

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	CONSOLIDATION OF NORTH GEM AND GRACE SCHOOL DISTRICTS	Motion to Approve
3	PROPOSED RULE – 08.02.01.400 – SPECIAL EDUCATION FUNDING	Motion to Approve
4	PROPOSED RULE - IDAPA 08.02.02.004 INC. BY REFERENCE, PSC AND DRIVER ED.	Motion to Approve
5	TEMPORARY RULE - IDAPA 08.02.02.004 – STANDARDS REVISION TO IDAHO PUBLIC DRIVER EDUCATION, INC. BY REF.	Motion to Approve
6	PROPOSED RULE - IDAPA 08.02.02.027, .028, .030, .047, .076 - ENDORSEMENTS	Motion to Approve
7	PROPOSED RULE - IDAPA 08.02.02.120, .121 EDUCATOR EVALUATIONS	Motion to Approve
8	TEMPORARY AND PROPOSED RULE – IDAPA 08.02.03.104 – PHYSICAL EDUCATION AND PROFESSIONAL TECHNICAL EDUCATION	Motion to Approve
9	TEMPORARY RULE – IDAPA 08.02.03.105 GRADUATION REQUIREMENTS	Motion to Approve
10	PROPOSED RULE – IDAPA 08.02.03.105 GRADUATION REQUIREMENTS	Motion to Approve
11	TEMPORARY AND PROPOSED RULE – IDAPA 08.02.03.111 – ASSESSMENT IN THE PUBLIC SCHOOLS – LIMITED ENGLISH PROFICIENT	Motion to Approve
12	TEMPORARY AND PROPOSED RULE – IDAPA 08.02.03.112 – ACCOUNTABILITY IN THE PUBLIC SCHOOLS – LIMITED ENGLISH PROFICIENT	Motion to Approve
13	TEMPORARY AND PROPOSED RULE – IDAPA 08.02.03.115 – STATE STUDENT DATA SYSTEM	Motion to Approve
14	PROPOSED AMENDMENTS TO IDAHO'S ESEA FLEXIBILITY WAIVER	Motion to Approve

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide an update on Smarter Balanced

ATTACHMENTS

Attachment 1 – Smarter Balanced Power Point Presentation

Page 3

BOARD ACTION

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

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Smarter Balanced Field Test Survey Results

Division of Assessment and Accountability



Smarter Balanced Field Test Final Participation Counts

CUMULATIVE			UNIQUE STUDENTS	
Started	Completed		Started	Completed
639,516	561,767	88%	164660	161688



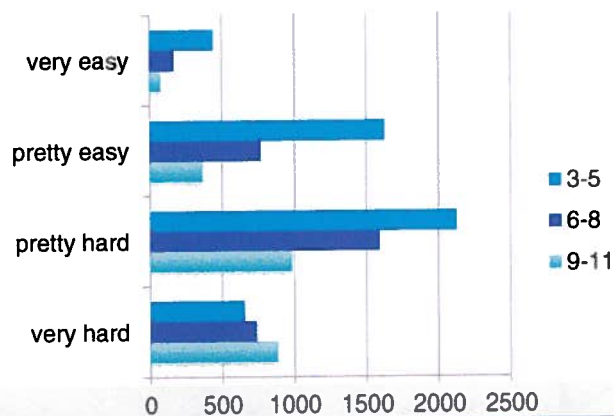
Field Test Survey

Grade Level	# Tested
3	1,145
4	1,844
5	1,871
6	1,167
7	949
8	1,144
9	1,197
10	437
11	674
TOTAL	10,428



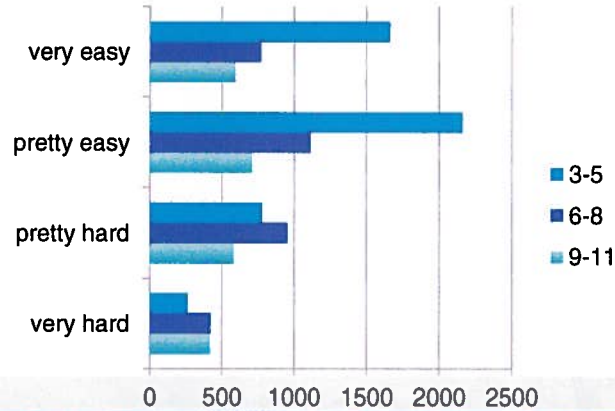
Field Test Survey Student Questionnaire

What did you think about the questions on the test you took today?



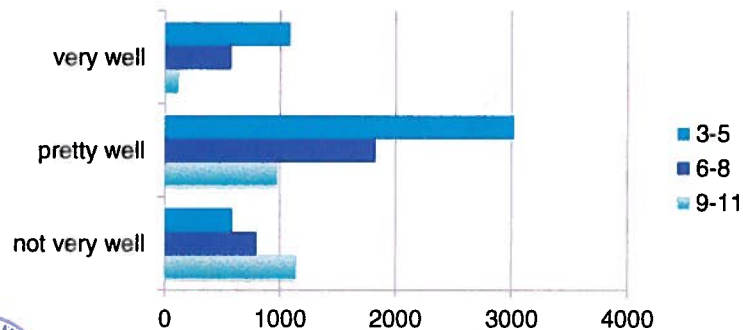
Field Test Survey Student Questionnaire

What did you think about using the
computer (navigating) to take the test today?



Field Test Survey Student Questionnaire

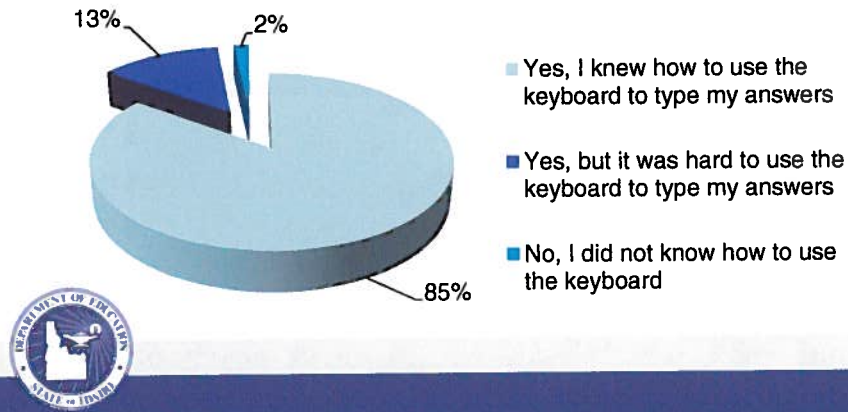
How well do you think the test you took today matched what you
learned in class this year?



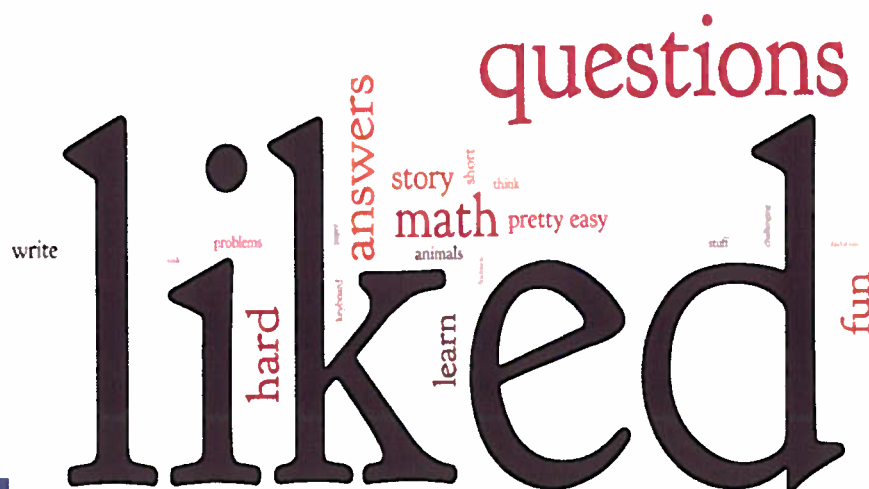
Field Test Survey Student Questionnaire

Grades 3-5

Were you able to use the keyboard to type your answers?



Students Comments – LIKES



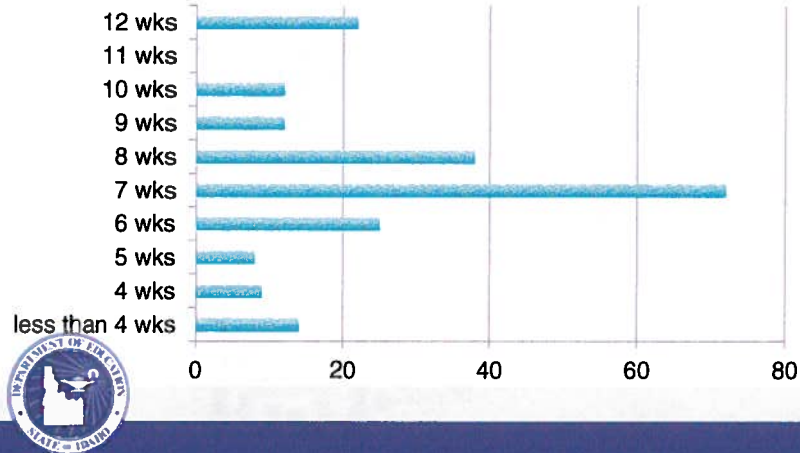
Students Comments – DISLIKES



Administrator Survey

The regular testing window for the Smarter Balanced Field Test in Idaho was 7 weeks (April 1 - May 16).

For the operational assessment next year, how many weeks would you prefer for the testing window?



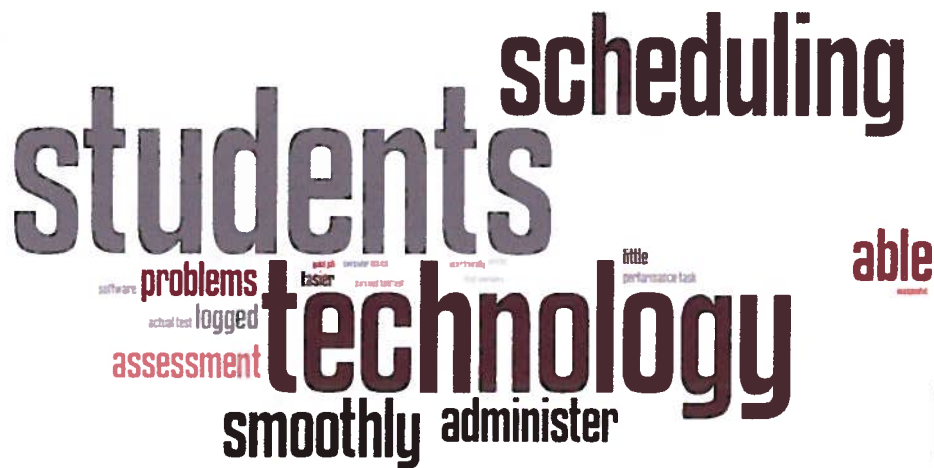
Administrator Survey

What new expenses do you anticipate to incur to administer Smarter Balanced next year?



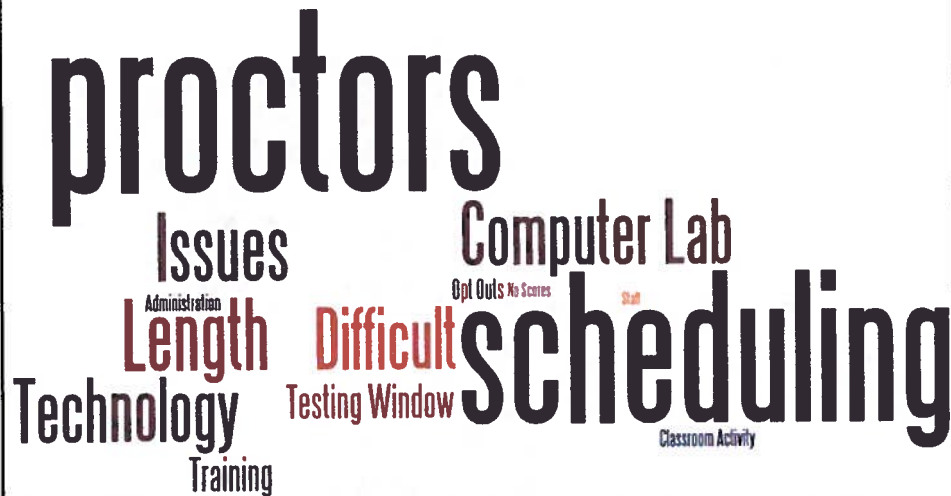
Administrator Survey

What went well with the administration of the Smarter Balanced Field Test in your district or school?



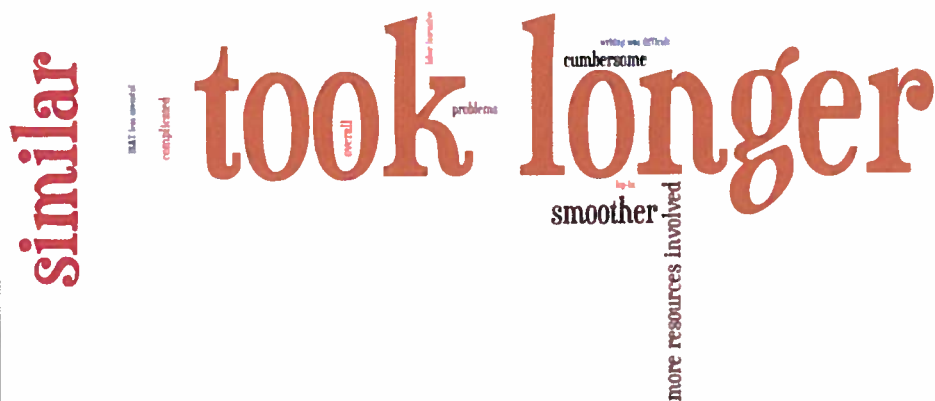
Administrator Survey

What were the biggest challenges your district or school faced in administering the Smarter Balanced Field Test?



Administrator Survey

How did administering the Smarter Balanced Field Test compare to the ISAT?



Administrator Survey

What information or training would assist your district or school most in administering the Smarter Balanced assessment next year?



Administrator Survey

What feedback do you have about the new accommodations, designated supports, and universal tools available on the Field Test?



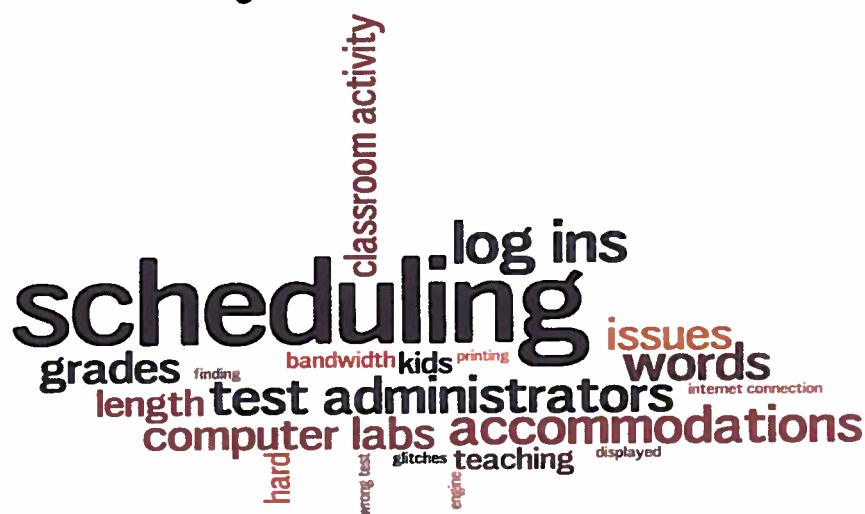
Technology Coordinator Survey

What went well with the administration of the Smarter Balanced Field Test in your district?



