical assistance from a service provider experienced in business plan development.

- Benefits counseling may be provided with a focus on the projected impact of revenues and expenses as noted in the Business Plan.

3. Process for Business Plan Review:

The customer's goal toward self-sufficiency and the level of the Agency's financial participation in the start-up capitalization of the business will determine the level of review and approval required.

- The counselor will review the plan for completeness according to the components listed in the definition of a Business Plan.

- All low cost/low risk/low complexity self-employment plans will be reviewed by the customer and the VR counselor.

a. If the customer and IDVR agree, then the VR counselor and customer proceed to amend the IPE to initiate the self-employment plan.

b. If the customer and IDVR agree, that revisions are needed the customer proceeds to revise the plan with or without technical assistance.

c. The customer may decide not to proceed with the identified business goal. If so, the customer and the VR counselor proceed with developing a new IPE goal (this may or may not be a different self-employment option).

V. Amending IPE - Implementing the Business Plan

Once the business plan has been approved by the customer and the VR counselor an IPE amendment will be developed that identifies necessary services and activities to implement the business plan.

1. Update comprehensive assessment based upon the additional information acquired through the business plan development process.

2. Identifying specific VR services, cost, and vendors need to implement the self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.

3. Identifying necessary training and technical assistance needed to implement the plan.

4. Identifying post start-up support services that may be needed.

5. Identifying the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:

   - Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).

- Withdrawal of IDVR support of the business and reassess other VR options.

- Proceeding with case closure.

VI. Closure of Self-Employment Case

1. Successful Closure

Successful closure can be completed when the following has been established:

- Identified benchmarks have been achieved.
- At least 90 days of stable employment and at least six (6) months of business operation.

Equipment provided for the self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the VR counselor proceeds with case closure unless the customer expresses interest in developing a new IPE goal. "All Other Reasons" would be the reason selected for case closure.

The customer is expected to return equipment provided for the self-employment plan, consistent with Section 13 of the policy.

b. Complex Business Plan

I. Role of IDVR

When working with customers expressing an interest in self-employment the primary role of IDVR is to:

- Provide relevant information regarding the availability of self-employment services supported by the Agency.

- Assist the customer in information gathering and assessment in deciding whether self-employment is an appropriate option to achieve their employment goal.

- Assess ~~individual's~~the customer's disability as it relates to the self-employment goal.

- Reduce or eliminate barriers to self-employment created by the disability.
- Authorize for the provision of external technical assistance including, but not limited to, business feasibility, training, business planning, and post start-up monitoring.
- Participate with the customer and external technical assistance to evaluate the feasibility of the business.
- Assist in identifying resources for the capitalization of the business plan.
- Coordinate training and technical assistance services.
- Provide technical assistance as deemed appropriate at post start-up of the business.
- Monitor business development at post start-up.

II. Role of the ~~Participant:~~ IDVR Customer

~~Exercising informed choice in the rehabilitation process has attendant~~Customer responsibilities ~~for the participant. These responsibilities~~, as part of the informed choice process relating to self-employment, include~~,~~ but are not limited to:

- ~~Determining the concept of the business.~~
- ~~Participating in the assessment process.~~
- Determining the concept of the business.
- Participating in the assessment process.
- Exploring the feasibility of the business venture ~~by~~. This includes conducting research ~~and~~, gathering information, ~~in collaboration with the technical assistance provider, related to the business concept,~~ market feasibility, and likelihood of financial ~~feasibility~~sustainability. This may include collaboration with technical assistance.
- Writing the business plan with or without technical assistance.
- Researching the availability of financial resources.

- Contributing, as appropriate, financially to the capitalization of the business venture by utilizing all available financial resources ~~available including microloans, commercial and consumer loans, loans from family, forgivable loans, equity grants, and personal property (inventory and equipment) essential to the operation of the business.~~.

- Assisting in the identification of existing and potential barriers including those created by the disability~~.~~

- ~~Developing skills and abilities necessary to operate and sustain the business venture.~~

- ~~Business implementation and management.~~

- , as well as identifying possible solutions.

- Developing skills and abilities necessary to operate and sustain the business venture.

- Business implementation and management.

- Providing regular financial or other relevant documentation ~~to~~or information requested by the ~~agency~~Agency for post start~~-~~-up monitoring.

- Fulfilling participation in the business start~~-~~-up as noted in the Individualized Plan of Employment (IPE).

~~**Self-Employment Process**~~

~~The case record will reflect the following self-employment process:~~

~~1.~~

III. Assessment of ~~participant's Readiness~~IDVR Customer's Appropriateness for ~~Considering~~ Self- Employment ~~and Supplemental Self-Employment, includes:~~

~~a.~~

- Evaluation of the ~~individual's~~customer's interests, skills, aptitudes, and ~~personal qualities~~personality traits as they relate to self-employment. This may include; a) use of data gathering instruments, and b) formal vocational assessment to the

degree necessary to ensure the ~~individual~~customer has the basic skills necessary to operate and manage a small business.

~~b. The individual has attended the training session entitled "Exploring Entrepreneurship" to affirm advantages and disadvantages of business ownership, explore preparedness from a personal perspective, assess skills related to the business venture, and explain IDVR guidelines for receiving technical and financial assistance for business development.~~

~~c. Examination of the individual's financial goals related to self-employment or supplemental self-employment should include consideration of issues such as terminating government benefits, supplementing family income versus primary source of support, and earning sufficient funds to maintain competitive employment standards.~~

~~d. The individual's expectations relative to the financial support s/he anticipates/expects from IDVR should be discussed at the onset. It is important that the participant understands that *IDVR will not be the sole source of start up capitalization and that any funding allocated to the start up of the business will be consistent with IDVR policy related to financial participation.*~~

~~2. Assess the participant's disability as it relates to the self-employment goal:~~

- ~~a.~~ Ensure the viability of self-employment as it relates to the ~~individuals~~customer's ability to handle the physical, mental, emotional, and cognitive aspects of the business venture including their disability. This may require consultation with medical and/or psychological service providers that have been treating the ~~individual~~customer. If clear information is not available ~~reflecting the participant's ability to handle the physical, mental/emotional, and cognitive aspects of the business venture,~~ additional assessments~~, such as a functional capacity evaluation, an assessment of cognitive skills and abilities, mental status evaluations, and work site analysis, should~~ may be ~~pursued as appropriate.~~ needed.

- The customer has attended a training session, such as the Small Business Development Center's "Exploring Entrepreneurship" or another comparable program, to evaluate the advantages and disadvantages of business ownership and explore self-employment preparedness from a personal perspective.

- Examination of the customer's financial goals related to self-employment should include consideration of issues such as, impact on Government benefits, supplementing family income versus primary source of support, and earning sufficient funds to maintain competitive employment standards. A referral for benefits planning may be appropriate.

Conduct

- ~~3. Assess~~ a preliminary assessment of various funding sources for business capitalization. The customer's expectations relative to the financial support she/he anticipates/expects from IDVR should be discussed at the onset. It is important that the customer understands that *IDVR will not be the sole source of startup capitalization and that any funding allocated to the start-up of the business will be consistent with IDVR policy related to financial participation.*

IV. Assessment of the Feasibility of the Business~~:~~

Concept

~~a. Participants will~~

Customers may be referred to outside resources for assistance in examining the concept, market and financial feasibility of the business. ~~Examples of resources may include: The Abilities Fund, the Idaho Small Business Development Centers, Bonner Business Center in Sandpoint, META and Sage Community Resources Program in Boise, and other local/regional microenterprise organizations and community economic development programs.~~ If the business idea is deemed feasible, the information developed at this stage will provide some of the basic data that will be used in completing the Business Plan to be written later.

Testing the feasibility of the business idea should be formalized through a written Feasibility Assessment documenting the following:

- Concept Feasibility: Clear description of the business idea; ~~individual's~~customer's background related to the business concept including education, training, direct experience and transferable skill sets; a summary statement identifying issues of concern regarding the feasibility of the concept; and a recommendation as to whether the business concept ~~if~~is feasible.

- Market Feasibility: Geographic description of market area; description of competitors working in or marketing to potential customers in geographic area; definition of target markets including size and scope of each market; zoning issues/requirements for establishing a business at intended location.

- Financial Feasibility: Capitalization requirements (start~~-~~-up funding not to exceed 6 months) consistent with the individual's business concept; identification of

resources for start-up funding and ongoing capitalization. Twelve (12) months of projected sales/expenses may be included, when appropriate.

V. ~~4. Participant~~Writing an IPE – Developing a Business Plan

After a positive assessment of the feasibility of the business concept an initial IPE is written. Some of the key components of writing an IPE for business plan development include:

- IPE goal will be the anticipated vocational outcome that is the focus of the business plan.
- IPE must be identified as a self-employment IPE.
- Comprehensive assessment for this IPE is based on the appropriateness of self-employment as a strategy for the individual VR customer. It should be based on the feasibility analysis, the assessment of the customer's appropriateness for self-employment, and other information available.

Services provided as part of this IPE are intended to support the development, writing, and ultimate approval of the business plan. The following are key elements to the development of the business plan:

1. IDVR Customer Training and Technical Assistance:

- ~~a.~~ All ~~individuals~~customers will be expected to attend training, when available, and participate in technical assistance services related to self-employment ~~and supplemental self-employment.~~ . This could include options such as: training and technical assistance ~~from: The Abilities Fund, the Idaho Small Business Development Centers, local/regional microenterprise development service providers such as Bonner Business Center in Sandpoint, META, and Sage Community Resources Program in Boise, and other local/regional microenterprise organizations and community economic development programs, consisting of~~ on subjects such as: exploring entrepreneurship, small business development, business plan development, small business management, accounting for business, and business financing. *Exceptions to the above requirement may be made with supervisory approval in limited circumstances ~~such as:~~*

  .

- ~~At the time the individual establishes self-employment or supplemental self-employment as a vocational goal, the individual has completed a positive feasibility assessment, a business plan including the Participant Business Plan Checklist. In this case, the counselor will complete the Counselor Business Plan Checklist and~~

~~then proceed with actions required for consideration of financial assistance.~~

- ~~b. Individuals may require business specific skill training to eliminate skill gaps or prepare for the operation of the business. This could include coursework such as accounting/bookkeeping, using computers in business, human resources in business, etc. Skill-building courses should be noted in the IPE as necessary.~~

~~5.~~

- Customers may require business specific skill training to eliminate skill gaps or prepare for the operation of the business. This could include coursework such as accounting/bookkeeping, using computers in business, human resources in business, etc. Skill-building courses should be noted in the IPE as necessary.

2. Business Plan Development:

The Business Plan is viewed as an essential element in any business venture and will be the document used by IDVR, banks, micro lenders, and other funding organizations to determine whether or not to participate in capitalizing the business venture.

- ~~a.~~ A comprehensive Business Plan will be required for all ~~participants, regardless of their goal of~~complex self-employment ~~or supplemental self-employment, as they request financial assistance for a business venture.~~goals. The content for a comprehensive Business Plan is ~~defined~~a thorough assessment of all the components listed in the ~~Participant~~ Business Plan ~~Checklist (see Attachment 1). Participants should use the Participant Business Plan Check List as a guide for preparing the business plan to ensure that all the critical areas are addressed~~definition.

- ~~b.~~ The ~~individual~~customer will prepare the Business Plan with or without external technical assistance from a service provider experienced in business plan development.

- ~~c.~~ Benefits counseling ~~will~~may be provided with a focus on the projected impact of revenues and expenses as noted in the Business Plan.

3. ~~6.~~ Explore and Apply for Resources Available From Other Sources:

IDVR ~~participants~~customers pursuing self-employment ~~and supplemental self-employment~~ are required to explore~~, *and when appropriate, apply for*~~ funding from sources other than IDVR. These may include microloans, commercial and consumer loans, loans from family, forgivable loans, equity grants, and work incentives for Social Security recipients including Plans to Achieve Self Support (PASS) and personal property (inventory and equipment) essential to the operation of the business ~~(PESS).~~. If the business plan is approved and the IPE is amended, the customer will apply for other resources necessary to implement the business plan.

4. ~~7. Review of~~ Process for Business ~~Plans for Funding Consideration:~~
Plan Review:

The ~~individual's~~customer's goal toward self-~~-~~sufficiency and the level of the agency's financial participation in the start-~~-~~up capitalization of the business will determine the level of review and approval required.

~~a.~~ The counselor will review the plan for completeness according to the ~~Counselor's Business Plan Checklist (Attachment 2);~~

- ~~b. When~~ components listed in the ~~individual's vocational goal is supplemental self-employment (not seeking self sufficiency), the counselor may approve the~~definition of a Business Plan ~~for financial assistance up to $2,500. Financial participation by the individual is not required. A cap of $3,500 in IDVR support will be established for supplemental self-employment strategies. The individual must contribute all costs beyond the $3,500. It is not necessary to assemble a self-employment team for this strategy.~~.

~~c. When~~

- The business plan is submitted for technical assistance and feasibility review by an outside consultant (approved by the ~~individual's vocational goal is~~VR counselor and customer) with experience in business development.

- All complex self-employment ~~(seeking self sufficiency), and his/her request~~plans will be reviewed by a self-employment team. The self-

employment team will include the customer, VR counselor, Regional Manager, at least one outside consultant, and other individuals as appropriate.

a. If the customer and IDVR agree, based on the feedback from the self-employment team, then the VR counselor and customer proceed to amend the IPE to initiate the self-employment plan.

b. If the customer and IDVR agree, based on the feedback from the self-employment team, that revisions are needed, the customer proceeds to revise the plan with or without technical assistance.

c. If the customer does not ~~exceed $2,500, the counselor~~ agree with the recommendations from the self-employment team the customer may ~~approve~~choose to follow the appeal process. (See Section 4.0)

d.The customer may decide not to proceed with the identified business goal. If so, the customer and the VR counselor proceed with developing a new IPE goal (this may or may not be a different self-employment option).

VI. Amending IPE - Implementing the Business Plan ~~for~~

Once the business plan has been approved by the customer and the VR counselor an IPE amendment will be developed that identifies necessary services and activities to implement the business plan.

1. Update comprehensive assessment based upon the additional information acquired through the business plan development process.

2. Identifying specific VR services, resources, cost, and vendors need to implement the self-employment plan. It is important that the financial ~~assistance~~ responsibility for each party is identified on the IPE.

3. Identifying necessary training and technical assistance needed to implement the plan.

4. Identifying post start-up support services that may be needed.

5. Identifying the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not

meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:

- Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).
- Withdrawal of IDVR support of the business and reassess other VR options.
- Proceeding with case closure.

VII. Closure of Self-Employment Case

1. Successful Closure

Successful closure can be completed when the following has been established:

- Identified benchmarks have been achieved.
- At least 90 days of stable employment and at least six (6) months of business operation.

Equipment provided for the self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the VR counselor proceeds with case closure unless the customer expresses interest in developing a new IPE goal. "All Other Reasons" would be the reason selected for case closure.

The customer is expected to return equipment provided for the self-employment plan, consistent with Section 13 of the policy.

B. Supported Self Employment

a. Role of IDVR

When working with customers expressing an interest in supported self-employment the primary role of IDVR is to:

- Provide relevant information regarding the availability of supported self-employment services supported by the agency.

~~11)~~• Assist the customer in information gathering and assessment in deciding whether supported self-employment is an appropriate option to achieve their employment goal.