Technology Coordinator Survey

What were the biggest challenges your district faced in administering the Smarter Balanced Field Test?



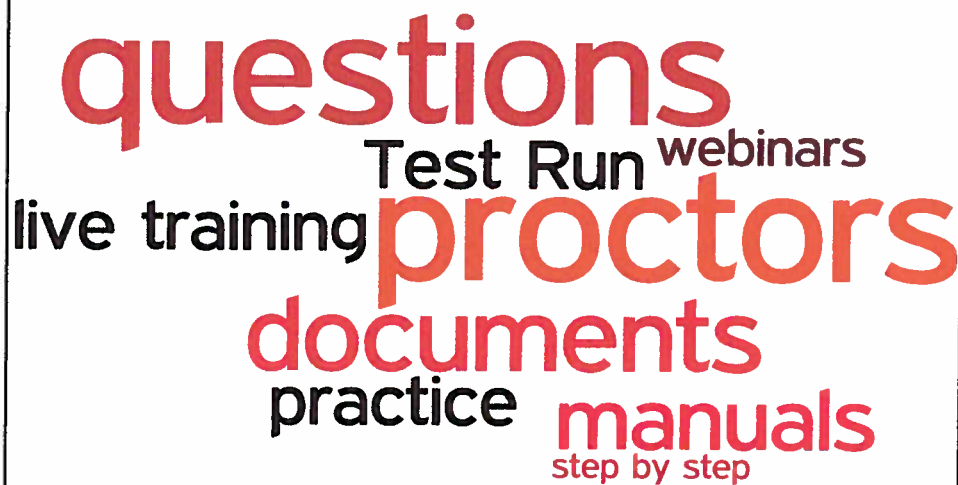
Technology Coordinator Survey

How did supporting the administration of the Smarter
Balanced Field Test in your district compare to
supporting administration of the ISAT in previous years?



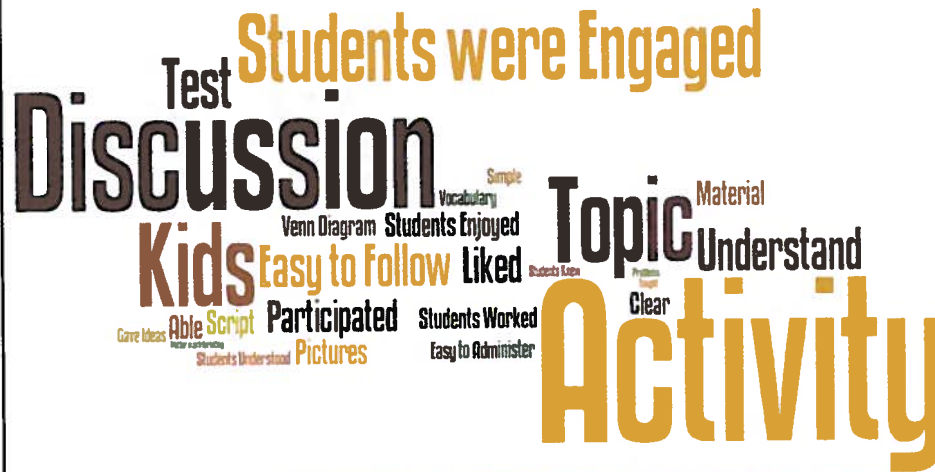
Technology Coordinator Survey

What information or training would assist your district
most in administering the assessments next year?



Teacher Survey

What went well with the Classroom Activity you administered?



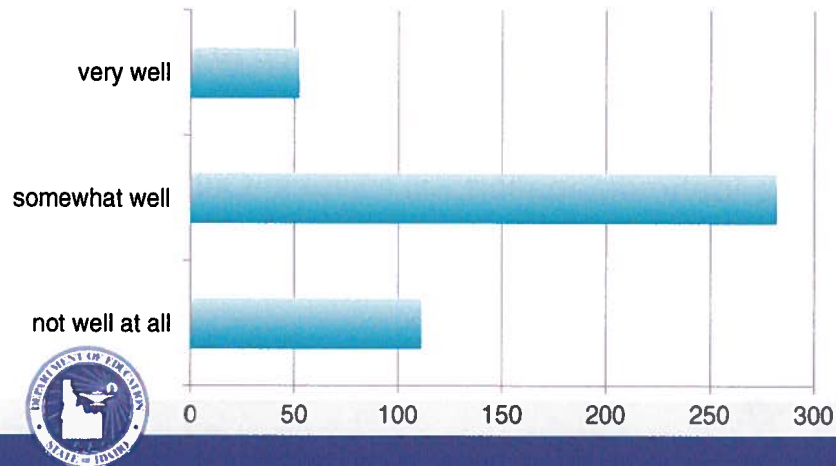
Teacher Survey

What challenges did you face in administering the Classroom Activity?



Teacher Survey

How well do you feel the Classroom Activities prepared students to complete the Performance Task?



Teacher Survey

What other feedback do you have about the Classroom Activities or the Smarter Balanced Field Test in general?

Reading
Questions
ELA Think Writing
Performance Task Activity
Prepared the Students
Frustrated Field Test
Way Too Long
Training

Smarter Balanced Selection for In-Person Panel

In-Person Panel to set Achievement Levels

- 19 Idaho Educators were selected to participate (ELA & Math)
- The Idaho delegation will travel in October to participate in Achievement Level setting with other educators from throughout the Consortium



Smarter Balanced Recruitment for Online Panel

Online Panel to set Achievement Levels

- Minimum Idaho Educators Needed: 231
- Registered Idaho Educators to Date: 161
- Will provide recommendations to the in-person panel

<http://smarterbalanced.measinc.com/RegisterForEvent/100614>



Questions?

Angela Hemingway
Director, Assessment
and Accountability

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STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

SUBJECT

Consolidation of North Gem and Grace School Districts

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Sections 33-310, 33-310A, and 33-311

BACKGROUND/DISCUSSION

Patrons (voters) of North Gem and Grace School Districts have submitted a plan of proposed consolidation of their school districts to the Board for approval. If the Board approves the consolidation, under Idaho Code, 33-311, the matter will be submitted to the electorate of the two districts for a vote. The two small school districts are contiguous, located both located in Caribou County, not separated by geographic barriers, and have both struggled to offer desired educational programs. 15.1 miles separates the two high schools.

Jason Hancock, former Deputy Chief of Staff for the Idaho State Department of Education (Department), attended the hearings as the public hearing officer. Transcripts of testimony received at the hearings is attached. Most of the testimony in Grace was generally supportive, while the testimony in North Gem was more skeptical. The transcripts indicate that Mr. Hancock explained that consolidation might offer economies of scale benefits by eliminating duplication of administrative efforts.

Under Idaho's public school funding formula, the proposed combined school district would not lose state funding as a result of consolidation, so long as existing schools are maintained in their current locations. The combined district might save money by consolidating administrative functions.

IMPACT

If consolidation is approved by the Board, the Idaho State Department of Education will notify each district's board of county commissioners and they shall enter an order calling for an election on the question of approval or disapproval. The notice, election, and canvassing shall be held in the manner and form of Title 34, Idaho Code.

Upon voter approval of the proposed consolidation, the districts proposing to consolidate shall become sub-districts of the new district as if they had been created under the provisions of Idaho Code, Section 33-351.

ATTACHMENTS

Attachment 1 – Transcript of Consolidation Finding – North Gem	Page 5
Attachment 2 – Transcript of Consolidation Finding – Grace	Page 73
Attachment 3 – Information/Instructions and Map	Page 117
Attachment 4 – Petition Signatures	Page 133

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Code, Section 33-310 allows for the boards of trustees of two (2) or more contiguous school districts to submit to the state board of education a plan for the consolidation of their districts into a single new district. The statutory requirements for submission of a petition for consolidation to the State Board of Education are set forth below. If the Board approves consolidation, then the proposal will proceed to the electorate for a vote. Staff comments on the completion of the requirements for submission of the proposed plan to the Board, as of April 2, 2014, are italicized.

- (1) A map or maps showing the boundaries of the proposed new district, the boundaries of the component consolidating districts, the location of existing schoolhouses or other facilities of the component districts, the proposed trustee zones, and the proposed transportation routes if any. *A map showing consolidation has been submitted.*
- (2) A legal description of the boundaries of the proposed new school district and of the trustee zones proposed, with estimates of the population in each such zone. *A legal description for the proposed combined district has been submitted.*
- (3) The assessed value of taxable property of each component consolidating district and of the entire proposed new district. *Taxable values have been submitted.*
- (4) Outstanding general obligation bonds of any component consolidating district, sinking funds accumulated, and estimated proceeds of sinking fund levies in process of collection. *The submitted materials indicate that there are no outstanding obligations.*
- (5) Whether any component district has established a plant facilities reserve fund, and if so the amount on hand in such fund, the obligations against the fund, and the levy being made for such fund together with estimate of the proceeds of such levy in process of collection. *The submitted materials do not indicate whether the districts have established reserve funds, but do indicate that "[a]ny money in plant facilities reserve fund of former district will be used to pay down any bond dept, otherwise funds go into the new plant facilities reserve fund."*
- (6) The amount of any outstanding and unpaid bonds that will become the obligation of the subdistricts, pursuant to Idaho Code, Section 33-311 after the application of any plant facility reserve funds, pursuant to Idaho Code, Section 33-901. The plan shall also show for each subdistrict the estimated amount of state subsidies to be received, the estimated bond levy rate and the year in which the last levy will be made. *The submitted materials indicate that there are no bond obligations for with district.*
- (7) If a joint district, the designation of the home county. Caribou County.
- (8) The official name and number of the proposed new district. North Gem – Grace Joint School District #147.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- (9) How the property, real and personal, of former districts shall vest in the new district. *The submitted materials indicate that all properties currently held in each existing district will vest in a new consolidated district.*
- (10) Before submitting any proposal for consolidating school districts to the state board of education, the board of trustees of each proposing district must hold a hearing on the proposal. Notice of the time and place of such hearing shall be given, by each such district, by two (2) publications in a newspaper of general circulation in the district, the first and last publications being not less than six (6) days apart. At such hearings, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation if and when it is submitted to the state board of education. *The Board of Trustees of each district called and held a public hearing. Hearing transcripts are attached. The public hearing for North Gem School District was held April 16, 2014 and the public hearing for Grace School District was held April 17, 2014. Testimony was taken at the hearings. It is not clear from materials submitted whether proper notice of the hearings was provided.*

BOARD ACTION

I move to approve the Consolidation Plan for North Gem and Grace School Districts as submitted and forward the plan to the local electorate for a vote.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IN THE DISTRICT COURT OF THE SIXTH JUDICIAL DISTRICT OF THE
STATE OF IDAHO, IN AND FOR THE COUNTY OF CARIBOU

IN RE:
Consolidation Finding Public
Hearing North Gem

TRANSCRIPT OF TAPED PROCEEDINGS

Public Hearing

April 16, 2014

BE IT REMEMBERED that this matter came on for public hearing on April 16, 2014, before the North Gem School District, In Bancroft, Idaho, County of Caribou.

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

I N D E X

Testimony

<u>Name</u>	<u>Address</u>	<u>Page Number</u>
Jason Hancock		
Troy McCurdy		
Karen Perkins	2698 Nipper Road	12
Lisa Wellard	194 East Center, Bancroft	17
Mike Wilde	215 North Roosevelt	17
Tad Jensen	164 West 2 nd South	19
Eric Christensen	155 South 1 st East	20
Mark Priestly	1740 Lund Road	21
Janice Millward	2788 Kelly Toponce Road	24
June Angus	1146 Lundgren Canyon Road	27
Ted Barnes	290 South 2 nd West, Bancroft	30
MaLissa Barfuss	154 East Davids Drive	30
Hailey Perry	140 South 3 rd West	36
Melanie Hatch	3023 Chesterfield Road	37
David Banks	3229 Banks Road	38
Christopher Banks	3231 Banks Road	39
John Banks	3224 Banks Road	41
Ralph Peterson	170 South 300 West	43
Chris Knox	950 Miles Road	45

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 **North Gem Auditorium**

2 **Consolidation Finding Public Hearing**

3 **Bancroft, Idaho**

4 **Wednesday, April 16, 2014**

5 **PROCEEDINGS**

6 JASON:...Boise and Bancroft dialed in as far as time
7 goes, I've got it inside of about a five minute window of how
8 long it takes me to get here, as long as it's not snowing
9 which is never a given when you drive to Eastern Idaho. We
10 were in Idaho Falls for our post-legislative tour here a
11 couple of weeks ago and drove through a blizzard getting
12 there so I guess it's the old joke about there being four
13 seasons in Eastern Idaho; the seasons of almost winter,
14 winter, still winter and road construction. So the purpose
15 of tonight's hearing which I'll kind of M.C. is to have a
16 public hearing for people in the North Gem School District to
17 come and give their testimony on the proposal to have a
18 consolidation of the North Gem's School District and the
19 Grace School District. Now the rules in State Law that lay
20 down who is allowed to come and testify at this hearing is
21 that you have to be either an elector, i.e. a voter here in
22 the North Gem School District or you have to be a property
23 tax payer of the North Gem School District, so basically you
24 either live here and you are a voter or you at least own
25 property within the school district. So either of those

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 types of folks can come and testify. What we will have
2 people do just so it's part of the hearing record, since this
3 is being recorded is when I call your name, and you come up
4 here, I'll just ask you to state your name and your home
5 address if you are one of those voters here within the North
6 Gem School District. If you are a property owner you don't
7 live here and you want to testify, just give the address of
8 the property that you own here in the North Gem School
9 District. And I think what we are going to do because we
10 have got the - about seventeen people signed up here it looks
11 like. If you do want to testify, you do need to sign-up, so
12 there is a sign-up sheet up here and feel free to come up and
13 put your name on it and we're going to give each person who
14 wants to come forward a maximum of five minutes to speak.
15 You don't have to speak that long but you can if you want
16 too. And then we have a timer down here that will tell us
17 when you have hit your five minute limit. As always, keep it
18 civil and we're going to actually start off having the
19 Chairman of the committee that's been formulating this
20 consolidation plan come up and just give a brief little
21 overview of kind of where everybody is at - where this plan
22 is at this point. I think most of you have received
23 something like this in the mail so you have had a chance to
24 look at it but Troy if you would come up and give a little
25 overview, where things are at right now.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 TROY: Thank you Jason I appreciate your willingness to
2 come here and be here with us tonight. As Jason has
3 mentioned, I'm the chairman of the Grace school board but
4 when this process began through the petitioning process we
5 formed a committee that consisted of two board members from
6 Grace, two board members from the North Gem school Board and
7 then two community members from each district. And as a
8 we've gone through the process we met, if I remember
9 correctly there is approximately nine questions that are
10 required by State Law that we have to answer as we submit a
11 plan to the State board of Education that they will then
12 review and use that information plus the information that
13 they collect from tonight's meeting and tonight and tomorrow
14 night's meeting at the Grace meeting. Those two will be
15 recorded, the information will be gathered and all of that
16 information will be submitted along with essentially the
17 consolidation finding letter that we mailed out earlier to
18 you. So, if I may ask? Did everyone at least have an
19 opportunity to see this in the mail? You should have
20 received this, if not contact a member of the consolidation
21 committee or one of the school board members and get this
22 because this was essentially the information that will be
23 presented with the plan to go to the State. So, in that, we
24 have tried to be as informative as possible and yet the
25 consolidation committee does consist of members that have

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 differing viewpoints and so anything that's of an opinion of
2 course, we didn't include. We tried to maintain a factual
3 concept going forward. I am going to review though this,
4 just briefly for you but as I mentioned before, you can read
5 that in detail and get your information their but really
6 probably you should try to at this meeting because if you
7 could have a question, tonight is the night to pose your
8 question or any other information that you may have that you
9 want to have presented to the State Board of Education.
10 Tonight is your night to be able to present that.