- Assess ~~When the request for financial assistance exceeds $2,501, Business Plan review and approval by a Self-Employment Team will be required. The Self-Employment team will include the counselor, area supervisor, and at least one outside consultant/business development organization with experience in business development and/or business finance. The Counselor's Business Plan Checklist (Attachment 2) will determine the completeness of the Business Plan.~~

~~d. In cases where feasibility of the plan is in question as it relates to the funding request, IDVR may have the Business Plan reviewed by an outside resource with expertise in small business, micro enterprise development and/or business finance.~~

~~**Note:** The recommendation of the outside resource will contribute to, but not define, the agency's final determination as to business feasibility. When an outside resource is used to contribute to the final determination, final funding approval will rest with the Supervisor and will be dependent on a variety of factors including, but not limited to:~~

- ~~Total start up costs.~~the customer's disability as it relates to the self-employment goal and the nature and level of support required (Examples: guardians/family members, targeted service coordinator, psychosocial rehabilitation provider, Medicaid broker, SSA payee).
- Reduce or eliminate barriers to supported self-employment created by the disability.
- May authorize for the provision of external technical assistance including, but not limited to, business feasibility, training, business planning, and post start-up monitoring.
- Participate with the customer, support team, and external technical assistance to evaluate the feasibility of the business.
- Coordinate training and technical assistance services.
- Provide technical assistance as deemed appropriate at post start-up of the business.
- Monitor business development at post start-up.

b. Role of the IDVR Customer with their Support Team

Customer and support team's responsibilities, as part of the informed choice process relating to self-employment, include but are not limited to:

- Determining the concept of the business.
- Participating in the assessment process.
- Exploring the feasibility of the business venture. This may include gathering information, market feasibility, and likelihood of financial sustainability. This may include collaboration with technical assistance.
- Writing the business plan with or without technical assistance and approval by the VR counselor.
- Contributing, as appropriate, financially to the capitalization of the business venture by utilizing all available financial resources.
- Assisting in the identification of existing and potential barriers including those created by the disability, as well as identifying possible solutions.
- Identifying the areas within self-employment that need ongoing support and identify the specific individuals or resources that will provide that support.
- Developing skills and abilities necessary to operate and sustain the business venture.
- Business implementation and management.
- Providing regular financial or other relevant documentation or information requested by the Agency for post start-up monitoring.
- Fulfilling participation in the business start-up as noted in the Individualized Plan of Employment (IPE).

c. Assessment of Customer's Appropriateness for Supported Self Employment

A. Evaluation of the customer's interests, skills, aptitudes, and personality traits as they relate to supported self-employment. This may include; a) use of data gathering instruments, and b) formal vocational assessment to the degree necessary to ensure the customer has the basic skills necessary to operate and manage a small business with adequate support systems.

B. Ensure the viability of supported self-employment as it relates to the customer's ability to handle the physical, mental, emotional, and cognitive aspects of the business venture including their disability. This may require consultation with

medical and/or psychological service providers that have been treating the customer. If clear information is not available additional assessments may be needed.

C. Examination of the customer's financial goals related to supported self-employment should include consideration of issues such as: impact on Government benefits, supplementing family income versus primary source of support, and earning sufficient funds to maintain competitive employment standards. A referral for benefits planning may be appropriate.

I. Writing an IPE – Developing a Business Plan

After a positive assessment of the feasibility of the business concept an initial IPE is written. Some of the key components of writing an IPE for business plan development include:

- IPE goal will be the anticipated vocational outcome that is the focus of the business plan.

- IPE must be identified as a supported self-employment IPE.

- Comprehensive assessment for this IPE is based on the appropriateness of supported self-employment as a strategy for the individual VR customer. It should be based on the feasibility analysis, the assessment of the customer's appropriateness for supported self-employment, and other information available.

Services provided as part of this IPE are intended to support the development, writing, and ultimate approval of the business plan. The following are key elements to the development of the business plan:

1. IDVR Customer Training and Technical Assistance:

- Customers may be expected to attend training and participate in technical assistance services related to supported self-employment. This could include options such as; training and technical assistance on subjects such as exploring entrepreneurship, small business development, business plan development, small business management, accounting for business, and business financing.

- Customers may require business specific skill training or support to eliminate gaps for the operation of the business.

2. Business Plan Development:

The Business Plan is viewed as an essential element in any business venture and will be the document used by IDVR to determine whether or not to participate in capitalizing the business venture. If the supported self-employment plan meets the criteria for a complex self-employment plan refer to the business plan development for complex self employment plan. If the supported self-employment plan meets the criteria for low cost/low risk/low complexity plan refer to the business plan development for low cost/low risk/low complexity plan.

- **Process for**

3. ~~Feasibility~~ ~~of the~~ Business Plan ~~in all aspects.~~ Review:

- ~~Potential for other financial resources,~~The customer's goal toward self-sufficiency and
- ~~Availability~~the level of ~~agency funds.~~

~~e. Process for Review by Self-Employment Team~~

- ~~The counselor will review the Business Plan, complete~~ the ~~Counselor's Business Plan Checklist, and notate~~ Agency's financial participation in the ~~IDVR participant's file as appropriate.~~
- ~~When warranted,~~ start-up capitalization of the ~~counselor will coordinate the Self-Employment Team, including determining who will participate as the outside consultant/~~business ~~development organization. A Participant Release of Information will be obtained from the individual and will be submitted as part~~will determine the level of ~~the Business Plan~~ review ~~package.~~
- ~~The counselor will distribute the Business Plan review package to the Self-Employment Team~~ and ~~schedule the review.~~
- ~~The Self Employment Team will convene and conduct its review within fifteen (15) working days of receiving the Business Plan review package.~~
- ~~The Self Employment Team will provide an opportunity for the participant, or a designated representative, to present information about the Business Plan.~~
- ~~The panel will review the Business Plan in terms of its feasibility, offer suggestions for improvement if necessary, and make recommendations for~~ approval ~~or disapproval.~~required.

- ~~The review panel will provide a written response with recommendations to the individual within ten (10) working days of their review.~~

~~**Individual Plan for Employment**~~

~~The~~If the supported self-employment plan meets the criteria for a complex self-employment plan refer to the business plan review for complex self-employment plan. If the supported self-employment plan meets the criteria for low cost/low risk/low complexity plan refer to the business plan review for low cost/low risk/low complexity plan.

II. Amending IPE ~~or -~~ Implementing the Business Plan

Once the business plan has been approved by the customer, support team, and the VR counselor an IPE ~~Amendment~~amendment will be developed ~~after the~~ that identifies necessary services and activities to implement the business plan.

1. Update comprehensive assessment based upon the additional information acquired through the business plan development process.

2. Identifying specific VR services, cost, and vendors need to implement the supported self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.

3. Resources to provide long term support (Extended Employment Services, Medicaid waiver, private pay, or natural supports) are identified and secured.

4. Identifying necessary training and technical assistance needed to implement the plan.

5. Identifying post start-up support services that may be needed.

6. Identifying the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of supported self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:

    - Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).

- Withdrawal of IDVR support of the business and assess other VR options.

- Proceeding with case closure.

III. Closure of Supported Self-Employment Case

1. Successful Closure

Successful closure can be completed ~~and before development of~~ when the following has been established:

- Identified benchmarks have been achieved.

- At least 90 days of stable employment and at least six (6) months of business operation.

- Verification of necessary long term supports.

Equipment provided for the supported self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the VR counselor proceeds with case closure unless the customer expresses interest in developing a new IPE goal. "All Other Reasons" would be the reason selected for case closure.

The customer is expected to return equipment provided for the self-employment plan, consistent with Section 13 of the policy.

C. Continued Self-Employment:

I. Writing IPE

Prior to completing the IPE, a ~~Business Plan is initiated.~~

~~a.~~1. ~~As part of the~~ comprehensive assessment~~, training and technical assistance, activities will occur such as training workshops and/or seminars focused on self-employment issues, feasibility assessment development, and other exploratory or preparatory activities that contribute to determining business feasibility prior to Business Plan (**Note**: If an IPE is in place at the time self-employment is~~

~~determined as the vocational goal, an IPE Amendment may be developed).~~
- must be completed.
~~✓~~

2. Identify ~~An~~ specific VR services, cost, and vendors need to implement the self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.
~~✓~~
3. Identify ~~/IPE Amendment~~necessary training and technical assistance needed to implement the plan.

4. Identify post start-up support services that may be needed.

5. Identify the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be ~~initiated at the point in time that the~~ identified that are critical to the success of self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:

- Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).

- Withdrawal of IDVR support of the business ~~feasibility~~and assess other VR options.

- Proceeding with case closure.

II. Closure of Continued Self-Employment Case

1. Successful Closure

Successful closure can be completed when the following has been established ~~and before technical assistance for Business Plan development is authorized. The IPE/IPE Amendment would include the specific services to be~~:

- Identified benchmarks have been achieved.

- At least 90 days of stable employment.

~~b.~~ Equipment provided for ~~Business Planning.~~
the continued self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. ~~Upon review of~~**Unsuccessful Closure**

~~c.~~ If adequate progress towards meeting the ~~Business Plan for financial assistance~~identified benchmarks is not made, the ~~IPE should be amended to reflect the approved financial assistance and technical assistance plan for monitoring the business post start up. Benchmarks for~~ VR counselor proceeds with case closure ~~will be included in the IPE at this point.~~

~~**Financial Participation Requirements**~~

~~For those individuals pursuing self-sufficiency through self-employment, they will be required to participate in the start up capitalization of the business through documented investment of funds from microloans; commercial and consumer loans; loans from family; forgivable loans; equity grants; and equipment critical to the business operation, inventory, and preparation of the business location valued at market rate (sweat equity) including, but not limited to, painting, cleaning, and general business site preparation activities.~~

~~a. In consideration of the business start up capitalization noted in the Business Plan, financial participation by IDVR and participant is as follows:~~

~~Business Capitalization~~	~~IDVR Financial Assistance~~	~~Client Participation~~
~~Under $2,500~~	~~100%~~	~~0%~~
~~$2,501 to $5,000~~	~~80% of start up capital~~	~~20%~~
~~$5,001 to $7,500~~	~~70% of start up capital~~	~~30%~~
~~$7,501 to $10,000~~	~~60% of start up capital~~	~~40%~~

$10,001	50% of start up capital	50%

b. Financial participation will not be required for IDVR investment in:

- Training and technical assistance
- Accommodations necessitated by the individual's disability in order to participate in training, technical assistance or in consideration of financial assistance

Limitations and Restrictions

Financial assistance for business start up capitalization does not include:

7.11. Funding for speculative real estate development.

8. Utility deposits that are refundable to the individual or business.

9. Cash.

10.12. Salary or benefits for the individual, partners in ownership, or employees of the business that are members of the participant's immediate family.

11.13. Purchase of real estate.

12.14. Erection of buildings.

13.15. Inventory or business supplies that include tobacco, firearms or alcoholic beverages.

14.16. Refinancing of existing debt – business or personal.

15. Business continuation expenses subsequent to the initial startup costs.

Exceptions

If the counselor determines that there are circumstances in an individual case that warrants consideration for an exception to financial participation policy, a full explanation with justification should be presented to the Supervisor for review and decision.

~~Case Closure and Follow-up~~

~~1. Benchmarks leading to consideration~~unless the customer expresses interest in developing a new IPE goal. "All Other Reasons" would be the reason selected for case closure ~~in self-employment include:~~.

~~a. The business shows signs of stability as reflected in the business' financial records including profitability at a level consistent with the participant's definition of "Profitability Goal" as noted in the Participant Self Employment Checklist.~~

~~b. The business has been operating for a period of time long enough to adequately assess the stability of the business. A minimum of six months and a maximum of one year are recommended.~~

~~c. All services agreed to in the IPE have been~~ The customer is expected to return equipment provided~~.~~

~~d. The Individual agrees with the counselor's recommendation to close the case.~~

~~2. Benchmarks leading to consideration for case closure in supplemental~~ for the continued self-employment ~~include:~~

~~a. The business shows signs of stability as reflected in the business' financial records and is contributing to the individual's income as indicated by goal noted in the IPE.~~

~~b. The business has been operating for a period of time long enough to adequately assess the stability of the business. A minimum of six months and a maximum of one year are recommended.~~

~~c. All services agreed to in the IPE have been provided.~~

~~d. The individual agrees~~plan, consistent with ~~the counselor's recommendation to close the case~~Section 13 of the policy.

~~3. Property Agreements~~

~~Self-Employment Plans that include property purchased by the agency must designate that such property will be released to the client only after they have completed one successful year of business.~~

Attachment #1

Client Checklist for Self Employment

The Client Checklist should accompany a completed business plan and be submitted to the IDVR Counselor for consideration of financial assistance

_____ **Description/dates of training and technical assistance for feasibility & business planning**

_____

_____ **Copy of Feasibility Assessment**

_____ **Completed Business Plan that includes:**

Executive Summary: One to two page review of the business summarizing the most important points of the plan

- Business description
- Business objectives
- Form of organization
- *Product description*
- Summary of business owner's qualifications

Industry/Business Analysis: Analysis of the current status of the industry in which the business operates

- Definition (description of the economic sector that the industry occupies)
- Industry size and growth rate
- Key growth factors
- Analysis of industry in the geographic area where you will operate

Competition Analysis: Review of three to five direct competitors with a comparative analysis to your business

- Image
- Location
- Products & Services
- Pricing
- Advertising methods

Marketing Plan: Detail how business will identify, attract, and retain customers

- Customer profile: Comprehensive description of primary and secondary customer groups including the number of customers in market area
- Description of product attributes and why customers will want to purchase it
- Plan for distributing product (if applicable)
- Promotional schemes for initial *12* months of business
  - ✓ Low cost and no cost advertising
  - ✓ Buying advertising: Media type, frequency, intensity

Management: Description of the management of the organization including position responsibilities, salary/wages

- Management organization chart
- Personnel

Financial Plan: Total business capitalization request with supporting documentation

- Source and use of all funds for business development
  - ✓ Total dollars needed to adequately capitalize business.***11 Effective Communication***
  - ✓ Identify all resources (banks, microlenders, IDVR, etc) and confirm participation including personal financial participation
  - ✓ Details of how all capital will be used (what it will buy)
    - Specify use of "operating capital"
- Cash flow projection for 24 months
- Income/Expense projection for 2 years
- Projected business balance sheet for 2 years
- Break-even analysis
- Personal financial statement for business owner
- Personal financial statement(s) for all business principals

Supporting Documents: Documents that will strengthen the business plan. For example:

- Survey results
- Letters of commitment from funding sources
- Contracts
- Leases
- Letters of intent
- Sales agreements
- Resumes
- Personnel policies
- Job descriptions

- Credit report

Client Signature Date

Attachment #2

Counselor Checklist for Self Employment

_____Case Summary Feasibility Statement by the Rehabilitation Counselor: Detail the participant's ability to pursue the proposed plan based on academic and personality assessments (if applicable) and client readiness for considering self employment and should include: evaluation of client's interest, skills, aptitude and personal qualities related to self employment; notation of participation in Exploring Entrepreneurship training or equivalent; examination of client's financial goals related to self employment; review of client's expectations to anticipated financial support from IDVR; assessment of client's disability as it relates to self employment goal.

_____

_____$____ Business Start Up/Expansion Capitalization (total as presented in business plan)

_____

_____$____ Financial Request to IDVR

_____

_____Self Employment Team Review Needed: ____Yes ____No

_____

_____ Copy of Feasibility Assessment

~~**Completed Business Plan that includes:**~~

~~**Executive Summary:** One to two page review of the business summarizing the most important points of the plan~~

- ~~Business description~~
- ~~Business objectives~~
- ~~Form of organization~~
- ~~Product description~~
- ~~Summary of business owner's qualifications~~

~~**Industry/Business Analysis:** Analysis of the current status of the industry in which the business operates~~

- ~~Definition (description of the economic sector that the industry occupies)~~
- ~~Industry size and growth rate~~
- ~~Key growth factors~~
- ~~Analysis of industry in the geographic area where you will operate~~

~~**Competition Analysis:** Review of three to five direct competitors with a comparative analysis to your business~~

- ~~Image~~
- ~~Location~~
- ~~Products & Services~~
- ~~Pricing~~
- ~~Advertising methods~~

~~**Marketing Plan:** Detail how business will identify, attract, and retain customers~~

- ~~Customer profile: Comprehensive description of primary and secondary customer groups including the number of customers in market area~~
- ~~Description of product attributes and why customers will want to purchase it~~
- ~~Plan for distributing product (if applicable)~~
- ~~Promotional schemes for initial 12 months of business~~
  - ~~✓ Low cost and no cost advertising~~
  - ~~✓ Buying advertising: Media type, frequency, intensity~~

~~**Management:** Description of the management of the organization including position responsibilities, salary/wages~~

- ~~Management organization chart~~
- ~~Personnel~~

~~**Financial Plan:** Total business capitalization request with supporting documentation~~

- ~~Source and use of all funds for business development~~

- ✓ Total dollars needed to adequately capitalize business

- ✓ Identify all resources (banks, microlenders, IDVR, etc) and confirm participation including personal financial participation
- ✓ Details of how all capital will be used (what it will buy)
  - Specify use of "operating capital"

- Cash flow projection for 24 months
- Income/Expense projection for 2 years
- Projected business balance sheet for 2 years
- Break-even analysis
- Personal financial statement for business owner
- Personal financial statement(s) for all business principals

Supporting Documents: Documents that will strengthen the business plan. For example:

- Survey results
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- Contracts
- Leases
- Letters of intent
- Sales agreements
- Resumes
- Personnel policies
- Job descriptions
- Credit report

Counselor Signature Date

12.10 Interpreter Services and Note Taking Services for Customers with Sensory Impairments

IDVR can provide interpreter services and note taking services for individualscustomers who are deaf, including tactile interpreting for individualscustomers who are deaf-blind; reader services, rehabilitation teaching services, note-taking services and orientation and mobility services for individualscustomers who are blind; telecommunications, sensory and other technological aids and devices.