11 The first question essentially that we wanted to answer
12 as a committee is "What does consolidation mean?"
13 Apparently, both districts share a superintendent and so a
14 consolidated district could provide additional opportunities
15 to combine other administrative services. It does not
16 require combining schools. And I think that is an important
17 factor to remember. Protection if student enrollment
18 declines. And what that basically means is that the State
19 Law says that if two districts consolidate the separate
20 funding levels that each district are receiving right now it
21 maintained at that level. So if our enrollment drops in
22 either school district, the funding level stays at that -
23 what we are currently receiving for a period of seven years.
24 Now if enrollment increases, then of course the funding
25 increases along with the additional enrollment that's there.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 But that is maintained for that seven year period. The
2 other opportunity is that State incentive - there is a
3 statute out there for bonding and as you're well aware of
4 bonding is for building new structures and new facilities.
5 And the statute of structures that in essence they will - I'm
6 trying to how to state this in a summary form. They've taken
7 the property tax added it up and - Statewide and basically
8 gave it an index of 1.0 and then each district is evaluated
9 upon that formula and then they are given an index number.
10 So, North Gem's District has an index number of approximately
11 .97, Grace has an index of approximately .84 and when you
12 combine those two districts, if the patrons decide to
13 consolidate and make a combined district our number would be
14 .91 and so essentially what that would mean is that if we
15 bonded at that point without the additional incentive the
16 State provides, essentially every hundred dollars we spent
17 toward bond the state would pay nine dollars of that hundred
18 dollars for the difference there 1.0 subtract the .91. But
19 the incentive that State has provided beyond that is a .25
20 added on to that so we take that nine plus the .25 we have a
21 .34 so in essence if we consolidate - a community decided to
22 pass a bond, every hundred dollars that we spend in essence
23 the State would kick in and they would pay thirty-four
24 dollars of that. Am I, understanding that correct, Jason?
25 (response is not audible) So that is the way the State law is

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 currently structured there. So that is an opportunity that
2 we could both communities could benefit from. Another factor
3 that comes into play, right now the Grace School District as
4 you are aware has two elementary schools. The Grace
5 Elementary and the Thatcher Elementary and right now, we have
6 the higher funding for a new (inaudible) than Thatcher
7 because it is over ten miles away from the District Office in
8 Grace and so that provides us a little bit higher funding
9 level and we found out the hard way that when we started to
10 commit more kids to Grace, we lost some funding and it has
11 taken us a while to restructure that and so we actually do
12 try to fill the Thatcher building to capacity to take
13 advantage of that. Well that same structure exists not only
14 for elementary at ten miles apart but the same structure
15 includes High School as well and they have to be fifteen
16 miles apart in order to qualify for that funding. Well crazy
17 google maps, North Gem and Grace are 15.1 miles apart and so
18 they would qualify to receive that funding. And then the
19 last bullet under that "What consolidation would mean?"
20 Right now to be honest with you, we are burning out our
21 superintendent and I think it would be a good thing to see if
22 that wouldn't be an option to not only consolidate his work
23 load but there are some other opportunities as far as
24 administrative services involved there. Essentially if
25 consolidation is - if consolidation were to pass, and the

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 communities decided not to, that they didn't like it after
2 whatever time frame it may be there are still laws or
3 statutes available that we could essentially go through the
4 process to deconsolidate. So that is an option, that's out
5 there. Other things that are required are basically to -
6 that we have to submit what the district boundaries are as
7 well as send what the trustees own boundaries would be. And
8 the trustees' is - are just in a general idea basically, if
9 you go down highway 30 it is really based upon population.
10 All the trustees zones - there is two zones that would
11 represent North Gem. Three zones that would represent the
12 current Grace area and so they do split pretty much at the
13 almost a sixty forty as far as population base is concerned
14 for those trustee zones. Sixty percent reside in Grace,
15 forty percent in North Gem.

16 At the bottom, there is an assessed value of taxable
17 property in each district and combined districts. And
18 basically, what that boils down to is that if you - if we
19 even right now, I guess you guys are probably already
20 familiar with when you handle (inaudible) new building
21 possible bonding. You're allowed to spend so much based upon
22 the property value that's within your district. Your
23 district is just over five million dollars and the Grace
24 district is just over eight and so a combined capacity would
25 just a little bit over thirteen nine to be bonded for to

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 improve our schools. Okay, some other questions that we had
2 to send into the State, "Are there any outstanding bonds?"
3 and so we put "as of April 2 there is zero dollars in bonds
4 for both districts." Currently, right now there, the other
5 question is, 'If there is a plant facility reserve fund?"
6 Basically, that fund just goes into a new plant facilities
7 fund. There's no obligations - the home county would of
8 course be Caribou County. The name that we've picked as a
9 consolidation committee is the North Gem - Grace Joint School
10 District number 147. And that's just based off of combining
11 Districts, that's the easiest way to do it. The numbering
12 just basically - just to make other people aware joint means
13 that we actually have part of Franklin County in our
14 District. And so that's why the word joint, comes after it,
15 it is not because we have joined as districts. If you look
16 at Grace's name, it is currently "Grace Joint School
17 District," is because there is part of Caribou and Franklin
18 County. In our particular area, we have a number of 140
19 through 147 is available and so we just picked 147. Since
20 148, 149 and 150 are used up in the County already. And then
21 that letter just basically talks about - it kind of goes in
22 the same detail I mentioned about the bonding on the
23 financial funding. There are questions regarding, teachers,
24 administrators and trustees. There is nothing that says that
25 any employees will be let go. As a consolidated district,

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 the new district administration had the opportunity to offer
2 a severance package to up to 10% of the employees. And that
3 severance package would be paid for by the State. And as
4 part of that if a teacher is offered a package, they don't
5 have to take it and they - there is no way that it would
6 affect their future employment. Our class sizes in funding
7 was another question and based upon the consolidation
8 committee's plan that it's in our best interest to leave
9 things as are - all of the funding and so forth based on
10 class sizes would remain the same. And it is the same with
11 administrators to - right now we have 2.75 administrators
12 Grace and then how many (inaudible) for North Gem. So in
13 essence we would as a combined district we would be allowed
14 to have 3.75 administrators, as a full time equivalent
15 positions. And then the last bunch - basically, a new school
16 board is essentially made from the existing two school
17 boards. Each school board would get together and select two
18 members from each district and so those - then those four
19 members come together and they would pick a fifth member from
20 the remaining six individuals of the existing board. Those
21 five individuals would be up for election. Two from each
22 area, the first year, two from district the next year and
23 then that fifth person would be up on the third year. And of
24 course those are four year terms and then you are aware that
25 - a new school, in order to be bonded, requires a two-thirds

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 majority or sixty seven percent there and just consolidation
2 just FYI - that requires a fifty percent majority not just a
3 majority - so fifty percent within each district have to
4 approve consolidation for it to happen. So it can't be a
5 seventy in Grace or a thirty in North Gem and not that that
6 would happen - it's nothing like that so. Fifty plus one
7 vote have to be approved in North Gem as well as fifty
8 percent plus one vote in Grace has to make it so that
9 consolidation would be approved. Hopefully that - not too
10 much.

11 JASON: Thank you Troy. Okay we'll get next to the
12 public testimony and I'm just going to go down the list that
13 I have here and everybody's got five minutes, if there are
14 questions that come up, as part of the testimony, I'll do my
15 best to answer those questions, although, some of the
16 questions may be more appropriate for somebody from the
17 committee that's been looking at this consolidation plan,
18 answer them, if it's about the specifics of the plan. So the
19 first name I have here is Karen Perkins.

20 Go ahead and we'll have the public testimony here on
21 the microphone because we are recording all of this for
22 posterity.

23 KAREN: Okay, excuse me I'm kind of hoarse today. The
24 only things that I have are - are primarily questions is this
25 the time to voice these questions?

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 JASON: You can ask questions.

2 KAREN: Okay

3 TROY: For the recording, state your name and...

4 JASON: Name and address.

5 KAREN: Oh. Okay. This is Karen Lee Perkins, I live out
6 in Chesterfield, our address out there is 2698 Nipper Road.
7 I was wondering what the main reason is that we need to
8 change the status quo, I mean what's wrong with the way that
9 we're doing it? I've heard several things, some are a little
10 hot, you know about why but what are the facts of it. Why do
11 we need to change?

12 JASON: Well the process that you are going through
13 right now with this consolidation committee and coming up
14 with a plan and sending it on to the State Board is actually
15 something that's required by State Law when you have enough
16 people sign a petition from two adjacent school districts to
17 have this process go forward. Sometimes it goes forward
18 because two school districts, the school boards get got
19 together and decide they want to do this but there is also
20 this mechanism where people, citizens can petition and if
21 enough of them sign it then - then it goes forward. So this
22 is - at this point basically a mandatory process that you
23 have to go through and you have to send a plan to the state
24 board. Now the State Board of Education, they can say thumbs
25 up or thumbs down on the plan and if they say thumbs down

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 then that's the end of it. If they say thumbs up, go ahead
2 then it comes back to the two school districts and each
3 school district votes on it and it has to get a majority of
4 each. So if you - if you don't want to see it go forward,
5 then...

6 KAREN: I just wanted to know what would be the reasons
7 that were not alright the way we are. The main reason I've
8 heard the people don't like the old building and I wanted to
9 know if they don't like it have there been any feasibility
10 studies done on what - you know on what actually would make
11 it easier for this building to function in today's age it was
12 built back in 1983. You know what is being talked about,
13 what would be the cause, have there been any estimates
14 brought in as to what they need to do to this building. And
15 the other thing is I've wondered if they couldn't you know
16 bring in portable classroom if for some reason they need an
17 adjunct. I understand this building is only being used in
18 partial capacity as it is and I don't know about Grace but
19 I'd sure like to hear something from Grace say you know what
20 their - what their primary reasons are. I mean their
21 building old or they just don't like what, about it?

22 JASON: Certainly some of the general reasons that you
23 see school districts look at consolidation or consider it are
24 you know sometimes it's financial reasons, like if there are
25 facility needs in both districts, there's pretty significant

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 State incentive for districts that have recently
2 consolidated, where the State basically pays for an extra
3 twenty-five percent of the bond repayment costs. So, it's a
4 way to lessen the burden on the property tax payers if you
5 happen to have two adjacent school districts that both have
6 some facility needs. You know that one reason, sometimes
7 they'll look at it for reasons of efficiency that it's less
8 costly often times to have one administration rather than two
9 administrations. And sometimes Districts will look at it
10 because they've had declining enrollment and by putting the
11 districts together it's a way to combine resources and
12 maintain some programs. Those are just some of the reasons
13 why districts in the past have looked at it. I'm less
14 familiar with the details of your facility issues here but
15 can kind of speak generally to why districts tend to look at
16 these.

17 KAREN: Well what I was hoping would happen is if for
18 some reason Grace has an issue, you can't use their building,
19 for some reason we cannot use all or part of our building
20 depending on what the issues are. I was wondering if it
21 wouldn't actually been - be a benefit to all of us to build
22 one new building rather than two new buildings and that way
23 we'd be sharing the expenses of it rather than one district
24 having to come up with a really large sum of money and I
25 think Grace is a lot like Chesterfield - I think Grace is a

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 lot like Chesterfield to know a lot of the farmers this is
2 not their best year.

3 JASON: That would be something that the new - if you
4 had a consolidation, that the new school board would need to
5 take up. Would be those facility issues and there is some
6 analysis that would need to be done there because there are
7 some financial advantages in terms of the State operational
8 funding that you get. There are some advantages in
9 maintaining those two separate schools 15.1 miles apart.
10 Because the State provides funding based on attendance and
11 the attendance is divided by a series of divisors and that
12 creates these units of funding from the State and the divisor
13 table is set up so that it doesn't take as many students to
14 create a unit of funding, in a small district as it does in a
15 large district. So like in the Meridian School District
16 where my kids go to school, it takes twenty three kids in
17 fourth, fifth or sixth grade to create a unit of funding from
18 the State. In a very small district it takes only twelve and
19 with those two secondary schools, being over fifteen miles
20 apart they get to be counted separately and that means that
21 you are looking at them as two smaller individual units and
22 you tend to get a smaller divisor that way. And so you get a
23 little bit of an enhanced funding profile from the State. If
24 you put them together then the populations are combined and
25 you get a little bit larger divisor and so you are getting

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 bit less money per student. So you know the new district
2 would need to kind of run the numbers on that and look at it
3 and say okay, is there you know are there some economies that
4 we get by putting them together in a new school that is
5 enough to offset the State funds that we would lose.

6 I think what the committee's been looking at so far is
7 maintaining the two separate facilities because of that State
8 funding stream. The next person on the list is Lisa Wellard.

9 LISA: You just answered my question, so I don't have a
10 comment.

11 JASON: Okay, take a pass on Lisa. Next after that Mike
12 Wilde.

13 MIKE: Mike Wilde, 215 North Roosevelt Avenue, Bancroft.
14 My concerns, I haven't been here that long, so I hate to
15 speak for any of you that have been here this long but the
16 thing that had bothered when we were going for the school -
17 voted on to have this new school - this tore down or
18 whatever. What I received in the mail read totally different
19 then when I was going to the voting box to vote on and this
20 said voting on is to upgrade this building verses tearing it
21 down and starting another one. So that is what the two
22 different things that I got out of it. I could vote for
23 because it did - the first thing I got didn't mean what the
24 second one - what I got and so what I guess I am asking is on
25 this deal here moving forward, I'd like to know upfront

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 basically what it is going to cost myself and I'm sure that
2 other people would like to know that and have a true number
3 instead of something that is thrown out there to find out
4 down the road it's a lot more than it was going to be. So we
5 could figure out as tax payers how we are going to do that by
6 paying the rest of the stuff we are already paying by other
7 administration we've got going on. Thank you.

8 VOICE: Did you want to say something Jamie

9 VOICE: Well Mike and

10 VOICE: I'm not familiar with your bond election you
11 just had.

12 JASON: Just in reference to the bond, the ballet. We
13 had Zions Bank - does our ballet for us. They submit that
14 through the district to the county and they took our last
15 propel and instead of changing the wording, it was the last
16 proposal which was renovation of parts of this building and
17 new construction on the end. But the proposal an in the last
18 bond election was build new and separate from this facility
19 and tear it down. And so the next ballet will read to that
20 effect that it will be for new construction. So is that -
21 that's your question?

22 MIKE: From what it said from what - (inaudible)

23 JASON: Sure.

24 MIKE: It was totally different.

25 JASON: that will be - that would be changed - on the

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 next one.

2 MIKE: Alright.

3 JASON: Okay, next name on the list is Tad Jensen. If
4 you'll give your address.

5 TAD: 164 West Second South, here in Bancroft. My
6 concerns or questions are you know, when and if this comes
7 about and there if an election towards this, who sees to it
8 that everything is done up front, honest. You know, who is in
9 charge of, who says who can vote and who can't, that sort of
10 thing. My opinion, there has been some inconsistencies in
11 the bond election and things going around and I just want to
12 know who is in charge of making sure everything is done is
13 upfront and right.