Note: *If the participantcustomer is enrolled in an academic/technical training program at an institution that receives federalFederal financial support, the institution will be responsible for the provision of interpreter services within the classroom or formal training environment i.e., outside the classroom, but mandated or supported by the class curriculum. (A regional exception has been made at the Eastern Idaho Vocational Technical School based upon office space that is being provided toCollege – EITC as per the agreement between IDVR staff at that institution). and EITC).*

12.~~11~~12 Occupational Licenses, Tools, Equipment Initial Stocks and Supplies necessary in order to enter an Occupation

~~Based upon the participant's financial status, occupational~~ Occupational licenses, tools~~ and~~, equipment, initial stocks, and supplies may be purchased in order to adequately prepare the ~~individual~~customer for a vocational outcome. *Private pilot's license will not be secured through the financial support of IDVR.*

IDVR will not purchase land or buildings for ~~individuals~~customers with disabilities. IDVR retains the right to reclaim occupational tools and equipment purchased by ~~the IDVR when the individual's IPE is not completed and/or the case is closed other than rehabilitated.~~IDVR when:

- Customer's IPE is not completed.
- The tools and equipment are no longer necessary or appropriate for the existing or new employment goal.
- Case is closed other than rehabilitated.

12.~~12~~13 Supported Employment Services

Supported employment services may be provided to ~~individuals~~customers with the most severe disabilities who require ~~job site~~ongoing training on-the-job and ~~a variety of on going~~ support services.

12.~~12~~13.1 Supported employment is defined as follows:

~~A.~~

A. Competitive work (defined as payment of an hourly rate not less than minimum wage or less than the employer usually pays individuals who are not disabled) in an integrated work setting (defined as an environment in which the ~~individual~~customer engages in as much contact with co-workers or the non-disabled general public as any other non-disabled person working in that job would experience) with ongoing support services for ~~individuals~~customers with the most severe disabilities for whom competitive employment:

1. Has not traditionally occurred~~;~~:; or

~~2.~~ Has been interrupted or intermittent as a result of severe

2. disability; and
3. Who, because of the nature and severity of their disability(ies), need intensive supported employment services or extended services in order to be gainfully employed; or

~~B.~~

B. Transitional employment for ~~individuals~~customers with chronic mental illness.

Note: Non-competitive, non-integrated employment (sometimes referred to as Sheltered Work, Facility Based Work, Work Services, or Workshop Services) is not part of VR services. If a customer requests these services, IDVR will provide information about competitive, integrated employment to assist in informed choice. If the customer still request non-competitive, non-integrated employment they will be referred to the Extended Employment Services Program through the Extended Employment Services Referral Form.

12.~~12~~13.2 Supported ~~Employment Services~~employment Process:

~~A.~~ Through ~~The specific supported employment services to be provided must be included as an objective of the IPE. A Gemini 20 (Referral for Extended Employment Services) must be sent to the appropriate IDVR Extended Employment Services Specialist (EESS), located either in Boise (208-287-6458) or Moscow, Idaho (208-883-8410).~~

A. ~~B. At a minimum, contact must be maintained between the service provider~~ an assessment (internally provided or through a review of external documentation) or through the provision of VR services, supported employment is identified as a necessary strategy for successful employment.

B. The VR counselor and ~~participant twice per month, during the delivery~~customer will identify the level of ongoing job support necessary to maintain successful employment.

C. The VR counselor and customer will identify the availability of long term support strategies for the level of supported employment services~~. This contact~~ identified.

D. If long term support strategies are available then an IPE may be ~~at or away~~written.

E. If long term support strategies are not available the case will be closed "Unable to Benefit from ~~the participant's place of work.~~ Services."

~~C. Extended services may include the use of natural supports (family, friends, significant others, supervisors, co-workers) as needed.~~

~~D. The source of extended services, or statement that a reasonable expectation exists that extended services will be available following the completion of IDVR supported services, is to be included on the IPE. If the source of funding is the Extended Employment Services' (EES) budget, the vocational counselor should procure a "Client Update Form" from the EESS stating that EES services have been authorized. The "Client Update Form" is generated by the CRP, sent to the EESS who will determine whether to authorize the service. A decision will be made and a hard copy submitted to the CRP and VR counselor for inclusion in the file.~~

~~E. Supported employment is provided by IDVR for a period of time not to exceed~~

~~18 months, unless under special circumstances the participant and VR counselor agree to extend the time in order to achieve the rehabilitation objectives included on the IPE.~~

~~F. Supported Employment services are intended to be short-term in duration with transition to an extended service (traditionally called "Long Term Support") that assists the participant to maintain employment.~~

~~12.12.3 Examples of Long Term Support Services in Idaho~~

~~Long term support services must be provided through an ongoing support plan using another agency, service provider or natural supports and developed in conjunction with or prior to closure.~~

~~Employment for the purpose of Supported Employment must include:~~

~~A. Integrated work to mean job sites where there is daily contact in the immediate work setting with other employees and/or the general public who are not disabled (or as much contact as any other employee in that same position would have with other employees and/or the general public who are not disabled – e.g., a night janitor, with or without disabilities, might not have much contact with anyone).~~

~~Supported Employment requires that no more than eight individuals with disabilities be clustered in an employment setting (enclave).~~

~~B. Transitional employment services for persons with chronic mental illness means a series of temporary job placements in competitive work in an integrated work setting with on-going support services for individuals with chronic mental illness.~~

~~C. Work that results in competitive earnings (no less than the prevailing state minimum wage).~~

~~Potential sources of extended services may include, but are not limited to the following:~~

12.13.3 Supported Employment Strategies

Natural Supports:

Support from supervisors and co-workers occurring in the workplace to assist employees with disabilities to perform their jobs, including supports already provided by an employer for all employees. These natural supports may be both formal and/or informal, and include mentoring, supervision (ongoing feedback on job performance), training (learning a new job skill with a co-worker), and co-workers socializing with employees with disabilities at breaks or after work. Support provided by family, friends, or significant others ~~is~~are also included within this definition.

Extended Employment Services: (IDAPA 47.01.02) Funds Managed by IDVR/EES. There are four eligibility categories:

~~A.~~

A. Developmental Disabilities~~: Eligibility determined by a Medicaid contracted Independent Assessment Provider (IAP) or EESS using the definition provided~~ (as defined in section 66-402, Idaho Code~~.~~).

~~Initial job placement and stabilization, and training are provided through IDVR Supported Employment (CSE) funds. The CRP provides the actual extended (long-term support) services funded by EES.~~

~~**NOTE:** EES funds cover sheltered employment in addition to long-term maintenance for Community Supported Employment.~~

~~B.~~

B. Mental Health: (Typically Schizophrenia, Major Mood Disorders, Borderline Personality Disorder, Delusional Disorder, Schizoaffective Disorder).

~~Initial job placement and stabilization, and training are provided through IDVR Community Supported Employment funds and the CRP provides extended services.~~

~~C.~~

C. Specific Learning Disability~~ – determined by EESS based on DSM:IVR and school records~~.

~~Initial job placement and stabilization, and training are provided through IDVR Community Supported Employment funds and the CRP provides extended services funded by EES.~~

~~D. Traumatic Brain Injury – determined by EESS using medical records provided by the vocational counselor. (Typically a traumatic incident rather than the result of a disease process).~~

~~Initial job placement and stabilization, and training are provided through IDVR Community Supported Employment funds and the CRP provides extended services funded by EES.~~

D. Traumatic Brain Injury.

Medicaid Funded Employment Supports:

~~A.~~ Developmental Disabilities – Adult DD ~~or Idaho State School and Hospital (ISSH)~~ Home and Community Based Services Medicaid Waiver (IDAPA 16.03.10.703.03). Eligibility for ~~these waivers~~this waiver is determined by the Independent Assessment Providers (IAP) at the Idaho Center on Disability Evaluation.

~~B. Mental Health –~~ The ~~category of services~~ Self-Directed option falls under this waiver.

Aged or Disabled Waiver – Supported Employment is a component included in this Home and Community Based Services Medicaid ~~may be billed for are~~:

~~a. Pre-vocational skills.~~
~~b. Vocational skills training.~~
~~c. Case management services.~~

~~**NOTE:** EES lacks the information to confirm or deny these types of Medicaid funded services for individuals with mental health eligibility. There is a mental health waiver but it does not cover vocational services. Under the mental health waiver~~Waiver (IDAPA 16.03.10.~~125.03) "employment "is listed as an excluded service and is defined as "job specific interventions, job training, and job placement services, which includes helping the participant develop a resume, apply for a job, utilize job training or coaching" (07.01.06T~~326.17).

12.~~12~~13.4 ~~Diagnostic~~Steps to Securing Long Term Support for Medicaid or EES Services:

1. Contact the Regional Community Supported Employment (CSE) coordinator.

2. The Regional CSE coordinator will submit the Referral for Extended Employment Services to the EES program.

3. The Regional CSE coordinator and ~~post~~VR counselor will receive documentation regarding the availability within ten (10) business days.

   a. Funding for EES Available – The VR counselor proceeds with plan development.

   b. No EES Funding Available – Customer is placed on the EES waiting list by EES program.

      i. Waiver Eligible –
         - VR staff notifies in writing to EES program that employment services ~~for all participants (including supported~~are approved from Medicaid. Customer is removed from the waiting list once employment~~) are paid for using general program (Title 1) funds.~~ waiver services are approved by Medicaid.

         - If employment services are not included on the customer's waiver plan, if EES funding is not secured within three (3) months then the case will be closed (EES case will remain open and the customer will remain on the waitlist).

      ii. Not Waiver Eligible – Customer remains on the EES waiting list
         - VR counselor does not proceed to plan development.

         - If funding is not secured within three (3) months then the case will be closed (EES case will remain open and the customer will remain on the waitlist).

         - Once EES funding becomes available EES program will notify CSE coordinator and VR counselor; customer will be removed

from the EES waiting list. IPE development may be initiated (VR case file may need to be reopened).

12.~~13~~14 Post-Employment Services (PES)

~~An individual~~ A customer with a disability who had been previously rehabilitated may require additional services in order to maintain, advance in, or regain suitable employment. In order to qualify for this service strategy, the need must be based upon a disability previously documented in the eligibility determination section. Post-employment services require an amendment to the IPE~~ (in Gemini under "Pages" there is a separate section dedicated to "post-employment services").~~. *In order to qualify for these services, the ~~participant's~~customer's vocational needs must be minor in scope ($1,000 or less) and duration (6 months or less). This means the ~~individual~~customer only needs relatively short-term services with minimal cost associated.* ~~Individuals~~ Customers requiring multiple services over an extended period of time and/or a comprehensive/complex rehabilitation plan should be encouraged to reapply for the full-spectrum of VR services since their needs exceed the intent of post-employment services. ~~Services~~ PES can be ~~provided at any time during the period in which a case record is maintained by the agency (5~~initiated within three (3) years~~).~~ of successful closure. Once the record is destroyed, a new case must be opened~~. **Note:** The intent of PES is to ensure that the employment outcome remains consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice~~.

Note: The intent of PES is to ensure that the employment outcome remains consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice.

12.~~14~~15 Rehabilitation Technology ~~Services~~

Rehabilitation technology services (assistive/adaptive technology) may be provided as compensatory strategies to increase, maintain, or improve functional capabilities of ~~individuals~~customers with disabilities. Rehabilitation technology services may be provided at any time in the rehabilitation process, including the assessment for determining eligibility and vocational rehabilitation needs, extended evaluation, services provided under an IPE, and post-employment services. Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices are exempt from a determination of the availability of comparable services ~~and benefits. *If, however, comparable services* or~~ benefits exist under any other program and are available to the ~~*individual*~~customer, IDVR ~~*must use those resources to meet in whole or part,*~~may request, but may not require the ~~*costs*~~use of ~~*the vocational rehabilitation*~~comparable services and benefits. (For further information, please review the series of comprehensive fact sheets provided by Idaho Assistive Technology Project located on the IDVR intranet web site. There are also direct links to the Idaho Assistive Technology Project web site at that location~~)~~).

12.~~14~~15.1 "Assistive technology service" means any service that directly assists ~~an individual~~a customer with a disability in the selection, acquisition, or use of an assistive technology device, including~~ -~~:

~~A.~~

A. The evaluation of the needs of ~~an individual;~~ a customer;

B. ~~B.~~ Purchasing, leasing, or otherwise providing for the acquisition by ~~an individual~~a customer with a disability of an assistive technology device;

C. ~~C.~~ Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

D. ~~D.~~ Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

E. ~~E.~~ Training or technical assistance for ~~an individual~~a customer with a disability.

12.~~14~~15.2 ~~–~~ An assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of ~~an individual~~a customer with a disability.

12.~~14~~15.3 – Vehicle ~~modifications~~modification, may be provided as an assistive technology device only ~~——~~when the applicant/~~individual~~customer is otherwise precluded from achieving a vocational objective.

1. In the event that a ~~van~~vehicle requires modification. e.g., hand controls, lift installation, or structural revision, ~~the cost~~may be provided on vehicles with an expected life of ~~the modification cannot exceed the current N.A.D.A. Blue Book value of the vehicle.~~five (5) years or longer after modification, as evaluated by a certified mechanic (paid for by IDVR). The ~~participant~~customer must agree to maintain insurance on the vehicle for replacement costs of the modified equipment.

2. Any vehicle modification over $~~3000~~3,000 must include a minimum of two bids from approved vendors.

~~3. Recipients of a vehicular modification service must be regarded as *potentially job ready and capable of working on a competitive basis.* This will require a careful assessment by the VR counselor to ensure that the participant fully understands that vehicular modifications are tied directly to the capacity and willingness to complete a plan for employment and actively cooperate in acquiring competitive employment.~~

~~4. The participant must understand that a personal financial responsibility exists for the maintenance and replacement of the vehicle, as well as its future modification needs and adaptive equipment following case closure. This should always be stipulated within the IPE that outlines the vehicular modification.~~

~~5.~~3. Adaptive equipment items that are not documented as medically and/or vocationally necessary will be the responsibility of the ~~individual~~customer.

~~In the event that~~

~~6.~~ When a ~~participant, through necessity, disposes a modified vehicle and subsequently requests IDVR assistance in funding~~customer purchases a new vehicle requiring modifications ~~for a replacement vehicle, the individual must~~

~~contribute the residual value of the disposed modifications toward the cost of the replacement~~they should check with the dealership to see if the vehicle modification~~.~~ assistance is available. The VR counselor ~~must ensure that a list of previously purchased equipment is appraised by a qualified vendor for residual value.~~

~~7.~~4. ~~If a participant, when purchasing a new vehicle, is offered a cash reimbursement by a manufacturer to help cover the cost of modifications, the reimbursement~~ will ~~be used~~check with the customer to ~~reduce IDVR's cost for modifications. The~~ see if the customer is willing to access and apply the rebate ~~will be applied against the cost of the modifications regardless of obligations imposed by a Financial Needs Assessment. Such rebates are occasionally offered to individuals with disabilities and should be explored as a comparable benefit by the VR counselor and participant..~~ to the cost of vehicle modification.

12.~~14~~15.4 Housing modifications may be provided as a supportive service so the ~~individual~~customer can benefit from a core vocational rehabilitation service~~.~~. Typically these services are provided under an IPE.

12.~~15~~16 Supportive Services

~~A.~~

A. Maintenance is a funding provision designed to offset *identified additional costs incurred as a result of participating in a rehabilitation service* (expenses incurred by the ~~individual~~customer while engaged in assessments required for determining eligibility or while receiving services under an IPE).

NOTE: ~~-~~Maintenance means monetary support provided to ~~an individual~~a customer for expenses, such as food, shelter, and clothing, that are in excess of the normal expenses of the ~~individual~~customer and that are necessitated by the ~~individual's~~customer's participation in an assessment for determining eligibility and vocational rehabilitation needs or the ~~individual's~~customer's receipt of vocational rehabilitation services under an individualized plan for employment. ~~-~~(Ref: 34 CFR, Part 361.5 (35~~).~~)).

Counselors cannot pay maintenance for those existing living costs that ~~an individual~~a customer would normally incur regardless of the ~~individual's~~customer's participation in a plan of vocational rehabilitation services.

~~Maximum: $1,500 total per federal fiscal year. No single monthly amount~~Maintenance intended to cover shelter related expenses will not exceed ~~$500. No limit on number of~~ four (4) months ~~up~~per case without the Chief of Field Service's approval.

Maintenance intended to ~~the $1,500 maximum~~cover food expenses will not exceed four (4) weeks per case without the Chief of Field Service's approval.

Maximum per diem food rates for the state of Idaho can be found at: http://www.sco.idaho.gov/web/sbe/sbeweb.nst/pages/trvlpolicy.htm#Apendix%20%22B%22 .

Maximum per diem food rates for out of state can be found at: www.gsa.gov.

VR counselors should ~~These maximums also apply to Rent and Room & Board for post secondary education.~~

~~If the participant receives SSI or SSDI, VR cannot provide maintenance for basic living expenses.~~

~~B.~~ be aware and make their customers aware, that any maintenance payments for food, shelter, or clothing may impact SSI benefits.

B. Transportation ~~–~~ is a ~~reimbursement~~service for identified travel and related expenses ~~that are necessary to enable individuals~~for customers to participate in a vocational rehabilitation ~~service.~~ services or assessment.

~~Participants and their families are expected to participate in the cost of their transportation expenses since in most cases vehicles are not used exclusively for rehabilitation activities.~~

1. Actual costs may be paid for taxi, buses, airplanes, etc.

2. When using a privately owned vehicle, fuel assistance will be negotiated ~~at IPE development.~~. This depends upon actual transportation expenses for participation in rehabilitation services. Routine vehicle maintenance is not covered by IDVR.

3. ~~3.~~ The VR counselor must take into account the following issues when confronted with a request from a ~~participant~~customer to repair ~~or modify~~ a privately owned vehicle:

~~a.~~
   a. The overall condition and value of vehicle.
   ~~b.~~
   b. The extent of the repairs ~~or modifications needed.~~.
   c. ~~c.~~ The availability of other appropriate transportation.
   ~~d.~~
   d. The necessity that the vehicle be used for VR participation or work ~~or training.~~.

~~C. Auto Insurance – A one-time authorization may be issued to purchase three months state required liability insurance. Insurance purposes must be directly related to the individual's attending work.~~

12.~~16~~17 School Transition

The Idaho Division of Vocational Rehabilitation (IDVR) participates in student transition planning as outlined at 34 CFR 361.22 of the Rehabilitation Act ~~Regulations~~Regulation. The Regulations require plans, policies, and procedures that provide for the development and approval on an individualized plan for employment as early as possible during the transition planning process but, at the latest, by the time each student who is determined to be eligible for vocational rehabilitation services leaves the school setting. The Act also provides for:

1. Consultation and technical assistance to educational agencies in planning for ~~the~~ transition of students with disabilities from school to post-school activities, including vocational rehabilitation~~.~~;

2. Transition planning by personnel of IDVR and the educational agency for students with disabilities that facilitates the development and completion of their Individualized Education Programs (~~IEP's~~IPE's) under section 604 (d) of the Individuals with Disabilities Education Act (IDEA);

3. The roles and responsibilities including financial responsibilities, of each agency; and ~~3.~~
4. Procedures for outreach to and identification of students with disabilities who are in need of transition services. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the vocational rehabilitation programs, eligibility requirements; application procedures, and scope of services that may be provided to eligible ~~individuals~~customers.

~~Both the Amendments of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA) define transition services as a coordinated set of activities for a student designed within an oriented process that promotes movement from school to post-school activities including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, and independent living or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.~~

- ~~Both the 1992 Amendments of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA) define transition services as a coordinated set of activities for a student designed within an outcome oriented process that promotes movement from school to post-school activities including post secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, and independent living or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult~~

~~living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.~~

- Referrals should be made to the ~~VRC no later than two years before the student exits high school~~VR counselor as early as possible following the completion of the student's sophomore year. Earlier referrals can be made based on individual student need. All students with disabilities should be referred, not just those students in special education.

- ~~The attendance of the VRC at~~The VR counselor may participate and/or consult during the development of Individual Educational Plans (IEPs), Individual Transition Plans (ITPs) and Child Study Teams (CSTs) ~~is~~ at the invitation of the school and agreement between the ~~VRC~~VR Counselor and CST members. VRC will determine the appropriate time to take an application when the focus is on the final vocational objective or formal planning for continued employment preparation after the student exits from high school.

- The ~~school's~~school district's responsibility is to provide a free and appropriate education to all students. This includes instructional ~~aids~~aides, devices, and necessary services to achieve educational goals.

- IDVR's responsibility is to facilitate the accomplishment of long-term vocational rehabilitation goals and intermediate rehabilitation objectives identified in the student's IPE. Only services that are required for achievement of the employment goal will be provided or coordinated.

- ~~There is a statewide interagency agreement among the Idaho Department of Education, the Idaho Division of Vocational Education and the Idaho Division of Vocational Rehabilitation. There are also regional cooperative agreements between IDVR and specific school districts. For additional information, please refer to those cooperative agreements.~~

12.~~17~~18 Services to Family Members

The definition of "Family Member" ~~includes any~~is a relative ~~by blood, marriage,~~ or ~~adoption of the eligible participant as well as other individuals living~~guardian of the customer or someone who lives in the same household ~~with whom~~as the ~~participant~~customer and has a ~~close interpersonal relationship.~~

substantial interest in the well-being of the customer.

Conditions and Criteria:
~~Services~~

A. Service may be provided only to individuals that meet the definition of family member.

B. The services to be provided are those which are deemed to be necessary to the successful completion of the ~~participant's~~customer's rehabilitation plan (IPE, Extended Evaluation, or Trial Work Period). ~~–~~The ~~participant~~customer and VR counselor will make the determination as to whether a service to a family member is necessary to the vocational rehabilitation of the individual ~~participant~~customer.

C. Comparable services and benefits are to be explored and if available, utilized prior to expenditure of agency funds.

D. IDVR funds can only be utilized if economic need is established on ~~the~~ Financial ~~Needs Form (FNA~~Participation Assessment (FPA).

E. Family members may not have access to the ~~participant's~~customer's record of service without a release of information. Family members may have access to information pertaining to the services they received.

Procedures:

~~A.~~

A. The category of Services to Family Members requires prior approval from the Regional Manager.

B. The IPE must set forth the services to be provided to the family member.

~~B.~~

C. In developing the IPE the VR counselor must ensure that the ~~participant~~customer and family member(s) understand the basis for the provision of services in order to avoid any misunderstanding as to the scope, nature, and duration of services.

~~C.~~

D. Services under this section must comply with all other portions of the manual relating to the provision of VR services.

E. Services to family members must be terminated whenever one of the following conditions prevails:

1. When a service(s) is no longer necessary to the ~~individual's~~customer's plan; or

2. When the ~~participant's~~customer's plan is terminated in accordance with case closure procedures; or

3. When Post-Employment Services are terminated.

~~D.~~

When services are provided to family members, the record of service must

F. ~~-~~include:

1. A rationale that ~~the~~ services are required to support the ~~participant's~~customer's success in completing objectives of the IPE;

~~2.~~ Data, including medical information, to support the decision to provide services~~;~~

~~3.~~2. ~~That services are provided in an integrated environment;~~ (the least amount necessary to verify the need);

~~4.~~3. Identification of family member(s) receiving those services;

~~5.~~4. The cost of such services; and
~~And documentation~~

~~6.~~5. Documentation of the time limited nature of these services.

12.~~18~~19 Personal Care ~~Attendant~~Assistant Services

A personal care assistant (PCA) assists ~~an individual~~a customer with a significant disability by performing personal activities of daily living requiring hands-on help, which cannot be performed by the ~~individual~~customer because of the significance of the disability. PCA services ~~include~~including personal care related tasks such as:

1. Eating
2. Drinking
3. Toileting
4. Bathing
5. Transfers
6. Dressing
7. Grooming

Medications~~1. eating~~

~~2. drinking~~

~~3. toileting~~

~~4. bathing~~

~~5. transfers~~

~~6. dressing~~

~~7. grooming~~

~~8. medications~~

8.

PCA services do not include chore services, respite, cueing, or household tasks. In most cases, tasks performed by the PCA are ~~participant~~customer directed. The PCA is not responsible for any tasks that the ~~individual~~customer with a disability can perform independently.

PCA services have been developed to enhance the ability of ~~an individual~~a customer with a significant disability to live and work independently. The need for PCA services is normally identified through an independent living (IL) evaluation~~ and services are, in most cases, provided to an individual with a significant disability, prior to application for IDVR services~~.

A PCA must have completed a ~~state~~State approved training program or have substantial knowledge and experience in providing PCA services.

It is the policy of the IDVR to provide PCA services to ~~individuals~~customers with significant disabilities, when PCA services over and above those required for normal daily living are required to assist the ~~participant~~customer to complete the VR process. IDVR does not provide PCA services in lieu of existing PCA programs and providers. If the VR counselor determines that PCA services are necessary for the ~~participant~~customer to complete the objectives of the IPE, the VR counselor will need to conduct or obtain a personal care assistant evaluation to determine the number of hours of PCA services that are required for participation in the IPE over and above the ~~participant's~~customer's normal daily living needs.

It is the responsibility of the ~~participant~~customer and the VR counselor to identify, apply for and utilize any and all similar benefits for PCA services. PCA recruitment and management is the responsibility of the ~~participant.~~customer. Payment for PCA services is made through an authorization to the ~~participant~~customer for PCA services. The ~~participant~~customer then pays the chosen provider. ~~The hourly rate for PCA services funded by~~ IDVR will not exceed the current rate established by Medicaid. ~~The PCA is paid by the task. All other time is~~ IDVR does not pay for standby ~~per regulation. The participant~~time; only for direct service time related to the VR service that the PCA service is addressing. The customer is required to submit verification of services received from the provider to IDVR on a monthly basis to continue to receive PCA funds.

IDVR PCA services are time limited in nature and are provided during the vocational rehabilitation process, if required, to assist in determining eligibility, for participation in vocational evaluation and assessment, and during implementation of an IPE with a goal leading to competitive employment. The provision of PCA services must be linked directly to the objective of the IPE. PCA services funded by IDVR must be for those tasks over and above PCA services normally ~~required~~require for tasks of daily living. No more than 40 hours per week will be authorized for PCA services.

When the IPE objectives have been successfully completed and the goal of competitive employment has been achieved, provision of PCA services required to maintain employment becomes the responsibility of the ~~participant~~customer.

12.~~19 Reserve Fund~~

~~Fiscal will hold $100,000 for each Federal Fiscal year at Central Office for participant plans, i.e. van conversion, or prosthetic/orthotic devices. When a Regional Manager receives a request for one of the above items in excess of $10,000, the Regional Manager shall contact the Chief of Field~~*20* ***Services*** ~~and submit a faxed copy of the lowest bid for the requested services.~~

~~Best practice mandates a minimum of 3 bids be procured when available within a reasonable proximity.~~

~~Upon approval, the requested amount will be allotted~~ ***to*** ~~that Regional Office by the Manager of Fiscal Operations. For further information or clarification, please contact the Chief of Field Services.~~ ***a Group of Individuals***

~~SECTION 13.0 CLOSURE~~

~~The VR counselor shall close an individual's record of services at any time in the vocational rehabilitation process when it is determined that the individual is no longer eligible, is unavailable for diagnostic or planned services, chooses not to participate, or is rehabilitated. The authorized "Reasons" for closure are stipulated in the drop down box in the "Closure" module of Gemini under "Outcome".~~

~~13.1 Ineligibility Based Upon Disability Issues~~

~~**13.1.1** A person will be determined ineligible when it is determined that s/he has no~~
The Rehabilitation Act of 1973 as amended authorizes the provision of rehabilitation services to groups of individuals.

Guidelines:
Services for a group of individuals with disabilities must be expected to substantially contribute to the vocational rehabilitation of a group of individuals, but does not relate directly to the individualized rehabilitation program of any one individual with disability~~, or no substantial impediment to employment or~~ . The decision to provide services to groups will be made based on the need for the services as well as the available resources of the agency.

Establishment ~~individual does not require~~
Under the authority of 34 CFR 361.49(a)(1), IDVR may pursue the establishment, development, or improvement of a public or non-profit community rehabilitation program that is used to provide vocational rehabilitation services ~~to achieve an~~that promote integration and competitive employment, including, under special circumstances, the construction of a

facility for a public or non-profit community rehabilitation program. Examples of "special circumstances" include the destruction or natural disaster of the only available center serving an area or a State determination that construction is necessary in a rural area because no other public agencies or private non-profit organizations are currently able to provide vocational rehabilitation services to individuals.

Any CRP establishment activities undertaken by IDVR will be supported by the pre-planning requirements under 34 CFR 361.49(b)(1) and 34 CFR 361.29.

In order for IDVR to engage in activities to establish, develop or improve a public or non-profit CRP, pursuant to 34 CFR 361.49(a)(1), and use of non-Federal expenditures incurred by those activities to satisfy match requirement under the VR Program, IDVR must first satisfy several pre-planning requirements:

1. IDVR must have written policies that set forth the nature and scope of services that will be provided to groups of customers with disabilities, and the criteria that will be used to determine the provision of those services (34 CFR 361.49(b)(1)); and

2. Establishment activities must have been identified as a need in IDVR's most recent statewide comprehensive needs assessment and IDVR must have included in its State plan a discussion of the strategies it would use to meet that need (34 CFR 361.29).

If IDVR has satisfied the above pre-planning requirements for activities related to establishing, developing, or improving a CRP, then the following requirements must be satisfied in order for IDVR to use non-Federal expenditures incurred for these activities towards its match requirements under the VR program pursuant to 34 CFR 361.60(b)(3)(i):

1. The activities proposed must fit within the definition of establishment, development, or improvement of a CRP at 34 CFR 361.5(b)(17);

2. The establishment, development, or improvement of a facility for a CRP at 34 CFR 361.5(b)(18), or

3. The construction of facility for a CRP at 34 CFR 361.5(b)(12); and

4. The activities must be designed to provide services to IDVR customers and applicants.

Based on 34 CFR 361.5(b)(17), IDVR may:

1. The establishment of a facility for a public or non-profit community rehabilitation program.

2. Staffing, if necessary to establish, develop, or improve a community rehabilitation program for the purpose of providing vocational rehabilitation services to applicants or eligible customers.

3. Other expenditures related to the establishment, development, or improvement of a community rehabilitation program that are necessary to make the program functional or

increase its effectiveness in providing vocational rehabilitation services to applicants or eligible customers, but are not ongoing operating expenditures of the program.

Employment Related Services to Customers with Disabilities
Under the authority of 34 CFR 361.49(a)(6), IDVR may pursue services that promise to contribute substantially to the rehabilitation of a group of customers but that are not related directly to the individualized plan for employment ~~outcome.~~of any one customer.
~~This~~
The nature and scope of the services provided include:

1. Increase access to employment and educational opportunities for persons who are deaf or hard of hearing.

2. Increase awareness of the needs of persons who are deaf and hard of hearing through educational informational programs.

3. Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

SECTION 13.0 - CLOSURE

13.1 Closure During Application Status

A. No disabling condition

The VR counselor is unable to verify the existence of a disabling condition. The decision requires~~:~~ VR staff to:
~~A. That Idaho Division of Vocational Rehabilitation (IDVR) provides~~
1. Provide an opportunity for the ~~individual~~customer or his/her representative to receive full consultation regarding the closure decision.
~~B. A~~
2. Provide written notification ~~of ineligibility closure determination~~, or other appropriate mode of communication~~, explaining in clear and concise language the reason(s) for the ineligibility determination.~~ of:

    a. ~~C. A written notification of appeal~~Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.

    b.Appeal rights~~, including the name and address of the person with whom an appeal may be filed, and the availability of~~ (Rights and Responsibilities)

    c. Information regarding the Client ~~Advocacy~~Assistance Program (CAP~~).)~~

3. ~~D.~~ Referral to ~~another~~other agency (ies), including ~~One-Stop service delivery systems and community rehabilitation programs when appropriate~~ Idaho Department of Labor.