14 JASON: That would be the County Clerk.

15 VOICE: The County

16 JASON: The County Clerk. Right. That didn't used to be
17 the case. It used to be the school districts ran their own
18 elections but here just in the last couple of years there was
19 an election consolidation law, passed by the State where
20 everything was put under the County Clerk, so in the case of
21 an election like this for North Gem. It would be the Caribou
22 County Clerk, would conduct that election at your usual
23 polling places and then for the Grace school District, it
24 would be both the Caribou County Clerk and the Franklin
25 County Clerk because they go over the County line.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 TAD: Am I, I'm just wondering if I am incorrect in
2 understanding that there were some indiscretions or some
3 inconsistencies that went on? You know I will rest.

4 JASON: Okay the next person signed up is Eric
5 Christensen. If you would give your address that would be
6 great.

7 ERIC: Oh, sure. 155 South First East, I just want to
8 state and thank the committee for taking for time and doing
9 what they do and letting (inaudible) present to the state
10 school board. I'll answer a question for a person who signed
11 the petition, why I think this is a process that needs to be
12 gone through and that is because it gives us, it educates us
13 and what is out there for our kids, it educates us on what
14 kind of funding is available, it gives us an opportunity to
15 make a good wise decision on more than one side of the table.

16 I feel we haven't always been heard on different options and
17 I don't think that's on any part of being ignorant or rude or
18 anything on that point but I think they just didn't want to
19 listen because they didn't want to find out what was out
20 there and that's my own opinion.

21 But I think it is important to know what's available.
22 What can benefit the classrooms, what can benefit our
23 children and I believe our school board does that here, I
24 really do. I think they want the best for our kids and I
25 want to compliment them on that. But I also think we haven't

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 looked at every option and I thank you for being patient with
2 us. So I hope that you look and get knowledge and good
3 information and I appreciate all information that is out
4 there and learn it and then make a logical decision.
5 Whatever works for you and I encourage everybody to vote?
6 Whether you agree or disagree with what is on the ballot,
7 vote your conscience and then live with what we have to live
8 with. Thank you.

9 JASON: Thank you Eric. Next person signed up is Mark
10 Priestly.

11 MARK: I live at 1740 Lund Road. My question is, I've
12 heard a lot of things going around about the thirty-four
13 percent or thirty-five percent that the State will match as
14 far as buildings and bond elections. The way I see it in
15 order to get that we have to consolidate districts, am I
16 correct?

17 JASON: That is correct.

18 MARK: Okay, which leaves us still with a building issue
19 here in Bancroft, but in order to get that funding, we would
20 be consolidated as a district and then the majority vote
21 would have to come from Grace and Bancroft both?

22 JASON: That is correct. It would be a consolidated
23 vote. Now there is and this is kind of an obscure dusty
24 corner of Idaho Code that I am not aware has ever actually
25 been used. There is a provision for a school district that

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 operates more than one high school to create a bonding sub-
2 district if they want too. I don't necessarily recommend, I
3 don't necessarily recommend that nobody has ever done it.
4 But there is that option if you wanted to have the people in
5 North Gem. You now pay for improvements to the High School
6 here and the people in Grace pay for the improvements to the
7 High School there, you could do that, but like I said,
8 nobody's ever done that. We have a fairly limited number of
9 school districts with more than one high school anyway. But
10 generally speaking, yah, you'd have a bond election go before
11 the whole school district so presumably, if the Grace people
12 are looking at this, I'm guessing they have some facility
13 needs too. And so that's you know - when you have these
14 districts that have been consolidated from multiple
15 communities, that's kind of been the recipe for how you have
16 a successful bond, is that there's some facility needs here,
17 there is some facility needs there and all of those needs
18 kind of get wrapped into that one bond.

19 MARK: Okay. The next questions, is there any facility
20 needs in Grace that we haven't been told about? Because, I
21 haven't heard any of it; but, the question that I asked or am
22 wondering, if it's a building issue just here in Bancroft,
23 what benefits are the people in Grace going to get from a
24 building here in Bancroft?

25 JASON: Yah - I can - I think if - when you get done, we

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 could have Troy, who is the Chairman of the Grace School
2 Board, I think could probably answer that as to what they are
3 looking at as far as their facilities down there.

4 MARK: Cause I look at it and think, what benefits is it
5 going to be for Grace, to bond and build a building here in
6 Bancroft? I don't think that they would vote for it.

7 JASON: And that's why when Cache County has been
8 successful with their bonds in the past they have kind of had
9 a chicken in every bucket approach and you know they have I
10 think four or five high schools. In their district, every
11 little town has a high school. So, you know they have always
12 made sure that they addressed the needs in each community and
13 that's how they have been able to get it through. You know
14 certainly the advantage if you know, if Grace does have some
15 facility needs and can be wrapped those things into the bond
16 too is that you know obviously the state pays a lot bigger
17 chunk of the bill, rather than the local property tax payers.
18 So that's the primary advantage.

19 MARK: Alright, I'd like to see the break down as far as
20 how much that is going to be as far as taxes are going to go
21 up. I'd like to see what the breakdown and how much and how
22 much that is going to be per acre or per individual, before
23 we - before we look at that option as just reaching out and
24 grabbing funding. Is it - if it's even going to pass. I
25 don't think it will.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 JASON: Troy do you want to step up and answer that
2 question?

3 TROY: Why don't we go ahead and let everyone else ask
4 any questions they may have and then I can possibly cover
5 that at the end.

6 JASON: Okay. You want to accumulate your answers?

7 TROY: Oh, right.

8 JASON: Okay. We'll do that then, that's fine. The
9 next person signed up is Janice Millward. Just give your
10 address.

11 JANICE: Okay, my address is 2792 Kelly Toponce,
12 Bancroft. Argument for consolidation which merges districts
13 and centralize or manage them - manage that rests primarily
14 on two presumed (inaudible). The physical efficiency and a
15 higher quality education, contemporary research does not
16 support claims about wide spread benefits of consolidation.
17 According to a recent study of consolidations of schools
18 districts - of schools and districts entitled, "What research
19 says and what it means." Research suggests that impoverished
20 reigns in particular often benefit from smaller schools and
21 districts and they can suffer irreversible damage if
22 consolidation occurs. In two-thousand eleven a brief was
23 published by National Education Policy Center. The research
24 also raises doubts about the benefits of consolidation.
25 Policies that promote school consolidation are more likely to

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 do - are likely to do more harm than good concluded the
2 researchers. Most State's that decide to ignore the research
3 and push district or school consolidation usually use the
4 combination of either direct or indirect financial
5 incentives. Some of the more common sticks and carrots used
6 by States promote consolidation; is to structure, the school
7 funding formula in ways that directly or indirectly provide
8 more money for larger districts or schools. It's the
9 (inaudible) that forces communities with small schools and
10 districts to provide a larger share of funding if they want
11 to maintain their school. This can put enormous pressure on
12 the local tax system and in some cases pit communities
13 against each other. Small schools work, not just because
14 they are small but because their size provides greater
15 opportunities for students to excel in the context of the
16 manageable caring, cohesive, and safe environment. The
17 limitations of a small district are few, the advantages are
18 many. The curricular limitations of a small school are
19 eliminated by providing distance learning technologies in a
20 small school district by facilitating these technologies it
21 strikes down myths related to school and district size. The
22 whole rationale for more opportunities in a consolidated
23 district disappears. According to the rural school and
24 community trust, they make the point that because population
25 sparseness, that defines rural areas, small schools and small

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 districts, do in many instances have higher per pupil cost.
2 But consolidation does not eliminate these costs, it tends to
3 shift them. For expenditures such as transportation, for
4 district from students, to more bureaucracy and decreased
5 parent involvement. Many districts have found residents less
6 willing to support increased school taxes after consolidation
7 in part because of this over promoted safe and even reduced
8 tax burden. Schools are essential components of rural
9 economic and social communities and in efforts to prevent the
10 loss of population and wealth from rural areas, consolidation
11 may not immediate result in the closing of schools but it
12 often does. Are you willing to leave it up to a new school
13 board on whether to consolidate our schools or bond for a new
14 one. Both Grace and Bancroft both need schools and we have
15 to still get a super majority of people who may not have the
16 same goals and investment in our community as our own
17 patrons. It is difficult to pass a bond under any condition,
18 as we already know. Are you willing to take that gamble? To
19 me the devil is in the details. Our school is the anchor of
20 our community, it is governed by adults who are closely
21 connected and responsive to our students and we have the
22 opportunity to participate in supporting sports, booster
23 clubs, volunteering and involvement in decision making.
24 According to a report of the Idaho Legislature, they examined
25 the feasibility of consolidating districts and found that

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 consolidating three types of services, purchasing of
2 supplies, transportation and staff development could yield
3 potential savings. These are possible without the need for
4 consolidation. Our district has already taken steps to - for
5 cost saving measures. We already share a superintendent.
6 And I think we should consider these other measures to
7 approve physical efficiency. If we consolidate there are
8 many unknowns as to the future of our school. We would have
9 to pass a bond within three years to benefit from the state
10 incentives, with a supermajority. Given the difficulty we
11 have had trying to pass a bond, there is little evidence to
12 assume that this would happen. That being said, what are any
13 viable options should a bond not pass? Also, it would be up
14 to the new school board whether or not to even propose a
15 bond. We have the power to decide our future and what is
16 best for our children and our communities. Whether to build
17 a new school or to consolidate and it all depends on what
18 vision you have for our future.

19 JASON: Thank you Janice. The next name on the list is
20 June Angus.

21 JUNE: June Angus, 1147 oops, 1146 Lundgren Canyon Road.
22 I don't even know where I live. As I sit in this building,
23 I get very nervous, because the structure report shows that
24 this building is not viable. And that's what makes me
25 nervous. I get nervous sitting here. If I had a child in

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 this school, I would move them, because this is not a safe
2 building. The structural study showed that it was not a safe
3 building. I don't worry about earthquakes as much as I worry
4 about other things, like a beam falling or a fire; and this
5 building is not viable. If, we did district consolidation,
6 which I know a fair amount about; the district could hold -
7 we could have a school here but a K-12 school would have to
8 be built, in order to maintain what we have now. That's a
9 fact, this building is not viable for students, we have been
10 told that and yet it might last for a hundred years. But
11 this is an unknown and a chance we take with our children.
12 It would take us one death of a child to cause us to be
13 concerned, and you know I closed a school in Ames Iowa and I
14 didn't have as much turmoil as this has been. And it is very
15 interesting to hear and to listen to what people have to say.
16 I think this was a good study. I - district - by doing
17 districts you keep your own identity, but you would not keep
18 your own identity if you were not a K-12 in this build - in
19 this school - to have a K-12 school here. That's the only
20 way that you can keep the North Gem identity. There might be
21 an elementary school here, that's possible but that would not
22 keep the North Gem identity. The other thing that really
23 concerns me, I go to legislature every year and I have talked
24 to school districts, small districts all over the state of
25 Idaho. I have listened, I have talked to legislatures. The

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 problem that we have with bonds, there has been very few
2 bonds passed in the last ten years for building buildings.
3 The ones that have been built are big ones like Idaho Falls,
4 Boise, Meridian, Nampa. Those are where the buildings - the
5 bonds have passed. In passing a bond, most of the school
6 districts I would say - all of the school districts who have
7 ran bonds have had to run it more than one time; sometimes
8 four or five, before it passes. By doing that, yes, if you
9 consolidate, you have three years to consolidate and build
10 buildings with this - with the percentage of help from the
11 state. I don't believe that will happen folks, because the
12 first - it takes time for people organize this and to get it
13 passed. I do not believe - I think there would be slim to
14 none that you could pass a bond in the three year period.
15 Know the communities, because people are concerned about the
16 tax impact, no matter what it is. No matter where you live,
17 how much property you have, that's a concern. It doesn't
18 matter whether the building here costs this much or the
19 building here costs this much. Yes the State of Idaho has a
20 lot of poor buildings. I think the legislature needs to do
21 something about this. I've talked to them many times - the
22 State needs to help the Districts, and I think that it would
23 be very - if that's what you're bidding on - if you are going
24 to vote, and think you are going to save all that money in
25 that three year period. I think you are dreaming, and that's

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 my concern because it may never happen. But to keep your
2 identity as a district this is - we would have to have a K-12
3 school here and it could not be in this building. This has
4 not been condemned, it has not been condemned but if you
5 study carefully the structural study of the entire building,
6 you would realize this is not safe for children. Thank you.

7 JASON: Thank you, June. The next name that I have, is
8 Ted Barnes.

9 TED: Ted Barnes and I live over at 290 South Second
10 West. I moved up here in 1967 and watched this town go
11 downhill slowing all through the years. Where our school is
12 the number one employer here, I feel, if we lose our school
13 out of this area, it's going to do nothing but damage to us.
14 Know I work for the road and bridge department for years and
15 I believe our kids are a lot better off in this school than
16 they are out on those highways. You talk about that road
17 from Boise to here. That's nothing. But our kids are a lot
18 safer in here than they are out on these roads. Another
19 thing, my wife and I moved up here from Malad in 1966 we're
20 Malad Dragons and we didn't care for Grace then and we still
21 don't. (Cheering and laughter)

22 JASON: Thank you Ted for the local color. The next
23 name that I've got is MaLissa Barfuss.

24 MALISSA: MaLissa Barfuss, 154 East Davids Drives. As
25 of the vote thing, they might have fixed some of it, from

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 what I understand though as long as you are in school, you
2 would never have to have lived in Bancroft a day in your life
3 to vote. Right! We have people that have never lived, don't
4 own land here and there voting to decide where our schools
5 are going. So anybody that goes to ISU, you want to vote,
6 vote in Bancroft, send your mail here and you can vote here.
7 And you can decide what we do with our schools. So, that
8 answers your question, Tad.

9 I have lots of questions, so if you want to write them
10 down and answer them. Levy's: right now we do a hundred
11 thousand dollar Levy, Grace does a hundred fifty thousand
12 dollar Levy - put those together, do we get to vote on our
13 own Levies, pay for our own Levies separately. Do we have to
14 vote on a new two hundred fifty thousand dollar Levy to go
15 through? Because that is how you maintain your schools right
16 now. That's questions one, do we do that together or
17 separate.

18 VOICE: I can answer that it would be combined as a two
19 hundred and fifty thousand dollar Levy.

20 MALISSA: So we would now vote on a two hundred and
21 fifty thousand dollar Levy, instead of a -

22 VOICE: it would be assessed district wide.

23 MALISSA: Okay, second question is, what happens after
24 enrollment drops after seven years?

25 VOICE: What happens then is there's a provision in

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 state law that basically says that instead of dropping to the
2 new level that is reflected by the attendance that you have,
3 it basically drops half way to that point.

4 MALISSA: So how do we fund our schools when it drops
5 halfway?

6 VOICE: It would drop halfway from that protected level
7 down to whatever the new level was.

8 MALISSA: Alright so how do we fund our schools, if it
9 we lose that money?

10 VOICE: If you had lost say twenty percent of your
11 students over those seven years, it would drop ten percent.
12 Although, I guess I would point out that if you don't
13 consolidate, and you lost twenty percent of your students
14 you'd lose twenty percent of your funding.

15 MALISSA: But do we - right we do, but as a small
16 district anyway, we'd get bonuses because we are so little
17 right. Right?