~~**13.1.2** It must be documented that there is clear and convincing evidence after a Trial~~

~~Work Experience or an Extended Evaluation following a period of service provision under an IPE that the individual with a disability is incapable of benefiting (too severe) from IDVR services in terms of achieving an employment outcome.~~

~~This decision requires:~~

B. ~~A. An~~ **No impediment to employment**

The VR counselor cannot establish that there is a substantial barrier to employment based on disability. The decision requires VR staff to:

1. Provide an opportunity for the ~~individual~~customer or ~~designated~~his/her representative to receive full consultation ~~at~~regarding the closure~~.~~ decision. ~~B. A~~
2. Provide written notification ~~of ineligibility closure decision~~, or other appropriate mode of communication of:

   a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.

~~C. A written notification of appeal rights, including the name and address of the person with whom an appeal may be filed, and of the availability of the CAP.~~

~~D. An annual review of the ineligibility determination following the closure of the record will be conducted within 12 months and annually thereafter, if requested. The individual with a disability, or, if appropriate, the individual's representative, shall have input into the review and reevaluation, and through signed acknowledgement attest that the review and reevaluation have been conducted.~~

~~E. A review is not required in situations where the individual refuses services; the individual is no longer present in the State; the individual's whereabouts are unknown or the individual's medical condition is rapidly progressive~~

   b. ~~F.~~ Appeal rights (Rights and Responsibilities)
   c. Information regarding the Client Assistance Program (CAP)

3. Referral to ~~another~~other agency (ies), including ~~One-Stop service delivery systems and community rehabilitation programs when appropriate~~ Idaho Department of Labor.

~~*13.2 Ineligibility Based Upon Other Reasons*~~

C. ~~13.2.1~~ **Does not require VR services to achieve an employment outcome**

The VR counselor ~~may close a case record when an individual is unavailable for an extended period of time. The VR counselor must make a concerted effort to contact the individual, or~~

~~when appropriate, a designated representative~~has been unable to ~~encourage the participation of the individual in IDVR~~ identify substantial VR services~~.~~

~~This~~ necessary to secure, retain or regain employment. The decision requires~~:~~

~~A. A rationale for closure documented in the case record and documentation of efforts to contact individual or designated representative.~~

~~B. A written notification to the individual, if whereabouts are known.~~

~~**13.2.2** The VR counselor may determine that an individual receiving services under an IPE is no longer eligible for services. The~~ VR ~~counselor must~~staff to:

1. ~~A. Make the determination only after providing~~ Provide an opportunity for the customer or his/her representative to receive full consultation ~~with~~regarding the ~~individual or a representative~~closure decision.

2. ~~B. Inform the individual in writing of the ineligibility~~ Provide written notification, or other appropriate mode of communication of:

    a. Ineligibility closure determination ~~including~~, explaining in clear and concise language the ~~reasons~~reason(s) for ~~that~~the ineligibility determination. ~~The individual will also be given a statement of his/her~~
    b. Appeal rights (Rights and Responsibilities)
    c. Information regarding the Client Assistance Program (CAP)

3. Referral to other agency (ies), including Idaho Department of Labor.

D. Unable to benefit from VR services

The VR counselor~~remedies~~, through trial work or extended evaluation has established that the applicant is unable to benefit in terms of an employment outcome. The decision requires VR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of:

    a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.

b. Appeal rights (Rights and Responsibilities)
c. Information regarding the Client Assistance Program (CAP)

3. Referral to other agency (ies), the Extended Employment Program and as appropriate the Idaho Department of Labor.

4. Conduct a review of the ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.

E. Extended services unavailable

The VR counselor has determined that extended services are required and the VR counselor and customer have determined that the extended services are not available at ~~closure. (Gemini 3)~~this time. The decision requires VR staff to:

1. ~~C. Complete the closure check list (Gemini 19), which includes the referral of the individual to~~ Provide opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate ~~programs.~~mode of communication of:

a. ~~13.3~~ Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
b. Appeal rights (Rights and Responsibilities)
c. Information regarding the Client Assistance Program (CAP)

3. Referral to other agency (ies), the Extended Employment Program and as appropriate the Idaho Department of Labor.

4. Conduct a review of the ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.

F. Refused service, moved unable to locate, failure to cooperate, death, institutionalized, transportation not feasible, transferred to another agency, and all other reasons.

These are closures without eligibility determination. The decision requires VR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation):

    a. Closure ~~***of Individuals who have achieved***~~ determination.
    b. Appeal rights (Rights and Responsibilities)
    c. Information regarding the Client Assistance Program (CAP)

13.2 Closure during Eligibility Status

A. Unable to benefit from VR services, disability too severe for services

The VR counselor, through clear and convincing evidence has established that the customer is unable to benefit in terms of an employment outcome~~-~~. An ineligibility determination, based on inability to benefit from VR services or disability too severe for services, may be completed after an initial eligibility determination. The decision requires VR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of:

    a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
    b. Appeal rights (Rights and Responsibilities)
    c. Information regarding the Client Assistance Program (CAP)

3. Referral to other agency (ies), the Extended Employment Program and as appropriate the Idaho Department of Labor.

4. Conduct a review of the ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.

B. Extended services unavailable

The VR counselor has determined that extended services are required and the VR counselor and customer have determined that the extended services are not available at this time. The decision requires VR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of:

    a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
    b. Appeal rights (Rights and Responsibilities)
    c. Information regarding the Client Assistance Program (CAP)

3. Referral to other agency (ies), the Extended Employment Program and as appropriate the Idaho Department of Labor.

C. Refused service, moved unable to locate, failure to cooperate, death, institutionalized, transportation not feasible, transferred to another agency, and all other reasons.

The decision requires VR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation):

    a. Closure determination.
    b. Appeal rights (Rights and Responsibilities)
    c. Information regarding the Client Assistance Program (CAP)

D. Closure from the Order of Selection Waitlist

When the VR counselor is unable to contact (the VR counselor uses the closure reason – unable to contact/locate or moved) or the customer has declined VR participation (the VR counselor uses the closure reason – refused services).

The decision requires VR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of

(when death is a reason for case closure do not send any written documentation):

a. Closure determination.
b. Appeal rights (Rights and Responsibilities).
c. Information regarding the Client Assistance Program (CAP).

13.3 Unsuccessful Closure After Implementation of IPE

A. Unable to benefit from VR services, disability too severe for services

The VR counselor, through clear and convincing evidence has established that the customer is unable to benefit in terms of an employment outcome. An ineligibility determination, based on inability to benefit from VR services or disability too severe for services, may be completed after an initial eligibility determination. The decision requires VR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of:

   a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
   b. Appeal rights (Rights and Responsibilities)
   c. Information regarding the Client Assistance Program (CAP)

3. Referral to other agency (ies), the Extended Employment Program and as appropriate the Idaho Department of Labor.

4. Conduct a review of the ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.

5. Customer must return tools and equipment to the agency at the time of unsuccessful closure, in accordance to the tool agreement. Exceptions must be approved by the Regional Manager.

B. Extended services unavailable

The VR counselor has determined that extended services are required and the VR counselor and customer have determined that the extended services are not available at this time. The decision requires VR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of:

   a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
   b. Appeal rights (Rights and Responsibilities)
   c. Information regarding the Client Assistance Program (CAP)

C. Refused service, moved unable to locate, failure to cooperate, death, institutionalized, transportation not feasible, transferred to another agency, and all other reasons.

The decision requires VR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation);

   a. Closure determination.
   b. Appeal rights (Rights and Responsibilities)
   c. Information regarding the Client Assistance Program (CAP)

13.4 Successful Competitive Closure After Implementation of IPE

A. Rehabilitated with supports

Customers in supported employment are determined rehabilitated when the objectives of the IPE for supported employment training are achieved and a plan for extended support services is verified through the activation of services related to the long-term source of support.

In order to determine that ~~an individual~~a customer has achieved an employment outcome, the case record must document:

1. ~~A.~~ That services provided under the IPE contributed to the achievement of the employment outcome

2. ~~B.~~ That the employment outcome is consistent with the ~~individual's~~customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice

3. ~~C.~~ That the employment is in the most integrated setting possible,

consistent with the ~~individual's~~customer's informed choice ~~and if competitive employment~~, that the ~~individual~~customer is compensated at or above the minimum wage and his/her wages and benefits are not less than that customarily paid by the employer for same or similar work ~~preformed~~performed by non-disabled individual.

4. ~~D.~~ That the employment outcome has been maintained for a minimum of 90 days.

5. ~~E.~~ The ~~individual~~customer and the VR counselor consider the employment outcome to be satisfactory and agree that the ~~individual~~customer is performing well on the job. Whenever possible, confirm that the employer is satisfied with the work performance of the ~~individual~~customer as well as IDVR services.

6. ~~F.~~ That an assessment occurred regarding whether a need exists for Post-Employment Services and that the customer was informed regarding the purpose and availability of post-employment services, should the need arise.

7. Ownership of tools and equipment may be transferred to the customer at the time of closure if the tools and equipment are necessary for on-going employment purposes.

B. Rehabilitated without supports

In order to determine that a customer has achieved an employment outcome, the case record must document:

1. That services provided under the IPE contributed to the achievement of the employment outcome.

2. That the employment outcome is consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

3. That the employment is in the most integrated setting possible, consistent with the customer's informed choice, that the customer is compensated at or above the minimum wage and his/her wages and benefits are not less than that customarily paid by the employer for same or similar work performed by non-disabled individual.

4. That the employment outcome has been maintained for a minimum of 90 days.

5. The customer and the VR counselor consider the employment outcome to be satisfactory and agree that the customer is performing well on the job. Whenever possible, confirm that the employer is satisfied with the work performance of the customer as well as IDVR services.

6. That an assessment occurred regarding whether a need exists for Post-Employment Services and that the ~~individual~~customer was informed regarding the purpose and availability of post-employment services, should the need arise~~; and~~ .

~~G. That the individual was provided a written notification~~Ownership of ~~closure outlining rights at closure.~~

~~**13.3.1 Closure of Individuals in Supported Employment**~~

~~Individuals in supported employment are determined rehabilitated when the objectives of the IPE for supported employment training are achieved~~ tools and ~~a plan for extended support services is verified through the activation of services related to the long-term source of support.~~

SECTION 14.0 PURE STATE KIDNEY – (PSK)

14.1 History of Pure State Kidney (PSK) Program

In 1970, the Idaho Legislature established a program for lifesaving care and treatment for persons with chronic renal diseases who are unable to pay for medical treatment and related services on a continuing basis. There are no age restrictions. IDVR administers this program. In 2008 HB 398 was passed to clarify the nature and scope of services available to eligible PSK clients. The following reflects the 2008 changes to State code.

Idaho Code, Chapter 23, Vocational Rehabilitation 33-2307 to 33-2308.

33-2307. Care of persons suffering from renal diseases – Legislative intent. – It is the intent of the legislature of Idaho to insure the establishment of a program for the care and treatment of persons suffering from chronic renal diseases. This program shall assist persons suffering from chronic renal diseases who require lifesaving care and treatment for such renal disease, but who are unable to pay for such services on a continuing basis. [1970, ch. 72, sec. 1, p. 186]

33-2308. **Establishment** of vocational rehabilitation program to provide treatment to persons suffering from chronic renal diseases. – The Board for Professional Technical Education shall establish a vocational rehabilitation program to provide treatment to persons suffering from chronic renal diseases, including dialysis and other medical procedures and techniques, which will have a lifesaving effect in the care and treatment of persons suffering from these diseases. The board shall extend financial assistance to persons suffering from chronic renal diseases to assist such persons in obtaining the medical, nursing, pharmaceutical, technical and other services necessary to care for such diseases, including financial assistance for the rental or purchase of home dialysis equipment and supplies, the payment of medical insurance premiums and patient travel expenses. Provided that the board shall not provide financial assistance to such persons for expenses that are covered by Medicare. The board shall promulgate rules that establish standards for determining eligibility for care and treatment under this program in order that treatment shall be provided to those who are financially unable to obtain such treatment without causing severe economic imbalance in the family economic unit. Such standards shall be established without reference to maximum or minimum income levels. [1970, ch 72, sec 2, p.186.] [2008 HB 398] [2008 RS 17404]

~~***14.2 To be eligible for PSK Services, the participant must:***~~

~~1. Have a diagnosis of chronic end stage renal disease (ESRD) by M.D.~~

~~2. Meet residence requirements:~~

~~• must live within the state of Idaho for prior 12 consecutive months, or~~

~~• must maintain permanent residency in the state of Idaho, although~~ may ~~be temporarily absent, or~~

7. ~~• applicant or a spouse, parent or guardian must show proof of employment or offer of employment in Idaho prior to moving~~transferred to the ~~state, if living less than 12 months in state~~customer at the time of ~~application.~~closure if the tools and equipment are necessary for on-going employment purposes.

~~3. Demonstrate financial need (Gemini 12 – FNA must be taken on all PSK clients including those on SSDI).~~

~~4. The participant must meet one of the following criteria: Demonstrate no vocational potential because of age or severity of medical issues, be currently employed but is unable to afford kidney related expenses on a continuing basis or has been referred to the IDVR general program for vocational services.~~

~~5. Medicare eligible~~***13.5 Successful Non-Competitive Closure After Implementation of IPE***

In order to determine that a customer has achieved an employment outcome, the case record must document:

1. That services provided under the IPE contributed to the achievement of the employment outcome.

2. That the employment outcome is consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

3. A. Homemaker – verify that the customer has increased their ability to provide services around the house that enable other family members to increase their financial contribution to the family.

   B. Unpaid Family Worker – verify that the customer is working for the family farm or family business.

4. That the employment outcome has been maintained for a minimum of 90 days.

5. The customer and the VR counselor consider the employment outcome to be satisfactory and agree that the customer is performing well on the

job. Whenever possible, confirm that the employer is satisfied with the work performance of the customer as well as IDVR services.

6. That an assessment occurred regarding whether a need exists for Post-Employment Services and that the customer was informed regarding the purpose and availability of post-employment services, should the need arise.

7. Ownership of tools and equipment may be transferred to the customer at the time of ~~eligibility~~ closure if the tools and equipment are necessary for on-going employment purposes.

13.6 Closure After Post Employment Services (PES)

A. Closed unemployed; opening a new VR case

The VR counselor has made a determination~~.~~ that the scope of services is inappropriate for PES and the customer has agreed to apply for a new VR case.

~~**Use of IDVR Medical Consultant (if needed).**~~

~~• To clarify diagnosis to insure that it is chronic ESRD.~~
~~• To insure that proposed medical treatment is related to chronic ESRD.~~
~~• To clarify any issues or concerns regarding recommended medications or other medical services for eligible ESRD participants.~~

~~*14.3 Comparable Benefits*~~

~~Comparable benefit search must be documented in file: what benefits participant is eligible for and receiving.~~

~~1. VR requires all PSK participants to apply for and be receiving Medicare. Medicare, a federal health insurance program, provides benefits for people with ESRD.~~

~~2. All participants must apply for all Health and Welfare benefits, including Medicaid, Qualified Medical Benefits (QMB), and Specified Low Income Medical Beneficiary (SLMB). Verification of denial required if not eligible for Medicaid.~~

~~3. Participants must apply for Veteran's benefits, if applicable.~~

4. Participants must apply for Indian Health Service for Native American participants, if applicable.

5. The VR representative and participant should investigate all comparable benefits and cost-savings programs such as the American Kidney Fund, the National Kidney Foundation, Medicare Part D and private insurance. Also, participants are required to apply for medical insurance assistance available from the American Kidney Fund. IDVR may pay insurance premiums if this is more cost-effective than paying for individual medical services. VR may pay up to the full amount for insurance premiums if denied assistance from the American Kidney Fund.

14.4 Service Delivery

1. Eligibility and plan development need to be accomplished as quickly as possible.

2. Remember, to be eligible for PSK, participants must be eligible for Medicare.

3. The VR PSK representative needs to establish a good working relationship with medical professionals and social workers. IDVR encourages the most cost-effective dialysis option suitable to the participant's medical needs.

4. IDVR will only pay for services that are directly related to chronic ESRD, not covered by Medicare.

5. IDVR will only pay for medications that are directly related to chronic ESRD.

6. Case file must contain justification of eligibility for PSK program and written plan for services (Gemini 34) including comparable benefit search.

7. PSK plans can be developed for up to 5 years but reviewed annually with FNA updates. Continued financial assistance is pending on the availability of funds appropriated to IDVR by the State Legislature.

14.5 PSK Services

IDVR will not provide financial assistance for services covered by Medicare. This includes dialysis, physician's follow-along or all other Medicare covered medical services.

1. PES is closed.
2. Customer applies for services.

B. Employment maintained or regained

The customer and VR counselor are in agreement the job is or has been maintained, regained or advanced in.

1. PES case is closed
2. Customer agreement with case closure is documented in the case record.

C. Lost job; no further services at this time

~~1.~~ The customer's employment was not maintained, regained, or advanced in and no ~~Medications related to ESRD. All medications prescribed by the participant's Nephrologist will be assumed to be related to ESRD, to include required "over the counter medications". A letter from all other physicians will be required to substantiate the need related to the ESRD diagnosis.~~

~~**Maximum:** $400 per month.~~

~~2. Transportation. Financial assistance for transportation costs to and from dialysis centers will be based upon financial need and in compliance with the IDVR general program fee schedule and caps. (See page 74 of Field Service Manual)~~

~~**Maximum:** $200 per month or actual cost of public conveyance (bus or van).~~

~~3. Supplemental or primary medical insurance premiums to include Medigap and Medicare Part D (supplemental). IDVR may cover up to the full amount pending financial need and cost effectiveness.~~

~~**The VR PSK program does not pay for the following:**~~

~~1. Dietary products, including ensure or similar products.~~

~~2. Homeopathic remedies.~~

~~3. Prosthetics/orthotics.~~

~~4. Medicare premiums, exception Medicare Part D supplemental insurance.~~

~~5. Family members as dialysis technicians.~~

~~6. For Medicaid recipients, all dialysis, medication and transportation costs are paid by Medicaid (don't open~~ VR ~~PSK case).~~

~~7. If Epogen is medically necessary, participant needs to dialyze in hospital, as~~

~~Medicare will pay.~~

~~8. Medications for non-ESRD related conditions.~~

Transplant Costs

1. VR will **not** provide any services for participant to get on the transplant list.

2. VR will **not** provide any financial assistance for any transplant medical services covered by Medicare.

3. If participant is on the transplant list, VR may pay for services that the nephrologist or primary ESRD physician recommends for the transplant, if not covered by Medicare. Such services could include dental work, visual exam or other services not covered by Medicare and/or other insurance.

4. For the transplant and immediate aftercare, VR may pay for:

   - Participant's transportation cost to and from transplant (negotiated with participant, not to exceed current state rates).
   - Participant's Per Diem to and from transplant (not to exceed current state rates).
   - Participant's lodging costs prior to hospital admittance and following discharge (usually hospice).
   - VR will financially assist one family member or significant other to accompany participant to and from transplant. Transportation, Per Diem and lodging costs will be negotiated with the participant in the best interest of the agency and not to exceed state rates.

5. Post Transplant:

   - VR may pay transportation costs up to 12 months for medical follow up visits, negotiated with participant not to exceed general program fee schedule and caps (see page 74 of Field Service Manual)

   - VR may pay for supplemental and primary insurance premiums to include Medigap and Medicare Part D pending financial need and cost effectiveness.

   - VR may pay for medications (other than anti-rejection) following transplant (per section **14.5.1**). Participants are encouraged to apply for other programs that provide assistance for medications. A letter from the participant's Nephrologist will be required to confirm that medications are needed as a result of the kidney disease.

Post Transplant Medication Maximum: $400 per month

- VR does not pay for physician follow-up as are appropriate at this service is covered under original cost of transplant by Medicaretime.

- VR does not pay for anti-rejection medications since Medicare pays for them for three years after transplant, then participant can apply to pharmaceutical indigent drug programs.

14.6 General Guidelines

If a participant has:

1. Full coverage Medicaid – Not eligible for PSK services, don't open PSK file.

2. Only Medicare – Based upon financial need VR will assist with medications related to ESRD up to the $400 per month maximum. Transportation costs to and from dialysis up to the $200 per month maximum. Supplemental or primary medical insurance premiums up to full amount based upon financial need and cost effectiveness. Transplant services as described in policy.

3. Medicare and QMB – VR may pay medications up to $400/month maximum.

Program Referral

Referrals can be made to the general VR program for participants who have vocational potential and wish to pursue employment services. Dual program cases would be maintained with participants receiving services from both programs simultaneously. Referrals can also be made from the general VR program to the PSK program, if participants have ESRD and meet all other PSK requirements related to residency, financial need, etc. The PSK case will cover financial assistance for the costs associated with the treatment of ESRD and the VR case will provide all other services required to attain the planned employment goal.

Types of Dialysis

There are three types of dialysis available to persons with end stage renal Disease (ESRD):

1.. Hemodialysis – Blood is pumped outside the body to an artificial kidney machine. The machine cleanses the blood and returns it to the body. Only a small amount of blood is out of the body at any time. Hemodialysis can be done in-home or in-center.

2. Continuous Ambulatory Peritoneal Dialysis (CAPD) – Continuous ambulatory peritoneal dialysis (CAPD) is done manually by placing a bag of dialysate on an IV pole or coat rack above the head and connecting it to a catheter. Once the abdomen is filled with dialysate, the dialysate remains, or dwells, in the abdomen

~~for an amount of time specified by the patient's Nephrologist. After the determined amount of dwell time, the abdomen is drained and refilled with fresh dialysate. CAPD is a good choice for patients that do not sleep well while dialyzing or are not comfortable doing dialysis at night because CAPD allows for a daytime treatment schedule. CAPD is also a good treatment choice for patients that maintain a full-time job since exchanges can be done in a sterile environment within the workplace.~~

1. ~~3. Automated Peritoneal Dialysis (APD) – Automated peritoneal dialysis (APD), commonly referred to as continuous cycling peritoneal dialysis (CCPD), requires a machine called a cycler to automate the fill and drain~~PES case is closed
2. Customer has been informed of case closure is documented in the case record.

~~process.~~ ~~Cyclers are programmed to fill and drain a patient's abdomen at night during sleep. Two to four automated exchanges are performed during sleep and an additional manual exchange may be required during the day. CCPD is a good choice if the patient has a career or is in school, leads a busy life during the day or travels often.~~

~~**Exceptions**~~

~~Discuss any special circumstances or exceptions with the Zone Field Services Manager assigned to PSK.~~

SECTION ~~15~~ 14.0 ORDER OF SELECTION

~~15~~14.1 ~~AUTHORITY~~*Authority*

Rehabilitation Act of 1973 as amended by ~~The~~the Rehabilitation Act of 1998,

Sections 101 and 102. 34 CFR Part 361 §361.36, §361.3.

~~15~~14.2 ~~POLICY~~*Policy*

In the event that the projected fiscal and personnel resources of IDVR become inadequate to provide the full range of services, as appropriate, to all eligible ~~individuals~~customers, the Administrator will implement the Division's ~~order~~Order of ~~selection~~Selection procedure. By law, this procedure must insure that ~~individuals~~customers with the most significant disabilities are

served first. ~~-~~The criteria used for determining the ~~order~~Order of ~~selection~~Selection for services is the category of significance of the disability as defined in Policy Section 6.2 and the application date for VR services.

Factors that will not be considered in determining an order of selection priority category include:

A. Type of Disability
B. Duration of residency, provided the ~~individual~~customer is present in the state;
C. Age, gender, race, color or national origin;
D. Source of referral;
E. Type of expected employment outcome;
F. The need for specific services or anticipated cost of such services; or
G. The income level of the ~~individual~~customer or ~~individual's~~customer's family.

~~**15.3 ADMINISTRATIVE REQUIREMENTS**~~

14.3 Administrative Requirements

IDVR must ensure that ~~its~~it is funding arrangements for providing services under the State Plan, including third~~-~~-party arrangements and awards, such as cooperative funding agreements with school districts, other ~~state~~State agencies or contractual arrangements, are consistent with the ~~order~~Order of ~~selection.~~Selection. If any funding arrangements are inconsistent, the ~~agency~~Agency must renegotiate these funding arrangements so that they are consistent with the ~~order~~Order of ~~selection.~~ Selection.

~~**15**~~***14.4*** ~~**PROCEDURES**~~***Procedures***

Determination of ~~Significance of~~Significant Disability

When a VR counselor determines ~~an individual~~a customer is eligible, the VR counselor also establishes the level of significance of disability based upon the criteria established in Section 6.~~2~~0. The level of significance of the ~~individual's~~customer's disability is identified with one of the following three priority categories:

A. ~~Individuals~~Customers with disabilities
B. Customers with significant disabilities
~~A.~~C. Customers with the most significant disabilities

~~B. Individuals with significant disabilities~~
~~C. Individuals with disabilities~~

Statewide Order of Selection Waiting list

When a VR counselor completes the eligibility process and the determination of the significance of the disability determination, the ~~individual~~customer is added to the statewide ~~order~~Order of ~~selection~~Selection waiting list in the appropriate category by date of application. The date of application process is ~~either the date the application is signed in the presence of the VR counselor or the date the application is 'date stamped' in the office.~~completed (see section 5.3). The case is transferred from the VR counselor caseload to the office ~~order~~Order of ~~selection~~Selection waiting list.

~~The Chief, Field Services, in consultation with the Administrator and the Field Service Managers, who collectively compose a Field Services Management Counsel (FSMC), determines when resources are available~~Written notification will be provided to ~~initiate Individualized Plans for Employment (IPE) for individual(s)~~the customer informing them of:

- Their eligibility determination.
- Their placement on the ~~statewide order of selection~~ waiting list.
- The priority categories of IDVR's Order of Selection.
- Their assignment to a particular category.
- Their right to appeal their category assignment.
- The availability of the Client Assistance Program (CAP).

When resources are available, the Chief~~,~~ of Field Services notifies the Regional Managers of the number of ~~participants~~customers to take from the waiting list by priority category, application date(s) and office locations. Regional Managers then coordinate with the VR counselors to transfer the corresponding cases from the ~~order~~Order of ~~selection~~Selection waiting list in respective offices to VR counselor's caseloads.

A ~~participant~~customer on the statewide ~~order~~Order of ~~selection~~Selection waiting list may request that his/her case be transferred from one office to another~~.~~ by contacting the local VR office – The request for transfer ~~is submitted to~~will be processed by the Regional Manager ~~to coordinate.~~

~~**Order of Selection Office Waiting list**~~

~~A separate order of selection waiting list is established for each office to track those eligible individuals on the statewide order of selection waiting list who would typically receive services from that office. The Regional Manager for~~where the ~~office is designated to manage the office waiting list and to transfer cases from the order of selection waiting list to a VR counselor when notified that resources are available to initiate services for individuals on the order of selection waiting list.~~ case resides.

Transferring a New Case to the Order of Selection Waiting List

The Regional Manager is responsible ~~within his/her region~~ for ensuring appropriate priority categories are being served, for maintaining the office ~~order~~Order of ~~selection~~Selection waiting list and for verifying Information and Referral (I&R) is occurring. Cases will be transferred from a VR counselor's caseload to the office ~~order~~Order of ~~selection~~Selection waiting list within ten (10~~ working~~) business days of the eligibility date~~. Cases needing to be transferred to the office order of selection waiting list will be listed on a report generated every Monday by the Regional Manager or designee~~.

The Regional Manager will verify ~~a referral has been entered in the~~ Information and Referral ~~portion of~~ sources have been documented prior to transferring the case ~~management system or the case service record contains a case note explaining efforts to locate information and referral sources and the reason(s) a referral was not provided. Upon verification, the Regional Manager will transfer the case from the VR counselor's caseload~~ to the office ~~order~~Order of ~~selection~~Selection waitlist.

Transferring a Case from the Order of Selection Waiting List to a VR Counselor

Upon notification to initiate services for ~~cases~~case on the ~~order~~Order of ~~selection~~Selection waiting list for the specified priority category and application dates, the Regional Manager or designee must transfer cases from the ~~order~~Order of ~~selection~~Selection office waiting list to a VR counselor within five (5~~ workdays.~~) business days. The VR counselor is notified of the case ~~transfer~~transferred and is authorized to initiate services.

If a case is closed from the office ~~order~~Order of ~~selection~~Selection waiting list, the case is automatically removed from the statewide ~~order~~Order of ~~selection~~Selection list.

Initiating Services for ~~Individuals~~Customers Referred from the Order of Selection Waiting List

~~The FSMC~~IDVR will determine when it is ~~appropriated~~appropriate to implement procedures to ~~reestablish~~re-establish or maintain contact with ~~individuals~~customers while they are on the ~~order~~Order of ~~selection~~Selection waiting list. Factors to consider are the length of time ~~an individual~~a customer has been on the list and the anticipated time before the ~~individual's~~customer's category will open.

Upon receipt of ~~a~~the case transferred from the ~~order~~Order of ~~selection~~Selection waiting list, the VR ~~counselor~~staff takes the following steps ~~to~~:

1. To contact the ~~individual within three working days. Telephone~~customer and schedule an appointment.
2. If telephone contacts are unsuccessful a letter will be sent to initiate contact ~~is acceptable; however, if~~.
3. Reasonable and timely efforts to ~~contact the individual by telephone are not successful within 2 days, a letter must be sent by the third day, scheduling the individual for an appointment. The appointment is scheduled no later than 10~~find updated phone numbers and addresses for the customer.
4. If the customer has not responded within forty (40) days from the date the letter ~~is~~was sent, VR staff will proceed with case closure.

~~Counselors~~VR counselors need to consider the communication needs of the ~~participant~~customer, including the need for information in alternate formats when initiating contact by telephone or letter.

~~If a participant missed a scheduled appointment or does not respond to an initial letter by the specified date, a certified letter is sent within 3 working days explaining that if the individual does not contact IDVR within 10 days to initiate services, the case service record will be closed. The letter will include information explaining the current status of the waiting list and instructions on how to reapply at a later time.~~

~~Reasonable and timely efforts will also be made to verify or find updated telephone numbers and addresses, to contact the referral source, and/or to contact person(s) identified on the application or otherwise in the case service record.~~

~~If the date identified in the closure notification letter passes and there is no response from the participant and efforts to locate the individual through other sources have not resulted in contact, the case is closed.~~

Steps to contact each ~~individual~~customer are documented in the case management system narrative and filed in the case service record.

Exceptions for Reopening Closed Cases

A VR counselor may request the Regional Manager to get permission from the Chief of Field Services to reopen a case on an exception to policy basis if ~~an individual~~a customer contacts IDVR after his/her case is closed. If the ~~participant's~~customer's lack of response was a result of exceptional circumstances that prevented the ~~individual~~customer from responding, the VR counselor should consult with his/her supervisor about an exception to policy to reopen the case. ~~If an exception to policy is requested and granted, contact the IDVR central office help desk to restore the case in the case management system.~~

~~Participants~~Customers not ready to Proceed with IPE Development upon Referral from the ~~order~~Order of ~~selection~~Selection Waiting ~~list~~List

If a VR counselor contacts a ~~participant~~customer to initiate services and ~~s~~she/he is not ready to begin working with IDVR, the VR counselor needs to help the ~~individual~~customer make an informed decision about how to proceed. If a customer does not wish to, or is unable to proceed with IPE development, IDVR will close the case and the customer must reapply. IDVR cannot 'hold' a spot on the waiting list nor can ~~an individual~~a customer be put back at the top of the list. The VR counselor needs to discuss the reasons the ~~participant~~customer is not ready to proceed and whether a reasonable time frame can be agreed upon to resolve the issues. ~~The VR counselor and participant make plans to proceed with vocational planning and IPE development within a reasonable time period or to close the case. In some cases, closing the case and submitting a new application at later date may be most appropriate.~~

~~15~~14.5 Information and Referral (I & R)

When operating under ~~order~~Order of ~~selection~~Selection, IDVR is required to offer ~~a formal, discreet~~ Information and Referral (I&R) ~~service~~services to ~~individuals~~customers who cannot be served and must wait for services because of the ~~order~~Order of ~~selection~~Selection.

IDVR must document and retain information about referrals to other ~~federal~~Federal and ~~state~~State programs that provide employment-related services. ~~The I&R~~

~~screen of the case management system is used to record the required information.~~

Information and Referral Requirements

Federal regulations establish minimum requirements under I&R as follows. IDVR must:

A. Provide ~~individuals~~customers with accurate vocational rehabilitation information and guidance (which may include counseling and referral for job placement) to prepare for, get, or keep a job.

B. Refer ~~individuals~~customers with disabilities to other ~~federal~~Federal or ~~state~~State programs that are best suited to address their specific employment needs, including partners in the workforce investment system.

C. Initiate a notice of referral identifying:

a. The name of the program to which the ~~individual~~customer is referred;
b. A contact person in that program; and
c. Information about the most suitable services to assist the ~~individual prepares~~customer prepare for, get or keep a job.