18 VOICE: And you would continue too after consolidation
19 unless they decided to knock all the buildings down and build
20 one big building. But if they were maintaining or building
21 new buildings in the two communities, the funding, those
22 sparsety factors that you get for having remote schools, you
23 would continue to get, because the two towns are just over
24 fifteen miles apart.

25 MALISSA: So we would still be the same - we'd still

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 that - a two A school - it would be the same size even if we
2 combined. So we would be the same funding even if we
3 combined. So the advantage would be only the thirty-seven
4 percent that they will give us if we can get together and
5 pass a bond that's three-fourths percent. That's the only
6 advantage?

7 VOICE: There's that there's the you know seven year
8 protection which you don't get if you are on your own
9 separately and then kind of a fifty percent protection that
10 you get after that which you also don't get if you are on
11 your own.

12 MALISSA: Okay, when we vote on this consolidation thing
13 do we do it as one district two schools, or one district, one
14 school? Is it going to be separate vote or is it just going
15 to be a consolidation vote?

16 VOICE: The consolidation vote would have to pass by a
17 majority in both school districts.

18 MALISSA: No, but I mean do we get to choose if we are
19 going to keep our schools separate or if we are one school?

20 VOICES: No.

21 MALISSA: We vote for consolidation, period, right?

22 VOICE: You vote for consolidation and then it is the
23 school board which is made up of the existing school board
24 members that would make decisions.

25 MALISSA: The teacher's pay? Do they all get paid

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 exactly the same? Because they are not getting paid the same
2 now, so if you consolidated would they all get to get the
3 same pay?

4 JASON: They would likely all get the same pay, I'm not
5 - not aware

6 MALISSA: So it would have to go up?

7 JASON: I'm not aware of any school districts that have
8 separately salary - separate salary schedules for different
9 buildings and so I would think that the new school board
10 would adopt one salary schedule.

11 MALISSA: It's supposed to have the district building
12 here because that way the Thatcher elementary and the Grace
13 elementary would get more money for their schools. What
14 would happen to Bancroft elementary, they would get the
15 funding and we wouldn't?

16 JASON: Actually, really the way that it works it really
17 doesn't matter what town you put the district headquarters in
18 that - because the -

19 MALISSA: You just told me that it was more than ten
20 miles away -

21 JASON: More than fifteen.

22 MALISSA: No. Elementary, we are talking elementary.
23 You said because the elementaries were more than 10.1 miles
24 away that the district office being away from them they would
25 funded higher if - for those two schools and in fact that's

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 what you said right?

2 JASON: Here is the benefit that you'll get by being so
3 many miles away. The benefit you get is that your attendance
4 gets counted for that school as if it were a separate school
5 district.

6 MALISSA: Right.

7 JASON: And so -

8 MALISSA: So you're going to lump all of that money
9 together

10 JASON: So if - so if you - so if you put the - the
11 district headquarters in Bancroft, well the - the - only have
12 one elementary school in Bancroft it's not being combined
13 with anything.

14 MALISSA: Right.

15 JASON: And then the one in Grace is at least ten miles
16 away from the elementary and the district office here so it's
17 funded separately.

18 MALISSA: So they are going get funded right?

19 JASON: And then the one in Thatcher is also at least
20 ten miles away from the next nearest elementary and district
21 office.

22 MALISSA: And they get funded more?

23 JASON: So they get funded separately too as if they
24 were three separate school districts.

25 MALISSA: I understand consolidation because I'm from

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 Bancroft, I'm from Star Valley High School, so I get
2 consolidation. I think that you're selling your vote for a
3 chance at thirty-seven percent. You're selling your
4 (inaudible) for a chance at thirty-seven percent.

5 JASON: Thank you MaLissa. Next name on my list here
6 Hailey Perry.

7 HAILEY: I have a - oh - I'm Hailey Perry. I live at
8 140 South Third West, Bancroft. My question, I was confused
9 on the pay for the employees. Is the - I'm currently an
10 employee in Bancroft and I have one kid in school now and one
11 coming. I have two jobs here so does that mean - I'm not a
12 teacher. I'm not a secretary. I'm the janitor and a
13 cheerleading coach. That were, two part-time jobs. Am I
14 part of that? If we consolidate or would I have to reapply
15 for my job and hope I get it?

16 JASON: I think if there is - you know - there's still a
17 school here so there's still going to be jobs in this school.
18 You know really when you combine a school district, the
19 positions that tend to get looked at are usually more in the
20 - on the administrative side. You know - that's where you
21 sometimes have some opportunities for efficiency but you know
22 in the - in the more classified type positions often not as
23 much there because you know there really - those - those jobs
24 many of them are really tied to the school building and as
25 long as you've got a school building operating, there you

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 need some people to do that work, so - you know that's a -
2 those things are decisions of the school board.

3 HAILEY: So I'm leaving my job and my kids' future in
4 the hands of Grace if we consolidate? Because I don't think
5 they are going to vote for schools in Bancroft. Thank you.

6 JASON: Thank you Hailey. Next name that I've got is
7 Melanie Hatch.

8 MELANIE: 3023 Chesterfield Road, Bancroft. I don't
9 really have a lot to say but just sitting here listening. I
10 think that just the consolidation studies have to be looked
11 at for every different school and ours is very different.
12 Our situations are different from the huge schools and that's
13 what this community has been doing and they've done - they've
14 spent a lot of time - what they've looked into. Basically,
15 their plan in general is to just keep everything how it is.
16 Keep a school in Bancroft, keep a school in Grace but we do
17 benefit from the extra funding for the bonding which is huge
18 and do have that seven year protection because we all know
19 that class sizes are going down, so that is a benefit.

20 I have another thing that gets to me is it's Grace
21 verses Bancroft. It's not Grace verses Bancroft. If we are
22 one district, we are going to be doing what's good for them -
23 what's good for us. If their school - if we are not going to
24 vote on their school if it's just to benefit them, we're
25 going to want to benefit them and us. I don't really have

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 anything else.

2 JASON: Thank you Melanie. Next is David Banks.

3 DAVID: I'm David Banks 3229 Banks Road, Chesterfeild.

4 My question is - is the 15.1 miles set in stone?

5 JASON: Uhm.

6 DAVID: Or do we maybe pass consolidation and somebody
7 measures it and it's 14.99. I want to know if it is set in
8 stone? (laughter)

9 JASON: The - you know - we all

10 DAVID: (inaudible)

11 JASON: have - yah the fifteen mile limit is set in
12 State law.

13 DAVID: I know but your 15.1 that you're talking about.
14 Is somebody going to come drive it?

15 JASON: the 15.1 measure, that's - you know what we do...

16 DAVID: Because I can get to Grace faster than fifteen
17 miles. And maybe if they don't want to pay it are they going
18 to say it's 14.99 and not pay?

19 JASON: We have looked at the map and

20 DAVID: Well that's my question - is it set in stone
21 (inaudible).

22 JASON: Yah, we - we looked at the map and tried to find
23 the shortest route and google mapped it and it said. 15.1
24 and so that's what we would go by.

25 DAVID: Okay, that is my question. I didn't want to get

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 it then they say 14.99.

2 JASON: Yah.

3 DAVID: Now my other question is in the consolidation
4 study, I just had a question. I didn't see any improvements
5 in academics, in that whole study. Nothing changed. And I
6 thought that's what we were trying to do was improve
7 academic. It looks like to me it's all about money. And in
8 my opinion, I've never found free money and I don't think
9 there is free money. (Clapping)

10 JASON: Thank you David. Next I've got Christopher
11 Banks.

12 CHRISTOPHER: Christopher Banks, 3231 Banks Road,
13 Chesterfield. Mr. Hancock, I have one question for you.
14 This money is mandated but has it been appropriated or does
15 it still have to go through (inaudible)?

16 JASON: If you are talking about the extra assistance
17 for the bond.

18 CHRISTOPHER: For the thirty-five percent.

19 VOICE: Yah. The way that that works is you know there's
20 different components within the public schools budget and
21 most of the money consists of what we call statutory
22 distributions and then you have earmarks and things like that
23 but most of it is statutory and so what ends up happening
24 with the statutory money is that you know the legislature
25 when it sets the appropriation for public schools they do the

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 best job that they can. And we help them with that in
2 estimating what those costs are going to be in the next year
3 because you know they are driven by a State law formula of
4 some kind and you just don't know from one year to the next.

5 You know which districts are going to pass bonds or how many
6 kids are going to show up and things like that and so we kind
7 of - we tracked the trends and we appropriate based on those
8 trends. Now, sometimes we are high, sometimes we're low.

9 But the legislature here about ten year ago and I
10 helped them do this - set up something called the public
11 education stabilization fund. You know which has worked
12 really well and what that has done is that rather than kind
13 of leave it to chance whether there is enough money in the
14 school's budget to cover everything that it is supposed to
15 cover is they just say, you know look - the stuff that we're
16 required to fund by law, we're going to fund. And we are
17 going to take it off the top of the appropriation for public
18 schools. And if - if there's more money in that
19 appropriation than we need to fund all of these formula's and
20 we have a little money left over. We're going to put it into
21 this fund. And on the flip side if we have to send out more
22 money than we expected to for any of these statutory items
23 then we are going to go to that fund and get it. That fund
24 has sixty-three million dollars in it right now. So you know
25 we've never had to - we've never had to short anybody and if

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 we did have to short people, you know theoretically if that
2 ever were to happen, which I don't expect it too with a fund
3 that large but if it did, you know we're - I mean - we're
4 typically off anywhere from maybe zero to fourteen dollar -
5 fourteen million dollar in any given year. And if we did
6 have to go and - if we ran out of money it would end up
7 shorting the discretionary funds that districts get - not
8 this stream of money - this comes off the (inaudible)

9 CHRISTOPHER: I guess my concern is - is that if there
10 is sixty-three million dollars sitting in the state of Idaho
11 why can we not then improve this issue of education in Idaho
12 instead of what we are doing now. Also the other two
13 comments that I have - if anybody would like a copy of that
14 building study that was done by Keller and Associates, I have
15 hard copies and I have it digitally, so I'd love to hand it
16 to you if you'd like to see it. And the third thing I'd like
17 to say is - is I've been taught and raised to stand on my own
18 two feet and take care of myself and I hope that we can stand
19 up on our own two feet and take care of ourselves. (clapping)

20 JASON: Thank you Chris. Next person signed up is John
21 Banks.

22 JOHN: I wasn't sure that I wanted to talk, but I signed
23 it anyway. One question I have is - is I was at the board
24 meeting the night this petition was presented to the board.
25 This petition said the reason that we are doing this that

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 North Gem is not giving the kids a good education. That's
2 not what's being said here. So where did it change? I want
3 to know that. The other thing is Melanie, I understand what
4 you are saying its Grace verses North Gem it's been that way
5 for years but we are friends with people from Grace, I
6 respect the people from Grace. I do not feel that by
7 consolidating the school that we are going to gain anything.
8 The reason is five million dollars. How are we going to
9 fund - how much the joint -

10 VOICES: Thirteen.

11 JOHN: Thirteen? How many buildings can you build for
12 thirteen million? Think about it. How many buildings can
13 you build for thirteen million? One thing is - is I have a
14 lot of ancestors that have grown up in this valley. I walked
15 into the school down here, I see a plaque on the wall and my
16 granddad was on their. As a school board member when they
17 built the school - the newest part of the school. He gave up
18 a lot for me, I feel like I need to give up a lot for others.
19 I don't have any kids in school right now. I don't. I have
20 a grandchild, I hope comes to here but I just don't feel that
21 we have the answers we need right now to say, that we could
22 pass consolidation. You can pass it but what's - where's the
23 guarantees. That's what I want to know - what is going to
24 happen if we consolidate. I need to know them answers before
25 I can vote. If I can't answer those questions, how am I

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 supposed to be an informed voter? I've been left out because
2 I didn't sign a petition. I don't know what the discussions
3 have been - I don't know. I've heard a lot of rumor what the
4 discussions are, I don't know what they are. I've been told
5 where I work, we're the laughing stock of the County. We
6 are! We are the laughing stock. We can't get along with
7 ourselves how are we going to get along with two districts?
8 And all - the only thing I ask is vote, vote your conscience,
9 think of what you are going to lose or what you are going to
10 gain. I'll respect you - I'll shake your hand - I will not
11 judge anybody but I want you to realize that about - this
12 community is divided, very bad right now. And that is the
13 saddest thing that I have seen, is how divided it has been.
14 And that's all I've got to say.

15 JASON: Thank you John. Next person signed up is Ralph
16 Peterson.

17 RALPH: Ralph Peterson, 170 South 300 West, here in
18 Bancroft. First of all I want to begin - my first thing I
19 have on my list is following what John said. The most
20 important thing to me is the community and the people in it.
21 I have people I respect very much who think as I do. I have
22 people I respect very much who think quite differently. Most
23 important is how we treat each other. We can disagree
24 without being disagreeable. That's the number one thing in
25 my mind, I just want you to know that. The second thing that

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 is most important to me is to have a school here in Bancroft.
2 That is very important to me. It is identity of the
3 community and I think it is important. As I looked at this,
4 I do have the one question. It says, what does consolidation
5 mean - it does not require combining schools also it doesn't
6 forbid combining schools - because we cannot do that. I'm
7 wondering, I don't think so but I'm going to ask. Is it
8 possible to have as part of the consolidation plan something
9 that says that if we don't get a school here in three years
10 the consolidation is null and void? I know there is a way
11 to undo it - that's a whole lot different way than putting it
12 in the proposal in the first place. Do you know?

13 JASON: Yah, there's is not a - (tapping)

14 RALPH: Want to borrow mine?

15 JASON: I'll speak loud. (laughter) There's not a -
16 there's not a legal mechanism to put what I guess you would
17 call a poison pill in consolidation that would automatically
18 undo it if this and this and that didn't happen. There is a
19 process for deconsolidating Districts which you could go
20 through, but you would have to go through that process.

21 RALPH: Right, thank you. Something has been said here
22 a little bit about the educational - the education for the
23 two schools. Quite frankly, if you look at it both schools
24 rank very high; so, I don't think there is a problem. I
25 don't think that the education is the case. I think there

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 are other things - I mean you can look at extra-curricular
2 activities. There's pros and cons I would worry about fewer
3 of our students participating because that is what would
4 happen. Our teams might be better in sports but there'll be
5 some who play sports in both schools who would not be able to
6 make the team when they consolidate a school.

7 And the last thing that I'm going to put out there to
8 be very - very careful of consolidation may be the most
9 expensive option. If there is consolidation, and there's not
10 a school built here, starting in eight the amount of funding
11 per student is going to drop dramatically. Yah, there's some
12 safeguards but that amount is going to drop dramatically.
13 How's that money going to be made up? Forever, higher taxes.
14 That's the only way to do it, that's the concern I have, I'm
15 not saying that it's going to happen. I'm saying that that
16 is a real possibility that could happen. But I want to go
17 back as I finish one last thing. However, you think is not
18 as important as how you treat those that are with you and
19 those that are against you. Thank you.

20 JASON: Thank you Ralph. Next name is Chris Knox.

21 CHRIS: I'm Chris Knox, 950 Miles Road, Chesterfield.
22 First of all, I kind of wanted to discuss a little bit some
23 of the things that have already been said. Jason, you talked
24 about some general reasons for consolidation and one of the
25 first things was financial and what Chris Banks brought up

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 about the appropriation and so forth, I think the guarantee,
2 well if anything is guaranteed the most guaranteed part of
3 the appropriation is the twenty-five percent, is that
4 correct? So the additional, could be variable that brings us
5 to thirty-four. Are we guaranteed thirty-four for sure?