~~15~~14.6 Counseling and Guidance

To provide ~~individuals~~customers with accurate VR information and guidance, which may include counseling and referral for job placement, a VR counseling staff member talks to the

~~individual~~customer about his/her need to prepare for, get or keep a job. The VR counseling staff member provides advice and guidance about how the ~~individual~~customer might proceed, explains referral sources available, and offers to initiate a referral to another program, if appropriate. These interactions occur in the course of other activities, such as completing the application, intake, and eligibility determination.

For ~~individuals~~customers who choose not to apply for IDVR services because of the ~~order~~Order of ~~selection~~Selection, a general guideline is to limit I~~ & &~~R services to one appointment. The VR counselor will NOT establish an on-going counseling relationship nor perform follow-up services regarding I&R.

Counseling and Guidance – Referrals

Each office will maintain a list of ~~federal~~Federal and ~~state~~State programs with which IDVR has established a formal referral relationship. It is expected that the Idaho Department of Labor One-Stop Centers will be used extensively, but not exclusively, for the referral of ~~individuals~~customers who either choose not to apply or are on a waiting list to receive IDVR services. Other programs to be used in this capacity, as appropriate, include Tribal VR programs and other community programs. Because of limited resources in some areas and the unique needs of some ~~individuals~~customers with disabilities, there ~~will~~may not be an appropriate program available to every person.

Counseling and Guidance – Job Placement

VR counseling staff may provide brief counseling for job placement. If the ~~individual~~customer intends to engage in independent, self-directed job search or related activities, the VR counseling staff member may provide brief counseling to assist the ~~individual~~customer in this effort. Examples of counseling and referral for job placement may include, but are not limited to:

A. A counseling session with the ~~individual~~customer to discuss what efforts to find a job the ~~individual~~customer has already tried and offering other job search strategies and suggestions.

B. Reviewing and giving advice on ~~an individual's~~a customer's resume.

C. Discussing reasonable accommodation issues and strategies for approaching an employer.

D. Discussing and providing the ~~individual~~customer with access to the Internet or another resource.

E. Sharing information about the local labor market.

~~15~~14.7 *Documenting a Formal Referral*

All referrals to employment-related programs must be documented, including referrals for ~~individuals~~customers who have applied and are waiting for services ~~and referrals for individuals who choose not to apply for services because of the order of selection~~. Each Regional Manager, or designee, will identify and maintain the list of regional referral sources that require a formal referral. Each time ~~an individual~~a customer is referred to one of the listed organizations, the VR ~~counseling~~ staff member documents the referral in the ~~I&R portion of the~~ case management system. Every case will have an entry in the ~~I&R screen~~case management system prior to transferring the case to the ~~order~~Order of ~~selection~~Selection waiting list, or the case service record will document efforts to locate referral sources and the reason(s) a referral was not provided.

If ~~an individual~~a customer requests a referral, the VR ~~counseling~~ staff member prepares and sends a written referral to the organization. In addition, the VR counseling staff member provides the ~~individual~~customer being referred with the following:

A. A copy of the written referral notifying the other federal or state program about the referral.

B. The name of the person in that organization to be contacted by the ~~individual~~customer being referred.

C. Information about the most suitable services to prepare for, secure, retain, or regain employment.

Informal Referrals

VR counselors routinely provide information to applicants and eligible ~~individuals~~customers about a wide array of community assistance programs that may offer services or benefits to assist the ~~individual~~customer meet a variety of needs (food or clothing banks, medical programs, counseling services, etc.). These types of referrals are considered informal referrals. IDVR staff are encouraged to continue providing ~~individuals~~customers with information about other programs that offer services to assist them in meeting a variety of needs. ~~Informal referrals are not documented in the I&R screen.~~

~~15~~14.8 Post Employment Services

Order of ~~selection~~Selection does not impact or alter the provision of post-employment services. Post-~~-~~employment services are considered an amendment of the IPE, and therefore, ~~an individual~~a customer who needs post-~~-~~employment services is not required to meet the highest priority category currently being ~~served~~serviced under an ~~order~~Order of ~~selection~~Selection nor is the ~~individuals~~customers required to wait for services.

~~If the VR counselor determines that~~If substantial services are needed~~ a~~, PES is not appropriate. A new application ~~is completed subject~~should be taken and would be subjected to ~~order~~Order of ~~selection.~~

Selection.

TAB	DESCRIPTION	ACTION
1	PENDING RULE: DOCKET NO. 08-0202-1201 ENDORSEMENTS, HEALTH, PHYSICAL EDUCATION, SPECIAL EDUCATION DIRECTOR, AND GENERALIST ENDORSEMENT	Motion to Approve
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
5	PENDING RULE: DOCKET NO. 08-0203-1202 RELATIONSHIP ABUSE AND SEXUAL ASSAULT PREVENTION	Motion to Approve
6	PENDING RULE: DOCKET NO. 08-0203-1203 HIGH SCHOOL GRADUATION REQUIREMENTS	Motion to Approve
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. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. ~~(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.
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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. I DAHO 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), including all school district and public charter school administrators *(3-29-10)*(_____)

02. Out-of-State Applicants.

a. 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. 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. (____)

03. Waiver of Mathematics In-Service program. 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. (___)

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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

Attachment 1 – Pending Rule – Docket No. 08-0202-1203 Page 3
Attachment 2 – Proposed Revisions to the Idaho Standards for Initial Certification of Professional School Personnel. Page 5

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

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

Overview of the past standards

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

> ***Example - Past (input-based) Standard Format, Biological Science:***
> Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

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

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

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

Each proposed standard is broken down into two areas:

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

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

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

Knowledge:

1. The [physical education] teacher ***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

The~~se~~ 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

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

~~3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.~~

~~4. The teacher respects the privacy of students and the confidentiality of information.~~

~~5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.~~

~~6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).~~

~~7. The teacher acts as an advocate for students.~~

~~8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.~~

Core Teaching Standards

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

The Learner and Learning

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

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

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

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~~d~~s attainment of the standards.

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

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

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

Knowledge

1. The teacher understands the evolution, research, and current ~~practices~~ federal and state legal mandates of bilingual and ENL education.

2. ~~(ENL only) The teacher knows the key linguistic structures, articulatory system, and vocabulary of the English language.~~

3. The teacher understands and knows how to identify differences and the implications for implementation in bilingual ~~programs~~ and ENL approaches and models ~~(Bilingual: dual language, maintenance, transitional, early and late exit, etc.; ENL: sheltered English, academic support, tutorial, extended day, etc.)~~.

4. The teacher understands ~~the variety of purposes that languages serve,~~ and is able to distinguish~~ing~~ between forms, functions, and contextual usage of social and academic language.

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

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 articulate~~s~~ 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,~~ distinguish~~ing~~ 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 distinguish~~es~~ 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.

4. The teacher understands the relationship and difference between levels of language proficiency and students' academic ~~performance~~ achievement.

5. The teacher is familiar with the state English language proficiency assessment.

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

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

8. The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners ~~pre-referral, referral, and placement for the purpose of accessing bilingual/ENL programs~~.

3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

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

5. The teacher uses data to make informed decisions about program effectiveness.

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

Knowledge

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

Performance

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

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~~e~~al ~~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

Inflectional Endings
Grammatical markers or suffixes used in standard conventional language production

~~**Late Exit Program**~~
~~A (K-12) maintenance bilingual program.~~

Primary Language
An individual's most developed language~~.~~

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

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

Additional Resources

National Clearinghouse for English Language Acquisition

www.ncela.gwu.edu

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

www.cal.org/create

CREDE

www.crede.org

NABE

www.nabe.org

TESOL

www.tesol.org

CARLA

www.carla.umn.edu

References

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

Idaho Foundation Standards for Communication Arts Teachers

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

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

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

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

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

Knowledge

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

Performance

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

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.

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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.

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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 develop~~s~~ students' use of standard mathematical terms, notations, and symbols.

5. The teacher uses and encourages the students to use a variety of representations to communicate~~s~~ 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 and that aligns with articulation requirements and course competencies.

7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

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

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

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

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

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across ~~high school~~ secondary and postsecondary technical curricula.

2. The teacher knows how to identify community and industry expectations and access resources.

Performance

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

2. The teacher designs ~~curriculum~~ instruction to meet community and industry expectations.

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

Knowledge

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

4. The teacher understands how evaluation connects to instruction.

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~~ effective management skills ~~(e.g., time management skills, budgeting skills, organizational skills, individualized instruction, and stress management)~~ in the classroom and laboratory environments.

4. The teacher models and reinforces effective work and safety habits.

5. The teacher incorporates PTSOs as intracurricular learning experiences.

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

Knowledge

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

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

3. The teacher ~~knows~~ understands how to promote career awareness.

Performance

1. The teacher designs instruction~~al strategies~~ that addresses employability skills and related workplace issues ~~(e.g., diversity, productivity, human resource law and policy)~~.

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

3. The teacher provides opportunities for career awareness and exploration.

Idaho Standards for Agricultural Science and Technology Teachers

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

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

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

Knowledge

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

2. The teacher knows about production agriculture.

3. The teacher knows plant and animal science, agricultural business management ~~and law~~, and agricultural mechanics, as well as computer and other technology related to these areas.

4. The teacher understands and has experience in one or more of the following specialized occupational areas:
   a. Agricultural production and marketing
   b. Agricultural equipment and supplies
   c. ~~Product processing~~ Agriculture product processing
   d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
   e. Agricultural business planning and analysis
   f. Natural resource management
   g. Environmental science
   h. Forestry
   ~~i. Industrial equipment~~
   j. Small animal production and care

5. The teacher ~~knows about the operation of agricultural youth organizations~~ understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

6. The teacher ~~knows about working with students and adults in~~ understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

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 Technology Teachers

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

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

Knowledge

1. The teacher ~~knows~~ possesses a foundational level of knowledge about a broad range of ~~introductory~~ business subjects ~~(e.g.~~ for example, ~~accounting, economics, information systems, communications, management, marketing, merchandising, retailing, business law, and international business).~~ accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

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

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intracurricular role in marketing education.

Performance

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

2. The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

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

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

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

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

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

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

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

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

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

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

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

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

Idaho Standards for Technology Education Teachers

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

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

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

Knowledge

1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

6. The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; ~~and~~ computer technology and other relevant emerging technologies..

2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

4. The teacher demonstrates the various phases of the engineering design process.

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

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

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

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

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

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

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

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

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

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

Idaho Standards for Reading Teachers

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

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

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

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

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

Knowledge

1. The teacher understands the relationships and roles of the components of a balanced literacy program, which encompasses:
   a. oral language development and its role in the emergence of writing and reading;
   b. phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes;
   c. language patterns, vocabulary, comprehension and critical thinking; and
   d. development of fluency (rate and accuracy).

2. The teacher knows the methods of literacy instruction congruent with a balanced literacy program.

3. The teacher understands that reading is a process of constructing meaning.

4. The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).

5. The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide-reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.

6. The teacher understands the relationships between reading, writing, speaking, listening, and viewing.

7. The teacher understands why it is important for developing literacy skills to read aloud to students.

8. The teacher is familiar with a wide range of children's literature encompassing all genres.

Performance

1. The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.

2. The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).

3. The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).

4. The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography).

5. The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.

6. The teacher provides literacy lessons and opportunities congruent with best research practices.

7. The teacher reads aloud to children.

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

Knowledge

1. The teacher knows historical and current research as it relates to reading.

2. The teacher understands the significance of home language and culture on the development of literacy in the classroom.

Performance

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

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

Knowledge

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

Performance

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

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

Knowledge

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

Performance

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

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

Knowledge

1. The teacher understands the power of literacy as it relates to academic success and life-long learning.

2. The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.

Performance

1. The teacher advocates extensive reading for information and for pleasure.

2. The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.

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

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

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

Knowledge

1. The teacher understands the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance, enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).

2. The teacher understands how to use assessment for attitude and motivation as related to reading.

3. The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness, phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension).

Performance

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

2. The teacher collects and utilizes data from multiple sources to inform instruction.

3. The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.

4. The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.

5. The teacher advocates that the needs of every student are accurately represented in assessment data.

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

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

Knowledge

1. The teacher knows sources and programs that promote family literacy.

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

Performance

1. The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.

2. The teacher fosters parental support for family literacy activities.

Idaho Foundation Standards for Science Teachers

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

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

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

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

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

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

Knowledge

1. The teacher knows the history and nature of science and scientific theories.

2. The teacher understands the science content 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 AND***

3. ***Idaho Standards for Biology Teachers OR***

4. ***Idaho Standards for Earth and Space Science Teachers OR***

5. ***Idaho Standards for Chemistry Teachers OR***

6. ***Idaho Standards for Physics Teachers***

Idaho Standards for Physical Science Teachers

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

1. ***Idaho Core Teacher Standards***

2. ***Idaho Foundation Standards for Science Teachers AND***

3. ***Idaho Standards for Chemistry Teachers OR***

4. ***Idaho Standards for Physics Teachers***

Idaho Standards for Physics Teachers

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

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

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

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

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

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

4. The teacher understands contemporary physics events, research, and applications.

5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.

6. The teacher knows the historical development of models used to explain physical phenomena.

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.

2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.

4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

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

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

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

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

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

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

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

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

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

Idaho Foundation Standards for Social Studies Teachers

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

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

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

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

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

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).

2. The teacher understands the ways various governments and societies have changed over time.

3. The teacher understands ways in which independent and interdependent systems of trade and production develop.

4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.

5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.

6. The teacher understands geography affects relationships between people, and environments over time.

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.

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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.

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- **Knowledge**

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

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

- **Performance**

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.

3. The teacher enables students to use support personnel and assistive technology.

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

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

- **Knowledge**

1. The teacher knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.

2. The teacher knows the appropriate accommodations for the particular degree of hearing loss

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students (e.g., interpreters and special tests).

Performance

1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.

2. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

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

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.

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

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

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

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

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

Knowledge

1. 1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

   ~~1~~.2. The teacher knows ~~of~~ the target ~~language and understands the~~ culture(s) in which the language is used.

2. 3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

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

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

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

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

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

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

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

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

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for ~~encourages~~ the students to do so.

5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

6. The teacher systematically incorporates culture into instruction.

7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

8. The teacher encourages students to understand that culture and language are intrinsically tied.

~~9. The teacher makes generous use of cognates and expressions common to English and the foreign language when those comparisons will further the students' understanding and fluency.~~

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

Knowledge

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

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

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

4. The teacher knows the methodologies and theories specific to second language acquisition.

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

Performance

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

2. The teacher integrates cultural knowledge into language instruction.

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

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

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

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

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

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

Performance

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

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

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

Knowledge

1. The teacher understands that world ~~foreign~~ language~~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).

- **Performance**

1. The school psychologist uses appropriate technologies to facilitate professional performance.

2. The school psychologist uses technologies to facilitate student performance.

3. The school psychologist makes use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.

4. The school psychologist evaluates the validity of information and resources.

- ***Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands the unique organization and culture of schools and related systems.***

- **Knowledge**

1. The school psychologist understands the organization of schools and systems.

2. The school psychologist understands principles of organizational development and systems theory as it relates to their practice.

3. The school psychologist knows how to implement and evaluate programs that promote safe and violence-free schools and communities.

4. The school psychologist understands leadership roles in the development and implementation of systems change.

5. The school psychologist understands funding mechanisms available to schools and communities that support physical, educational, and mental health services.

6. The school psychologist knows how to access resources available to address behavioral, learning, mental, and physical needs.

- **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.

2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools community

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.

[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. Teacher Leader. A master teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (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 Sciences (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)*~~( )

~~*c*~~**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.

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Davis, Antoinette. "Interpersonal and Physical Dating Violence among Teens." *Focus: Views from the National Council on Crime and Delinquency.* Oakland: NCCD, Sept. 2008. Print.