6 JASON: No, there actually both of those are - it's
7 through the same program so it's all guaranteed funding.

8 CHRIS: Okay so it comes to thirty-four percent. But
9 that leads us to several if's and if we - if we do pass a
10 bond both in the school here in Bancroft. That does not mean
11 we cannot continue to research and discuss the benefits and
12 draw backs of consolidation that have been raised. We can
13 pass the bond, build a school here and still discuss
14 consolidation. That door is not shut by passing the bond,
15 however, passing a bond here in Bancroft to build a new
16 school is the only way that we can guarantee that a school -
17 a K through 12 school will exist, going forward here in
18 Bancroft. By introducing the issue of consolidation, we've -
19 a situation has been created when which several scenarios
20 could play out and there's four possible scenarios. One is
21 if the bond to build a school here in Bancroft should fail
22 again and a subsequent vote for consolidation should fail.
23 We're left with an antiquated school and a need build a new
24 one at a higher construction rate and inflated interest rate.
25 So I know there are a lot of people that - that are voting

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 down the bond because they think this three year idea of
2 getting the State money and passing the bond after its
3 validation ends in three is going to save them a ton of
4 money. I think that's a little bit - there is a
5 misconception there. But there is no guarantee we would end
6 up with a school. If the bond fails and a vote of
7 consolidation passes, then any future bond vote to construct
8 schools in the new consolidated district would be subject to
9 vote of all of the residents within the district. Bancroft
10 residents would be significantly in the minority and we find
11 ourselves - we could possibly find ourselves liable to pay
12 for a bond for schools to be built in Grace; which has
13 already been discussed. If we pass a bond here to build a K
14 through 12 school the issue of consolidation can still go
15 forward. We could still consolidate but we are guaranteed
16 then they are not going to - you know we're building a K
17 through 12 school here - it's going to be a new school - it's
18 already bonded for, that school will exist. I mean at least
19 as long as this one - at least for the hundred years this one
20 has existed and then they can have this argument again. If
21 the bond passes, we are assured of a school in Bancroft,
22 regardless of what the outcome of consolidation is and that -
23 that's the main point.

24 The arguments by - for the defeat of the bond and the
25 pursuit of consolidation maintain that bonds passed in three

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 year following consolidation are subject to the twenty-five
2 percent or thirty-four percent of said bond being paid by the
3 State, which is true however, there are if's to this
4 reasoning. First it's assumes consolidation would pass in
5 both districts. So again, if you sure are not passing the
6 bond at this point because you think you are going to save
7 that money. It still has to pass in both districts. Second,
8 it has to be approved - any new bond going forward would then
9 have to be approved by two-thirds majority of voters in the
10 new combined district within three years. So, I think Jan
11 spoke to that - that there's a lot of if's to that. Thirdly,
12 it assumes - so there are several assumptions here. That a
13 new consolidated school board representing Grace with a
14 majority of voters and Bancroft in the minority would vote to
15 build a school in Bancroft. Well funds might possibly be
16 designated for an elementary school in Bancroft, it's highly
17 doubtful that grades six through twelve would be house here.
18 In addition to the many hurtles' to clear this process would
19 take several years. If successful, the cost of construction
20 and higher interest rates would mean getting less value for
21 dollars spent. Another question - well to go back to Jason's
22 questions first of all - you talked about efficiency but the
23 discussion has been I think, was it Troy - I'm sorry I don't
24 know you. Was that the plan, although there is no way you
25 can guarantee this which is what's come up over and over

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 again. The - a school and I'm hoping you're saying a K
2 through 12 school would be kept in Bancroft. I'm not sure
3 where we get the efficiency benefit if we are in fact going
4 to keep all of the schools. And thirdly, the - other - the
5 third benefit you said general was to share administration
6 and my question there is, who do - we have on administrative
7 staff if we have all of these schools still. Besides the
8 superintendent, that we already share how many staff does the
9 superintendent have under him that the super - the
10 superintendent staff not individual school staff?

11 JASON: Is that a question?

12 CHRIS: Well there are two. Transportation directors,
13 food service coordinators, curriculum directors - those are
14 the - those are the people.

15 CHRIS: So it's - there's not a necessarily a great
16 savings on those.

17 JASON: Those - that would be -

18 CHRIS: And what would happen to those people - again we
19 are back to losing jobs if we - you know if we go forward
20 with that. The mistake on the ballet, I think has been
21 explained. The bond cost was another question. There has
22 been a lot of confusion over the individual costs to tax
23 payers - if we bond for a new school here in Bancroft. Again
24 regardless of consolidation, that can come later. There is a
25 vote May twentieth for a bond to build a new school here in

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 Bancroft. My understanding is if a consolidation by the time
2 it passes its way through the State, (inaudible) and ends up
3 to a vote it would be probably this fall?

4 JASON: I would think that the very quickest you could
5 have a vote back here is in August.

6 CHRIS: In August, okay.

7 JASON: That would be the very quickest.

8 CHRIS: Okay, so we have a bond vote before we have a
9 consolidation vote, basically.

10 JASON: If you have a bond vote scheduled for May.

11 CHRIS: We have one scheduled for May.

12 JASON: Then you would.

13 CHRIS: Yah, so that's what I - the point I am making is
14 that we have a bond vote. If we pass the bond, we can still
15 vote yes on consolidation. If we think that's a great idea.
16 We don't have to be against that. But then we know we have
17 a school here for at least the next however long our school
18 holds up - a hundred years.

19 But there has been confusion over the cost to the tax
20 payers of the bond. Right now we are proposing this forty-
21 eight - four thousand - million eight hundred thousand
22 general obligation bond to be repaid over twenty years. It
23 requires a tax increase of .00345. That means that you take
24 your tax assessment. Whatever, your latest assessment was on
25 your property value because there has been a tremendous

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 amount of rumor out there. That taxes are going up some huge
2 percentage amount and people are throwing around crazy
3 numbers. If this - everybody can do this math it's not hard
4 to do. You get your latest tax assessment for whatever your
5 property is worth and multiply that by point zero, zero three
6 four five and you will know how much your taxes are going up.
7 Don't be listening to scare tactics or people telling you
8 that you know it's going to cost a tremendous amount. As
9 John was saying there's an investment I think to be made in
10 the future of education. Can I take his question?

11 JASON: Is that on the amount that the county assessor
12 tells you or the half amount that you actually pay?

13 CHRIS: That's your assessed value of your property.
14 The total assessed value of your property. What your
15 property is worth to you know as assessed by the - by the
16 county assessor.

17 JASON: Okay.

18 CHRIS: So just - we need - we need to clear things up
19 and just use that formula and then everybody can do their own
20 math. It's not that hard. You can - everybody has a
21 calculator. Okay. (talking inaudible) I'm the end. I'm the
22 last aren't I?

23 JASON: actually you are that's why I was kind of
24 cutting you some slack.

25 CHRIS: Well the only other thing that I wanted to

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 mention was the idea that has come up that you can undo
2 consolidation. Two of the things you have to do to undo
3 consolidation are bonds passed utilizing consolidation
4 incentives, which is the whole - I think - why a lot of
5 people are for consolidations. They think they want this new
6 school here but they think they are going to save money. Any
7 bonds passed utilizing consolidation incentives from the
8 State have to be paid back. If we decide to unconsolidated
9 and that's not - there's no statute of limitations on that as
10 far as this says. And secondly that it has be voted on and
11 approved by the majority of both communities. Now North Gem
12 has grown over the last several years. We're not in decline.
13 We are growing. So this is more of an absorption than a
14 consolidation, in my opinion. So I would be very doubtful
15 that the majority of both these communities would every -
16 would choose to undo consolidation. Thank you.

17 JASON: Thank you Chris. Now there were a couple of -
18 well first - you know, is there anybody who wanted to sign up
19 or who didn't get signed up? Okay. There were a couple of
20 questions that Troy I was hoping you could get up and
21 address. One was on addressing what are the facility needs
22 in Grace, right now if you were to run a combined bond for
23 the consolidated district. What would you be looking at
24 putting in there for Grace? And then also just the question
25 that came up a couple of times about kind of what's the -

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 what's the plan for academic improvement.

2 TROY: Okay. Where to start? Tell me your first
3 question - I can run - I'm a single question guy and I

4 JASON: I'm a famous mono tasker in my office, myself,
5 you cannot ask me to do two things at once, so.

6 TROY: Yah

7 JASON: The first question was just on the facility
8 needs in Grace and what kind of - you know one of the things
9 that you would be looking at putting in a combined bond issue
10 for a consolidated district for Grace.

11 TROY: Okay, the facility needs in Grace are very
12 similar to North Gem. You just haven't heard us talk about
13 it because we have not started to talk about it. There's a
14 let's see Thatcher elementary was built in 1919 if I remember
15 correctly. Grace elementary 1938, Grace High School is 1951,
16 if I remember but I'm not quite sure there. So our
17 infrastructure is old. Delay and I might actually kind of
18 address the second question. The question was about the
19 academic improvements. As a consolidation committee, as we
20 looked at the different variations that we thought might be
21 opportunities out there, as well as looking at the
22 infrastructures slash the opportunity that both districts
23 provide for our kids. As you're well aware, both schools are
24 five star schools. Our teachers, our administrations does -
25 do an excellent job of educating our kids with the resources

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 that they are provided with the - everything else that they
2 have to deal with day by day as far as the funding levels and
3 what's provided from the State. You know both of our
4 communities are really blessed in that manner. But the - it
5 boils down to that yes Grace, needs, the infrastructure as
6 well as - as much as North Gem does. Just in the last three
7 years that I've been on the board - you'll probably have to
8 correct me Jamie on numbers, if I'm wrong or not. The very
9 first year, we ended up replacing the roof on Thatcher
10 Elementary because it had some serious issues there. We've
11 had some boiler issues and if I remember or if on average we
12 spent anywhere from forty to eighty thousand dollars just in
13 maintenance costs in the last three years to maintain our
14 physical facilities. So I see that if we build new
15 facilities in both communities that wouldn't (inaudible)
16 disappear or be very minimized in that aspect which would in
17 my opinion offset the hundred fifty thousand override Levy
18 that we have per year as well as the hundred thousand
19 override Levy that you have in your community as well. The
20 next item as far as the bonding; I'm not aware of any other
21 place that you could go and receive a thirty percent plus
22 return on your investment that we would receive in bonding
23 with the - to the capacity that both districts would have
24 combined. Let me review those numbers for you a little bit.
25 Currently, right now, North Gem has a bonding capacity based

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 on the value of your property in your community. Your
2 district could go out bond up to one - five point one million
3 dollars just a little bit over that. But - and you're well
4 aware of your district - your building is currently being
5 proposed is four point eight million. With four point eight
6 million as your current building, I have in my calculations
7 at a four percent interest rate for twenty years. A person
8 who owned a hundred thousand dollar home or property value
9 would be paying roughly a hundred and eighty-two dollars per
10 year. So if somebody else has different numbers there
11 correctly me please because I'm not sure if that is correct.

12 VOICE: (inaudible) to the assessor's office and he told
13 me it was three hundred forty-five dollars per hundred
14 thousand bonding. But there is very few who has a hundred
15 thousand dollar house. By the time you pay for the circuit
16 breaker and everything else, so that's with that was the max
17 - I think it was three forty-five per hundred thousand.

18 TROY: Three forty-five.

19 VOICE: That's what the assessor told me.

20 TROY: That's what he told yah. Okay.

21 VOICE: The bond at what they wanted.

22 TROY: Alright, well I'll have to get my numbers
23 reviewed because I've got different numbers here -

24 VOICE: It's a hundred eighty-two. (inaudible - many
25 voices speaking at once)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 TROY: Yah, that's what I was going to say. I am
2 working off of a spread sheet that Zion's bank has provided.

3 VOICE: Correct.

4 TROY: And so.

5 VOICE: That's what they told me at the assessor's
6 office.

7 TROY: Okay, alright so once again we're trying to go
8 off of this. Let me actually throw out this one more thing
9 too. If I may, because this is stuff that I'm going to say
10 in tomorrow night's meeting at Grace and I don't know if you
11 are going to be there or not. There is a lot of concern in
12 North Gem about losing K through 12 - personally, I'm not
13 concerned about it because I don't believe in building a
14 building out in the middle, I don't believe in pulling people
15 from their own community. You also have some leverage. The
16 voting population in the way the new trustee zones would be
17 divided, you'd in essence have forty percent of combined
18 population if that makes sense. So forty percent is your
19 community, sixty percent of course what the Grace community
20 has into that consolidated effort. And so if a new - if a
21 board comes forward and proposes to say hey guys we're not
22 going to build a K through 12 in North Gem. We are just
23 going to save - we're going to ship everything to Grace, I
24 think you have the power to kill it. Just like the bonding
25 is currently taking place. Because you require sixty-seven

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 percent and it requires two-thirds for majority in order to
2 pass that bond and so I honestly - I don't believe that
3 anything can happen there. My own personal opinion, I like a
4 lot of people in both communities and I think there's - we
5 hold a lot more similarities than differences and I even like
6 a lot of people in Malad too so. (Laughter) Go ahead.

7 VOICE: Can you figure out something for me - if we
8 passed the bond before we vote on consolidation, and then we
9 decide - and then we consolidate who's responsible for that
10 bond? Is Grace going to help us pay it?

11 TROY: No, what happens there is that if North Gem
12 passes the bond before consolidation is approved then - and
13 if you consolidate as a district after that then what happens
14 is North Gem becomes what is called a sub-district and that
15 bonding debt is retained with that property and so in essence
16 there is no sharing.

17 VOICE: (inaudible) we would be paying for the bond
18 plus?

19 TROY: Yah, and I've - and so you know in my own - I
20 don't know if I should say this or not - I personally
21 wouldn't want to go down that path. I wouldn't want to in
22 essence because we need buildings in Grace, I wouldn't want
23 that double taxation in essence to hit North Gem. If that's
24 an appropriate way to say it.

25 VOICE: (inaudible) Everybody should think about whether

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 to pass this bond or not - (inaudible)

2 TROY: Let me, Yah, let me keep going through and see if
3 I can answer this and - the - so in essence you've got 60/40
4 you've got there - there is another question I wanted to
5 answer I wanted to answer regarding teacher's funding level,
6 Grace currently pays their teachers the same funding rates
7 that North Gem does and that just with the State we don't pay
8 them more, we don't pay them less, we can't so, there is no
9 differences there as far as teachers and so forth. They're
10 paid on that scale that's provided by the State. So, I guess
11 back to my other question, like I say, I'm a hard guy to keep
12 on one task here. The combined bonding capacity for North
13 Gem is at 5.1 currently with Grace is right at just barely
14 over 8 million. And so a combined bonding capacity for both
15 of them is 13.1 million. So in essence what would happen
16 with that being the case - if we were to bond - if there
17 wasn't this incentive to build and we went at say a 12.8
18 million - if we wanted to you know to say let's go ahead and
19 build K through 12 in North Gem and then let's take care of
20 one major building or two, whatever, you know like I say I
21 have no idea how much we would be able to do, whether we
22 would at that point we've got to come up with the decision -
23 do we want to keep two separate elementaries because that
24 incentive for the ten mile distance technically would not be
25 there as a consolidated district, so would we want to just

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 build one building would we want to do some improvements to
2 the High School to make sure that it can go along for another
3 twenty years? Those are the questions that would have to
4 answered and I agree we can't guarantee that but you know in
5 pure numbers I'm looking at it as saying I have no idea where
6 we can invest our money to receive a thirty percent return
7 and to be honest with you, it's not money that we are being
8 given because we're all tax payers and we've all paid towards
9 that sixty-three million dollars, it's not that we're getting
10 a free hand out coming back it's just that we're getting the
11 money that we've already put towards it and so maybe another
12 way to look at it.