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

Attachment 1 – Pending Rule – Docket No. 08-0203-1203 Page 3
Attachment 2 – Pending Rule – Docket No. 08-0203-1203 Page 15

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. 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)

Attachment 2

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

Attachment 1 – Pending Rule – Docket No. 08.0203.1205 Page 5
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 Proficiency ~~Development~~ Standards. The World Class Instructional Design and Assessment (WIDA) ~~Idaho~~ English Language Proficiency ~~Development~~ Standards as adopted by the State Board of Education on August 16, 2012. ~~10, 2006~~. ~~(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)

English Language Proficiency Standards PreKindergarten through Grade 5

2007 Edition
THIRD PRINTING

ALABAMA, DELAWARE, THE DISTRICT OF COLUMBIA, GEORGIA, HAWAII, ILLINOIS, KENTUCKY, MAINE, MISSISSIPPI, NEW HAMPSHIRE, NEW JERSEY, NEW MEXICO, NORTH CAROLINA, NORTH DAKOTA, PENNSYLVANIA, OKLAHOMA, RHODE ISLAND, SOUTH DAKOTA, VERMONT, VIRGINIA, WISCONSIN AND WYOMING

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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

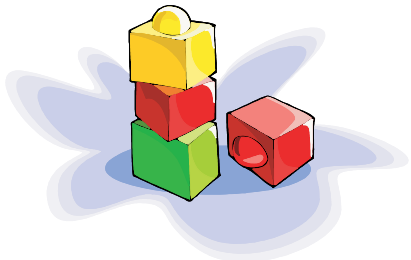
At the given level of English language proficiency, English language learners will process, understand, produce, or use:

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 • Classrooms • Colors • Feelings • Games • Hygiene & safety • Music & movement • Recreational objects & activities • Routines • School • Self & family • Social behavior • Spatial relations	**Example Genres & Topics** • 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	**Example Topics** • Attributes • Equivalency • Geometric shapes • Measurement of time • Non-standard measurement tools • Number sense • Numbers & operations • Patterns • Quantity • Size • Spatial relations • Temperature • Weight	**Example Topics** • 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	**Example Topics** • 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	Level 6- Reaching
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…")	
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	Level 6- Reaching
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.")	
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

WIDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
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	
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
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

Level 6- Reaching

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	**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
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

Level 6- Reaching

	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
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

Level 6- Reaching

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	Level 6- Reaching
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	
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
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

Level 6- Reaching

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	Level 6- Reaching
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	
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	
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	
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	

	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
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

Level 6- Reaching

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

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

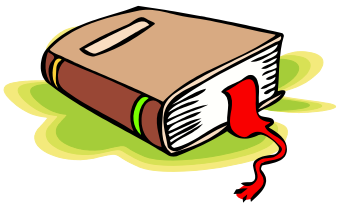
Standard 2: The language of Language Arts

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



Standard 3: The language of Mathematics

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

Standard 4: The language of Science

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

Standard 5: The language of Social Studies

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	Level 6- Reaching
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.")	
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…")
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

Level 6- Reaching

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	Level 6- Reaching
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	
	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, 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** **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	
	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	Level 6- Reaching
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	
	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 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	Level 6- Reaching
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?'")	
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	Level 6- Reaching
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?")	
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

WIDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
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	
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 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	Level 6- Reaching
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	
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	Level 6- Reaching
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	

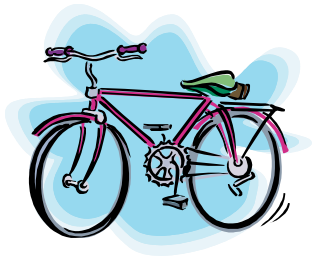
Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

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

Example Topics

- Assignments
- Classroom supplies/ Resources
- Following directions
- Health & safety
- Information gathering
- Leisure activities
- Opinions
- Personal experiences
- Personal information
- Rules & procedures



Standard 2: The language of Language Arts

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

Standard 3: The language of Mathematics

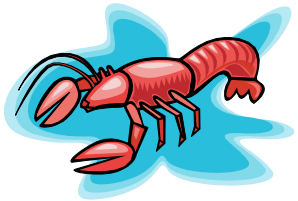
Example Topics

- 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

Standard 4: The language of Science

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



Standard 5: The language of Social Studies

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	Level 6- Reaching
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?")	
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	Level 6- Reaching
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.")	
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 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	Level 6- Reaching
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	
	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, 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** **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	
	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	Level 6- Reaching
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	
	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	
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	
	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?")	

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	Level 6- Reaching
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?")	
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")
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
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
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 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	Level 6- Reaching
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	
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?")
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)

Level 6- Reaching

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	Level 6- Reaching
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	
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
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

Level 6- Reaching

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:

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

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

Standard 2: The language of Language Arts

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

Standard 3: The language of Mathematics

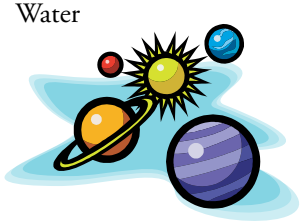
Example Topics

- 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

Standard 4: The language of Science

Example Topics

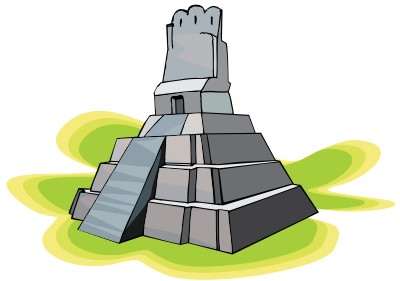
- Atoms & molecules
- Bacteria to plants
- Body systems & organs
- Chemical building blocks
- Climate/Temperature change
- Climate zones
- Comets & meteorites
- Cycles
- Elements & compounds
- Forms of energy
- Light
- Motion & force
- Natural disasters
- Populations, resources & environments
- Processes
- Reproduction
- Scientific inventions or discoveries
- Scientific tools or instruments
- Solar system
- Sound
- Universe: Stars and planets
- Water



Standard 5: The language of Social Studies

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



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	Level 6- Reaching
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	
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
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)

Level 6- Reaching

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	Level 6- Reaching
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	
	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	Level 6- Reaching
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	
	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, 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 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	Level 6- Reaching
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	

	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
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

Level 6- Reaching

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	Level 6- Reaching
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	
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 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	Level 6- Reaching
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….")	
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…")
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

Level 6- Reaching

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

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

Standard 2: The language of Language Arts

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)

Standard 3: The language of Mathematics

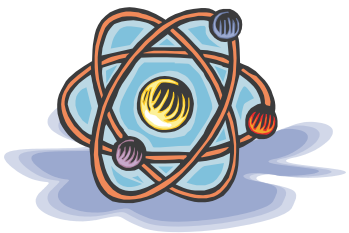
Example Topics

- 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)

Standard 4: The language of Science

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



Standard 5: The language of Social Studies

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

WIDA CONSORTIUM

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
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	
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 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	Level 6- Reaching
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	
	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	
	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 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, 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** **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	
	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	Level 6- Reaching
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	
	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	Level 6- Reaching
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…")	

	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)
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)

Level 6- Reaching

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	Level 6- Reaching
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	
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)
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

Level 6- Reaching

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	Level 6- Reaching
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	
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
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

Level 6- Reaching

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

WIDA™

2012 AMPLIFICATION OF

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

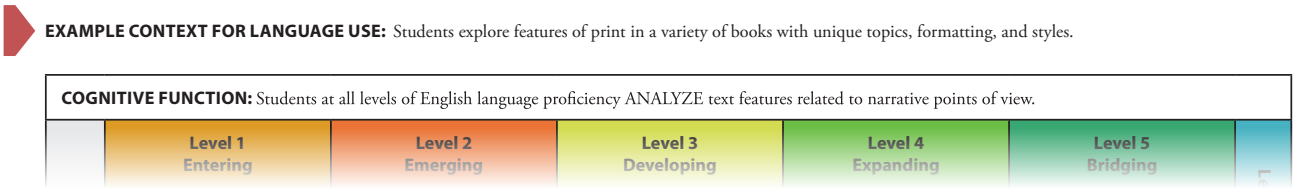
CONNECTION: *Common Core Reading Standards for Literature, Craft and Structure #6 (Grade 4):* Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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.

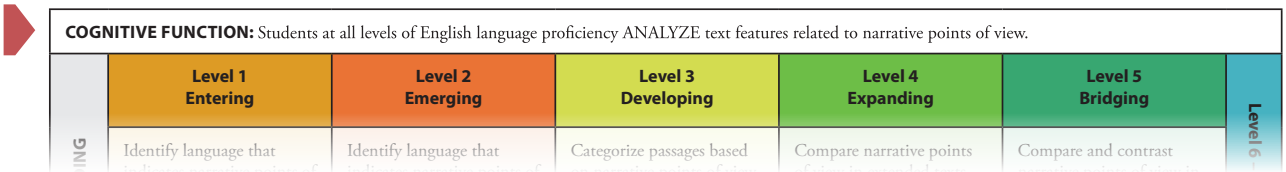
Figure C: Example Context for Language Use



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

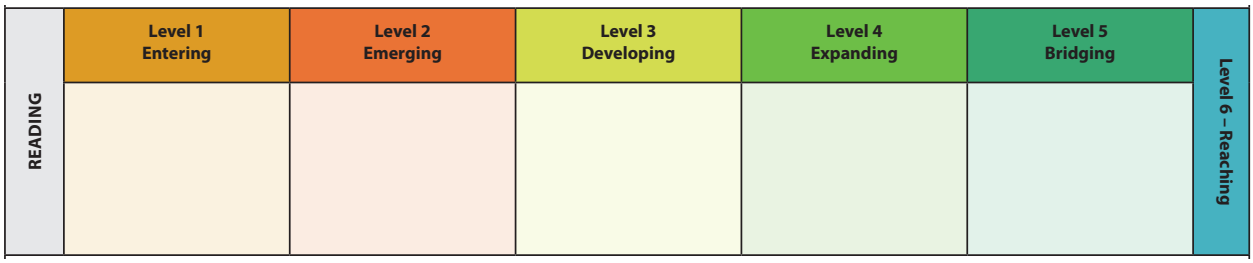


*Anderson, L.W. & D.R. Krathwohl (eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* New York: Longman.

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



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

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.

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

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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.

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

WIDA™

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.

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

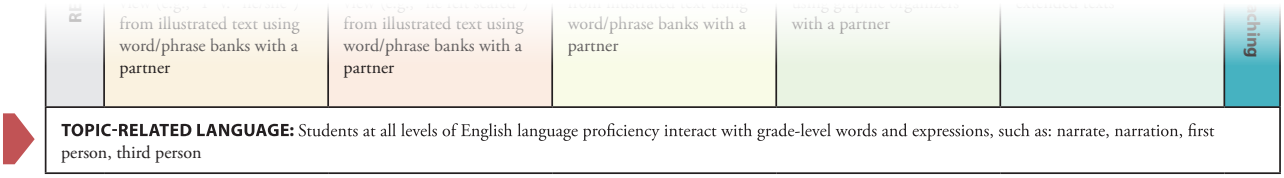
COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.

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

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



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.

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

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.

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:____

WIDA

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?

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

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?

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

Figure P: A Blank Template for Drafting Strands of MPIs

GRADE: _____

WIDA™

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:						

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

EXAMPLE TOPIC: Weather

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-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.

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

EXAMPLE TOPIC: Green architecture

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 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	
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.

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	
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).	Level 6 – Reaching
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	

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	
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

	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!	**Level 6 – Reaching**
Language Forms & Conventions Sentence Level	one inch two inches	short, shorter, shortest long, longer, longest easier	First,… then,… as long as	
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	

WIDA

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

	Levels 1–3	Levels 2–4	Levels 3–5	
Linguistic Complexity Discourse Level	Labels to match to pictures: the Pony Express letters telegraph air mail email Horses carried mail. People send emails.	Men rode horses to bring people letters. Pilots fly planes to bring people their mail.	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.	Level 6 – Reaching
Language Forms & Conventions Sentence Level	mail/letters carry mail → carried mail People send emails.	People send emails to… bring people their mail	A long time ago, A short time later, used it to It was faster than	
Vocabulary Usage Word/Phrase Level	the Pony Express letters telegraph air mail email carry mail send mail	Pilots fly planes their mail	across the country was invented messages wires	

WIDA

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	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

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	
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.	**Level 6 – Reaching**
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	

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

	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.	Level 6 – Reaching
Language Forms & Conventions Sentence Level	Erosion removes materials. Weathering does not move materials.	It breaks rocks, but it does not move earth materials.	Weathering is like erosion because it breaks up rocks, but...	
Vocabulary Usage Word/Phrase Level	rocks move wind dirt remove rain	earth materials tornado storm flood	natural phenomena occurs cause (verb)	

WIDA

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 pictures learn → learned like → liked	I liked when (what/how/that)	very clear too 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	

WIDA

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
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

Level 6 – Reaching

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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	
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.	**Level 6 – Reaching**
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	
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?	Level 6 – Reaching
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	

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.

SPEAKING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	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	
Linguistic Complexity Discourse Level	Illustrated word bank: independent variable dependent variable water CO_2 Carbon dioxide stayed the same changed	The independent variable was carbon dioxide. We changed the amount of CO_2 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 CO_2, our independent variable. We knew how much CO_2 to use in the experiment because we had the chemical equation for photosynthesis. Decreasing the amount of CO_2 in the experimental groups slowed down the reaction rate. Removing the carbon dioxide resulted in no reaction.	Level 6 – Reaching
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	

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

	Levels 1–3	Levels 2–4	Levels 3–5	
Linguistic Complexity Discourse Level	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.	*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!	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.	**Level 6 – Reaching**

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	
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	Level 6 – Reaching
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	

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

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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	
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.")	Level 6 – Reaching

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

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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

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Self & family

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.

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

WIDA

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	
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.")	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: favorite, book report, title

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

See expanded version of this strand on pp. 24–25

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	
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.")	**Level 6 – Reaching**

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.*

WIDA

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

WIDA

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

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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	
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	Level 6 – Reaching

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

EXAMPLE TOPIC: Life cycles

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	

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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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	
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)	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication

See expanded version of this strand on pp. 26–27

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	
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	Level 6 – Reaching

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.

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

See expanded version of this strand on pp. 28–29

WIDA

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Area

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

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

WIDA

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

COMPLEMENTARY STRAND: The Language of Health & Physical Education

EXAMPLE TOPIC: Healthy choices

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

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	
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	Level 6 – Reaching

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

WIDA

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	
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.")	Level 6 – Reaching

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

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

COMPLEMENTARY STRAND: The Language of Technology & Engineering

EXAMPLE TOPIC: Multimedia publishing

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

See expanded version of this strand on pp. 32–33

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	
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	Level 6 – Reaching

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

WIDA

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

WIDA

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	
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	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: edit, conventions, mechanics

GRADE 6

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

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

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

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	
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	Level 6 – Reaching

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

WIDA

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

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	
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	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supporting details, theme, thesis

WIDA

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	
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	Level 6 – Reaching

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.*

WIDA

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	
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	Level 6 – Reaching

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

WIDA

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

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

WIDA

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Transformation of two-dimensional figures

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

WIDA

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	
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...")	Level 6 – Reaching

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

WIDA

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	
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...?")	Level 6 – Reaching

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

EXAMPLE TOPIC: Bias

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	
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	Level 6 – Reaching

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

WIDA

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	
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	Level 6 – Reaching

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	
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	Level 6 – Reaching

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

WIDA

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	
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	Level 6 – Reaching

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

EXAMPLE TOPIC:
Technology & ethics

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

WIDA

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	
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	Level 6 – Reaching

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

See expanded version of this strand on pp. 42–43

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Satire

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

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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

EXAMPLE TOPIC: Chemical reactions

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	Level 6 – Reaching
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.")	

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

WIDA

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

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	
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	Level 6 – Reaching

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

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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 subgroups 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:

WIDA Project Staff at the Center for Applied Linguistics, Washington, D.C.

Dorry Kenyon, Ph.D.
Abby Davis
Lakisha Dockett
Stephanie Gibson
Daniel Ginsberg
Michele Kawood
David MacGregor, Ph.D.
Jennifer Norton
Abbe Spokane
Anna Todorova
Kathryn Wolf

Following the draft review, many comments and insights from the field were incorporated, and some features were revised or added. At the WIDA Consortium Board meeting in June 2012, state educational agency representatives from thirty states received near-final draft copies and participated in discussions about implementing the 2012 amplification. Upon release of the publication, additional efforts will take place to ensure ongoing alignment to state and national standards and engage educators in professional development around the standards framework.

The following WIDA staff members and consultants participated in events and/or shared their time and expertise over the course of the project:

WIDA Staff Contributors

Meredith Alt
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Carsten Wilmes, Ph.D.

This publication was made possible by the tireless efforts of the following WIDA staff members:

WIDA ELD Standards Development Team
Margo Gottlieb, Ph.D., Lead Developer
Andrea Cammilleri, Assistant Director, Educator Resources & Technology
Mariana Castro, Director of Professional Development
M. Elizabeth Cranley, Ph.D., WIDA Associate Director
Janet Trembley, Graphic Design

Thank you, everyone, for your contributions!

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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 _____