13 VOICE: So if - if we were bonded at the highest level
14 as a combined district how much would that break down per
15 hundred thousand dollars?

16 TROY: I have a spreadsheet here, it's got all of those
17 formulas built into it. I've played with it from anywhere
18 from 12.8 million up to the full 3.1. Taking your in - I
19 don't recommend going clear to 3.1 because we have no idea no
20 interest rate is going to do there. Because even just a one
21 percent flux can change that dollar amount by twelve dollars
22 in essence, so if you move from the 4 percent to the 5
23 percent your taxes go up twelve dollars each year just from
24 the interest rate so for the new board to move forward with
25 this, it needs to be done quick, in my opinion. And

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 definitely think we can do it. One just a second, let me,
2 I'm, like I say I'm - got to keep moving here so or I'll lose
3 my train of thought again. To answer the question of what we
4 would be spending if we had a bonding effort to go through
5 for 12.8 million, with that twenty-five percent incentive
6 from the State and of course you know our combined
7 consolidated district to .91, so that puts us down to that
8 .66 index level and drawing that into the play a 12.8 million
9 dollar bond would cost a tax payer a hundred and thirty-seven
10 dollars each year for twenty years. Under that bonding
11 effort. Like I say, there's - the different things that need
12 to take place there. Jason did I answer everything?

13 JASON: Unless you had anything more on the academic
14 side or if you want to have Jamie say something?

15 VOICE: I got the last side.

16 VOICE: Oh, I have a question.

17 TROY: Oh, I'm sorry.

18 JASON: Yah, I think that if we want to have - if people
19 want to speak, I mean this is a public hearing I mean this is
20 a public testimony here so we'd like to have people come and
21 sign up. You know we have the sign up list - we've gotten
22 all the way through it, it wasn't. I mean it's set up as a
23 public testimony, so if you want to come in and sign up, we
24 can take more testifiers, we're all still here.

25 VOICE: Well under hearing rules number seven it says at

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 the conclusion of the speaker comments, each member when
2 recognized by the (inaudible) officers shall be allowed to
3 questioned...

4 JASON: Fire away. (Laughter)

5 VOICE: After the answers to the questions answered
6 (inaudible) - so

7 JASON: Go for it.

8 VOICE: you cannot go off on his opinions.

9 TROY: Oh, I'm sorry, let's take it up.

10 VOICE: (inaudible) so I've got a question -

11 VOICE: Go ahead.

12 VOICE: You said and I understand what you are saying -
13 that at forty percent, even though we're the minority forty /
14 sixty, that we would have the ability to hold (inaudible) if
15 you will so that we can make sure a K-12 in the community but
16 we have this narrow (inaudible) your window for one things,
17 so if we - if we choose to that to try hold, to try to make
18 sure we have the school, we all lose. (inaudible) prove it -
19 because the costs are going up all the time.

20 TROY: You know that's

21 VOICE: So we don't have that (inaudible) because we
22 lose too.

23 (Several inaudible voices)

24 TROY: Well, I - well that's one thing and that's a
25 differing opinion. I - I'm just - I'm optimistic that we

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 could - we could do it so. You know that's one thing that
2 I'm excited about this process due to the fact that question
3 about consolidation has been in both communities for decades
4 and in my opinion - this is my second term serving on the
5 board - I never ever thought it was my right to make a
6 decision of this magnitude for communities, so I'm excited
7 about this opportunity. If you vote it down, that's fine, we
8 just move forward. But it's not my right as board to - for
9 us to come together as boards and say - look at it - maybe we
10 don't want to do it and we just break it off - so that part
11 of the petitions moving forward and taking place, in my
12 opinion is nice because it has never gotten to point to where
13 we've actually said hey there is thirty-seven percent in
14 North Gem that want to do it. The other sixty-three or so
15 don't want to do it and we just - we go on as - as separate
16 districts. But then the question's answered to me and I can
17 move forward as a board member to represent my patrons and do
18 what - I'm hoping is in their best interest but before as a
19 board, I can - you know we can all go off the rumor mills and
20 so.

21 VOICE: But you're told that you should (inaudible) for
22 - the as you should listen to your constituents and vote the
23 way they want you too. Not the way that you think is the
24 best for the school?

25 TROY: No - no I'm not voting.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 VOICE: No (inaudible) (laughter)

2 VOICE: You said that - that you feel like you should
3 (inaudible) say and then go back to (inaudible)

4 TROY: Well it's just that it's always come forward and
5 at some point in time, because the boards have come together,
6 the board - one board or another has the right to brake it
7 off.

8 VOICE: I just remember being at a school board meeting
9 where I (inaudible) and told you do not listen to
10 constituents do what you feel is right. I - (inaudible)

11 VOICE: I just this (inaudible)

12 TROY: Go ahead.

13 VOICE: You say you have three properties in the Grace
14 area that need improvement and we have one here. And we of
15 course decide consolidate as (inaudible) that thirteen
16 million dollars you're talking about gets (inaudible), who
17 makes sure that we - who gets what we need here? (inaudible
18 voices) are we going to get most of it or are we going are we
19 going to get (inaudible voices)

20 TROY: Alright - and see that's essentially - it's a new
21 board which in essence is the two boards coming combined.
22 You know five members of those two boards so - if you want to
23 go down that argument - it's just a matter, do you trust your
24 board. I can't answer that it's an emotional issue. Next
25 question or can I sit down?

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 VOICE: I've got a question.

2 TROY: I'm sorry, go ahead.

3 VOICE: Let's clear this up - if we consolidate with
4 Grace, and they said we can go ahead and build a new school
5 here in Bancroft it would cost us and including Grace's
6 buildings it would cost us a hundred thirty-four dollars per
7 hundred thousand.

8 TROY: A hundred and thirty-seven if you went at those
9 numbers.

10 VOICE: A hundred thirty-seven per hundred thousand.

11 TROY: Yah.

12 VOICE: If we go on our own and build our own school
13 here it is going to cost more than three hundred and forty-
14 five dollars per hundred thousand.

15 VOICE: No, no - (several inaudible voices)

16 TROY: A hundred and eighty-two

17 VOICE: well times 3.349 by zero zero point three four
18 times a hundred thousand - what do you get?

19 VOICE: three point five - but he's using a whole
20 different formula - (inaudible)

21 TROY: Yah, that's a different formula.

22 VOICE: (several inaudible voices people talking over
23 the top of each)

24 TROY: The number that, I think the number that that
25 county assessor was an actual total county tax, it's not the

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 amount that's actually going towards the school building. So
2 the number that I have here is the actual numbers going
3 towards the school building. The number that the county
4 assessor probable told yah (inaudible) is the ...

5 VOICE: I don't know, I just went in and asked so that I
6 could be informed and they told me that is what is was.

7 TROY: Yah so - and so that's the actual county tax rate
8 - that would be the total tax but the numbers that we're
9 quoting tonight is the amount that would be actually taxed to
10 pay for that building.

11 VOICE: just say apples to apples did you get your two
12 numbers

13 TROY: My two numbers?

14 VOICE: per one hundred thousand? (inaudible voices)

15 TROY: Yah, my two numbers if - as a consolidated
16 district, it that twenty-five percent incentive as not
17 available at a twelve point eight million dollar bond we
18 would be paying a hundred and eighty-eight dollars per
19 hundred thousand. So with that twenty-five percent we're
20 paying a hundred and thirty-seven per hundred. So -

21 VOICE: Gentry may I ask you a question?

22 VOICE: Sure -

23 VOICE: However ever - how many other districts are
24 using this formula in their - in the process?

25 JASON: Right now today, there are none.

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 VOICE: that's what I thought.

2 JASON: The - it's a relatively newer law it was passed
3 back in - I want to say 04 or 05. We have - you know we
4 haven't had any consolidations since the -

5 VOICE: Not many has - used it.

6 JASON: Right - because nobody has consolidated in the
7 last eight or nine years. (inaudible several voices at once)

8 VOICE: the first person that does it, they are going to
9 change it a lot.

10 VOICE: (inaudible voices)

11 TROY: Any other questions? Just raise your hand. It's
12 nice to see everyone hear that's interested and trying to
13 gather as much education as you can without dealing with the
14 emotions and the rumor mill. So appreciate you coming
15 tonight and asking the questions.

16 JASON: Yah, thank you everybody for coming down and
17 this was a great turn out and thanks for everybody you know
18 keeping it so professional and civil. This is a great
19 community. Thank you.

20 PUBLIC HEARING WAS ADJOURNED

21

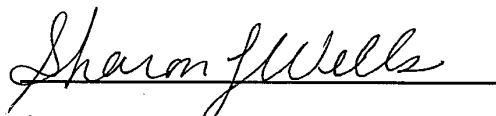
CERTIFICATE OF TRANSCRIPTION

STATE OF IDAHO)
) ss.
County of Caribou)

I, SHARON L. WELLS, Deputy Clerk and authorized independent contract transcriber for the Sixth Judicial District in Soda Springs, Idaho, County of Caribou, as the undersigned do hereby certify:

That she correctly and accurately transcribed and typed the above transcript numbered from 1 to 66 from the digital recording of the Public Hearing presided over by the North Gem School District by moderator Jason Hancock, in Bancroft, Idaho, County of Caribou; which was digitally recorded on April 16, 2014 in the above entitled action or proceeding.

Dated at Soda Springs, Idaho, this 16th day of May, 2014.



SHARON L. WELLS, Transcriber
Caribou County Deputy Clerk
Sixth Judicial District

IN THE DISTRICT COURT OF THE SIXTH JUDICIAL DISTRICT OF THE
STATE OF IDAHO, IN AND FOR THE COUNTY OF CARIBOU

IN RE:
Consolidation Finding Public
Hearing Grace

TRANSCRIPT OF TAPED PROCEEDINGS

Public Hearing

April 17, 2014

BE IT REMEMBERED that this matter came on for public hearing on April 17, 2014, before the Grace School District, In Grace, Idaho, County of Caribou.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

I N D E X

Testimony

<u>Name</u>	<u>Address</u>	<u>Page Number</u>
Ann Matthews	Passed	9
Colleen Benson	306 East Center, Grace,	9
Courtney Smith	2153 Burton Canyon Road	11, 30, 40
Keith Jorgenson	503 Bench Lego Road	12
Mark Matthews	None	15
Sheldon Matthews	None	16, 34
Norm Johnson	None	20
Carl Jr. Rassmussen	None	22
Kathlyn Ball	None	23
Troy Toleman	None	25, 31
KC Jorgenson	None	26, 33, 41
Eric Stoddard	None	26
Angie Toleman	None	29
Eric Christensen	None	30
Shelly Reeves	None	35
Sherman Toone	None	36
Bryan Jorgenson	None	37
Steve Brady	None	38
Mike Holsten	None	39
Curtis Thomas	None	42
Lora Johnson	None	43
Rondo Crossley	None	43

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Grace Auditorium
Consolidation Finding Public Hearing
Grace, Idaho
Thursday, April 17, 2014

PROCEEDINGS

1
2
3
4
5
6 JASON: Thank you for coming out, my name is Jason
7 Hancock. I'm the Deputy Chief of Staff of the State
8 Department of Education and I've been asked to come and out
9 here and help with running this meeting and also help answer
10 any questions that might come up. I've worked around these
11 consolidation laws in the State of Idaho for a little while
12 now, so if you have questions, I can maybe help do that.

13 The purpose of tonight's meeting this is a meeting that
14 is actually required by State Law as part of the
15 consolidation study process. Is once there is a plan that
16 has been put together on a study for consolidation there is
17 to be a public hearing held in each of the communities, each
18 of the school districts involved and so we had one last night
19 in Bancroft and now we are going to have tonight's in Grace.

20 And the rules under State Law for who is allowed to testify
21 is basically, any elector so any voter in the Grace School
22 District or anybody who owns property in the Grace School
23 District. Those are the folks that are allowed to come
24 forward and say their peace and ask questions.

25 Before we get into the testimony and I've got several

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1. people signed up here and there's still some sign-up sheets
2 in the lobby, so if you want to sign up and you aren't signed
3 up yet, you can go ahead and do that and we'll run off of
4 that list. But before we get into that I'm going to ask Troy
5 to come forward and giving you just a brief overview of what
6 the consolidation committee has been working on and some of
7 the particulars of the plan. Troy?

8 TROY: I'd first like to thank everybody for coming
9 here tonight to find out more information to help us all know
10 what direction we would like to go with this process. Before
11 I begin, first of all, as a committee, we have been meeting
12 and trying to answer the questions that are required by the
13 State to send into the State Board of Education. And in that
14 process we've put together a letter and we sent that out to
15 all of the patrons in both districts and my first question
16 is, "Has everyone had the opportunity to at least receive it
17 in the mail?" Maybe and they may not have read it. If you
18 have not had the opportunity to or have not seen this piece,
19 I - grab me or any member of the consolidation committee
20 afterwards and we need to make sure that you get a copy. As
21 Jason has mentioned - is - this - this meeting is required by
22 State Law. The process is that we get together as a
23 consolidation committee after those petitions were turned in.
24 The consolidation committee consists of two members from the
25 Grace Board, two members the North Gem Board and then two

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 communities or excuse me two members from each community to
2 represent them. So, I'm just going to try to overview some
3 of the things that are in that letter. And basically the
4 questions that are required there. Probably the things that
5 are of interest to you what does consolidation actually mean?

6 What is going to allow for us is to have additional
7 opportunities to combine other administrative services. This
8 does not mean we will be combining schools. Basically, all
9 of the infrastructure that's currently in place if both
10 districts were to maintain - be maintained after
11 consolidation if it was approved. The other thing that
12 consolidation provides is that seven years after, approved
13 consolidation funding is held at (inaudible) levels so if our
14 enrollment were to drop as a combined district our funding
15 would not drop for a period of seven years. If our
16 enrollment were to increase during that seven year period the
17 funding would increase to equalize - what would be received
18 as a normal district anyway. So that is a - one thing that
19 happens there. The other item that takes place if
20 consolidation is approved is that if any bonding effort
21 proposals are passed within a three year period after
22 consolidation, there is an incentive provided by the State to
23 help with that bond effort and it is significant as we have
24 talked about you know a little bit later.

25 The other opportunity that we have as a consolidated

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 district is that currently right now Grace takes advantage of
2 a higher funding formula because we have two elementary
3 schools that are more than ten miles apart and that's part of
4 a State Statute. And because Grace elementary and Thatcher
5 elementary are eleven miles apart, we actually have a higher
6 funding formula for - that we receive compensation for there.
7 State statute also provides higher funding level for
8 secondary schools that are more than fifteen miles apart and
9 so with Grace and North Gem they're actually listed at being
10 15.1 miles apart, so there would be a higher funding formula
11 utilized to reimburse us in that manner too.

12 The other last item that we have listed is that
13 currently right now, we're sharing a superintendent amongst
14 both districts and that requires a lot of redundant work on
15 our superintendent part to hit duplicate meetings and a lot
16 of extra work load there that would definitely help up his
17 burden there as well. There is essentially nine questions
18 required by the State to - that we have to submit to the
19 State Board of Education. One required is the - what the
20 District boundaries would be, what trustee zones would be,
21 what the school bus routes are, you may have noticed when you
22 walked in the front door there is a large map out there that
23 shows those proposed trustee zones and boundaries. It asks
24 what the assessed property value of each district is and then
25 what it would be combined. That is on the letter there.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 Essentially, one of the main advantages are incentives for
2 consolidation is the possibility of taking advantage of the
3 State incentive for bonding issues if we are buildings and as
4 a separate districts, Grace has a - what's called a bonding
5 capacity based upon the property value within our own
6 district - we have a bonding capacity of up to a little bit
7 over eight million dollars. North Gem's bonding capacity is
8 just a little over five point one million dollars. And so if
9 we were to combine as a consolidated district our bonding
10 capacity would be a little bit over thirteen million dollars.

11 Currently right now the State requires also that if we have
12 any current bonds that we need to declare those to the State
13 Board of Education, neither district as of this date have any
14 bonding requirements to meet. It also asks about the plant
15 facility reserve fund and basically, that money would just be
16 rolled into the new district and utilized just as it is in
17 each separate district right now. The designation of the
18 home county of course would be Caribou County. But our
19 official name would be as a new proposed district - would be
20 the North Gem hyphen Grace Joint School District number 147,
21 is what we have proposed. Many people don't realize or
22 understand that the joint school district does not imply two
23 separate being consolidated. What that actually refers to is
24 you look at the Grace - Grace's name right now, it is the
25 Grace Joint School District 148. And that is just due to the

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 fact that our district boundaries over line two counties and
2 that's where the joint name comes from and so any time that
3 you have more than one county involved it is a joint school
4 district.

5 Those are basically the questions that have to be
6 submitted to the State. What we will go ahead and do, I'll
7 end at that point Jason will continue on there and may come
8 back up here later to answer your additional question when
9 you have them.

10 JASON: Thanks Troy. So the way we did this in Bancroft
11 last night and we will go ahead and do it tonight, as I have
12 a list of folks who signed up, so I'll call people down, if
13 could just identify yourself and your address, or if you are
14 someone who lives outside the District but owns property here
15 the address of the property you own. And then we gave
16 everybody - or try to keep people to five minutes each, no
17 more than five minutes each, for your statement and you can
18 ask questions if you like and we'll try to answer them. I'll
19 answer if I can or Troy or Jamie or whoever is the best
20 person to answer it. So we'll start the hearing part of that
21 and then what we did last is when we got done, through the
22 list, we just asked if there were any questions in general
23 and let people just kind of raise their hand and who would
24 answer questions as much as we could.

25 So the first person I have signed up Ann Matthews?

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 ANN: Pass.

2 JASON: Pass? Colleen Benson?

3 COLLEEN: After being involved here for a number of
4 years, and having gone through this a few times with the
5 school district, this is the first time and it may have been
6 presented last time but that they presented the opportunity
7 for us to keep separate schools. And to consolidate and keep
8 the funding where, at the level that it is now or will be at
9 the end of that seven years. Having grown up in a small
10 school district but larger than this, I know what the
11 disadvantages are when you attend college. And I feel like,
12 we need to give these kids every opportunity to be
13 competitive in the workforce, not all of them are going to
14 have the opportunity to come back and work on the family
15 farm. That time has changed and I feel like we can best
16 serve the children of our area by giving them opportunities.
17 I feel like we have good staffs that do the best that they
18 can with the resources that they have then if we combine that
19 I see that as a positive opportunity and I would encourage
20 that if you have any questions or do not understand that you
21 would talk to members of the committee to get clarification
22 and to not necessarily listen to rumors because there are
23 some humdingers out there that are really very incorrect and
24 they make it seem scary but I think there was a time when we
25 became a joint school district there were lots of little

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 schools in this valley and those before us determined that
2 that would be the best thing for the children and we can work
3 together to make this successful and helpful. So we aren't
4 sending these kids to school without the tools that they
5 need. So that's - sorry about that Colleen Benson, 306 East
6 Center, Grace, Idaho. Thank you.

7 JASON: Thank you Colleen. And just as a comment, I
8 guess, you're - you're in really a uniquely good position as
9 she mentioned the idea of having the consolidation that kept
10 all of the existing schools intact. Because of how the State
11 funding is structured to were - you know there are some
12 advantages in smallness basically. There's more funding
13 provided per student essentially, if you're in a smaller
14 district that if you are in a district like Meridian where my
15 kids go to school and so there's an advantage in having these
16 different school attendance units counted separately and
17 because the schools in Grace and Bancroft are 15.1 miles
18 apart, and the State limit for secondary schools is fifteen
19 miles, it means that if you keep those two schools going
20 after a consolidation, they would both continue to receive
21 funds as if they were separate school districts anyway. So
22 there would be no loss of funds going forward based on having
23 them consolidated. That's not always the case. Some
24 districts, when they consolidate, like when Minidoka County
25 consolidated, they brought everything together into one high

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 school and they don't get as much money per student as you
2 get here. Cassia County right across the river when they
3 consolidated, all of those small towns retained their high
4 schools and some of them are remote enough each other that
5 they continue to get this separate district funding and so
6 that is something that because of your distances involved you
7 have that opportunity to maintain that funding level. Which
8 is not always the case, when you have two districts that are
9 inside - where the schools are inside that fifteen mile
10 limit. The next person I have on my list here is Courtney
11 Smith.

12 COURTNEY: Courtney Smith, 2153 Burton Canyon Road. I
13 initially signed this cause I thought you had to sign this
14 just in case you wanted to comment later but I'll say
15 something now. I guess, I ended up signing the petition
16 initially because I think the perks of this, I think
17 originally as people were looking at possible educational
18 advantages if we were to combine schools. Would we have any
19 type of a educational benefit as far as more curriculum and
20 something like that - having spent eleven years in Pocatello,
21 I thought it was kind of impressive that some of those kids
22 are graduating with associates degrees from Idaho State at
23 the same time as High School and they had the option so, I
24 was for this at least looking into it option wise and I think
25 the consolidation committee did their very best to look at

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 options as far as combining high schools but feedback from
2 the communities choose - I think the very second best great
3 option for us as far as keeping things the way they are - but
4 consolidating districts and giving us advantages financially
5 so that we can utilize the current tools, we have more to a
6 better advantage but I don't know, I think it is a great
7 opportunity for us to kind of sit and listen and take
8 advantage of the incentive - the bond incentive that's out
9 there and basically with combining buying power, getting more
10 bang for your buck, I know the little small hospitals in this
11 area, do the same thing, they're in a co-op so that they have
12 more buying power with stuff moving forward, so a little
13 hospital like Caribou Memorial needs a new MRI machine, they
14 don't have to put that bill individually they buy as a co-op
15 and they have little more buying power to buy expensive tools
16 like that which may not even be feasible in the -
17 individually instead (inaudible)- so maybe the same things
18 would apply here and consolidation could help straighten that
19 out a little bit. But - anyway there is my two cents.

20 JASON: The next name that I have on the list is Keith
21 Jorgenson.

22 KEITH: It is kind of like Court, where I was hoping to
23 wait to the end on one of these; I thought you had to sign in
24 if you wanted to say something. But I did write down a
25 couple of comments. My name of Keith Jorgensen I live at 503

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 Bench Lego Road in Grace Idaho. I apologize for not going
2 last night (inaudible) too. A couple of questions I do have
3 for the committee that's been put together on this
4 consolidation, I would like to fill their recommendation. I
5 figure they've probably have done more research on it than
6 anybody here, I know they have more than I have. I'd like to
7 hear what their stand is. If we are still two for a joint
8 district, but are separate are we still playing Grace against
9 Bancroft, Bancroft against Grace - I don't know it might be a
10 mute-point but I'm kind of an athletic guy so I guess I'm
11 asking. So where do we go from here on - those a question I
12 had for you sir. I know there's a - I heard a petition or
13 bond being voted on in Bancroft. Or is this going to be
14 voted on the County, I've read several things. I don't know
15 what the time frame is or where we go on consolidation and if
16 we do consolidate and Bancroft chooses to build a new school
17 or North Gem what does that do to Grace tax base, as we as a
18 community? I know we had property in both districts - that
19 will be affected I do understand the thirty-four percent
20 saving and buying power of the court. It's talking about - I
21 think you're increasing our vote and I do believe that this
22 is a positive move. I think consolidation is a good thing, I
23 think that you are going to be here and come you should then
24 state your opinion at least let people know where you stand
25 and I do feel it is a positive move, me personally

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 (inaudible). Thank you.

2 JASON: Thank you, I think I can talk a little bit to
3 kind of the next steps and that is once the committee has
4 finalized a consolidation plan, they will forward that to the
5 State Board of Education and they'll take it up for review.
6 The State Board can either approve the plan or they can deny
7 the plan. If they deny the plan, then that's the end of it.

8 At least for now, that's not to say there couldn't be
9 further consolidation efforts in the future. But if they do
10 approve the plan then it does come back to the two districts
11 for vote and that vote would be conducted by the County
12 Clerk's just like any other election. It has to pass in both
13 School Districts in order to be approved.

14 So even if you have a situation where it was sixty
15 percent yes in Grace and forty-nine percent yes in North Gem
16 and the combined total was over fifty percent that would
17 still not be approved because it hadn't been approved in
18 North Gem. If consolidation is approved you do then get that
19 three year window where if the newly consolidation district
20 does pass any school bonds within three years after
21 consolidation, you get an extra twenty-five percent bump in
22 your State subsidy that you get on the repayment of that
23 payment of that bond. And so as a combined district, I think
24 the numbers in the plan show that you would normally come in
25 for a nine percent subsidy from the State, so with that bonus

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 you would get a thirty-four percent subsidy. The State would
2 basically being paying for thirty-four percent of the bond
3 repayment cost and then the newly consolidated district all
4 the combined tax payers would be responsible for the other
5 sixty-six percent. Now that's a year to year calculation,
6 that index so it can change a little bit from year to year
7 but that plus twenty-five percent factor remains in place
8 through the life of that bond.

9 And the next name I've got on here is Mark Matthews.

10 MARK: You just answered my question.

11 JASON: Okay. Are there any other - are there any folks
12 that signed up in the lobby on one of the other sheets that
13 was left out there that aren't on this list that wish to
14 testify? Okay. I think we are at the question and answer
15 phase then, which I see a hand raised back here.

16 BRANTLEY: This is for you Mr. Hanncock, I'm actually on
17 the building committee, my name Brantley Hatch, I actually
18 live over in Bancroft, Chesterfield. If we pass a bond or
19 say if we consolidate if we consolidate and then pass a bond
20 and we take advantage of the thirty-four percent from the
21 State, how soon do we have to use the money to build a
22 school? Does the State have a requirement on that?

23 JASON: Question is, how long do you have to use the
24 money if you pass a bond as a consolidated district and you
25 have that state subsidy. The way it works is that the State

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 Subsidy actually comes in form of assistance in the bond
2 repayment costs. So it's not - if does not include that
3 thirty-four percent of the bond amount. You have the
4 State paying thirty-four percent of the bill that you will
5 hang on for twenty years or however many years that bond is
6 run for.

7 So you know how long we've had to use the money, those
8 bond proceeds is no different than any other bond. So it's -
9 it's just like a normal bond in that regard, you go and issue
10 the bonds, when you are ready to use the money. And then you
11 repay it back on a schedule and when you go to repay it back
12 year by year is when those State subsidies come into the
13 district.

14 Any other questions, yes in the back.

15 SHELDON: I've got kind of a follow up with Keith
16 Jorgensen's question as far as athletics and my - I'd like
17 clarification with Grace and North Gem right now we have a
18 combined wrestling team until we get to a district tournament
19 or State tournament and then we have to participate
20 separately at a higher level in districts than what our
21 school size actually is. Would this change if we did a
22 consolidation district? Is there any rules that will
23 actually let us compete as a true team, as joined together
24 and not have to separate at the State level?

25 JASON: Yah, I think the question you have there is

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 about you know having to do with combining of teams for
2 athletics is really an I.H.S.A.A. issue. The Idaho High
3 School Activities Association and how their rules work. I
4 don't think that the fact that if you combine the two
5 districts into a consolidated district, really changes
6 anything about how that works if you still got two separate
7 high schools.

8 Sheldon: I think the issues you have there and the
9 challenges you have, which frankly to me sounds pretty unfair
10 as far how I.H.S.A.A. has that set up, where they make you
11 compete at the higher level as if you are a combined team but
12 don't actually let you compete as a combined team that - that
13 really makes no sense. But that is an issue with I.H.S.A.A.
14 so you know you would have to work that group to give them to
15 change their rules, because that does seem unfair but the
16 consolidation shouldn't have any impact on that. Any other
17 questions? Don't be shy.

18 Was there anything that you wanted to add Troy, you
19 kind of indicated you might?

20 TROY: Yah, Yah.

21 JASON: Okay, I think this is your chance.

22 TROY: Kind of gave you the same sill I gave North Gem,
23 although you probably - (rumbling inaudible) we'll see how it
24 goes.

25 North Gem had a lot of concerns and questions as far

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 what would happen. As a consolidation committee, we've
2 looked at various different options and opportunities just
3 for everyone's clarification and what not. Most schools are
4 considered a five star school so we've got- for all the
5 resources and stuff that we've got excellent teachers and
6 they're doing a great job of educating our kids with the
7 opportunities that we currently have in each separate school.

8 One of the questions, I don't recall. Let's see maybe
9 Jason, maybe you asked it. What is the plan? Essentially,
10 what that letter states there as far as moving forward, it to
11 keep everything as is amongst the two - all the different
12 schools and so forth. What - a question that was asked in
13 North Gem was - we never heard of it? Grace wanting any
14 buildings - or anything so, why would they want to pass a
15 bond to help us with our building? So I clarified to them
16 last night that our intent is if consolidation is approved we
17 would move forward full force in doing our best to maximize
18 the bonding capacity that we have as consolidated districts
19 to - to improve them and rebuild our infrastructures.

20 Within the last three years, I'm in my second term as a
21 School Board member and within the last three years we spent
22 roughly forty to eighty thousand dollars every year toward
23 various physical facilities, issues and improvements and so
24 the - the maintenance requirements for our buildings are
25 fairly high and as you are well aware, we have had to do

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 supplemental levies in order to maintain the status quo,
2 essentially. So, I do believe that if we can get new
3 infrastructure, if major renovations we need to do our own
4 High School and so forth to make sure that it could last
5 another twenty plus that we would be in really good shape to
6 move forward and provide the type of - types of education
7 that I think a lot of us would like to see our kids have in
8 the community.

9 In regards to the bonding efforts - a lot of people
10 like to know, what does that really mean? What does - in
11 North Gem what is passing a 4.8 million dollar bond to them
12 mean to the homeowners to the farmers, so forth. We'll take
13 their case cause they are actually move - trying to go
14 through and trying to get their bond passed - what does that
15 mean to them as far as a property owner in North Gem. With
16 that bond - if they were to pass it, essentially you have a
17 homeowner that had a hundred thousand dollar home would
18 essentially see an increase in their taxes of approximately a
19 hundred and eighty-two dollars. If we were to go through - I
20 just - I've got a spreadsheet here that I received from a
21 bank that has been helping North Gem and I've put in some
22 different very - various numbers as a combined district - we
23 would have a total bonding capacity of 3.1 million dollars -

24 VOICE: Thirteen.

25 TROY: Oh, sorry - thank you. Thirteen - I just about

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 cropped it in half. And so with that being there, if we went
2 and say we wanted to do new schools or improvements to
3 schools both in North Gem and Grace and that totaled up to be
4 12.8 million dollars then without the incentive that the
5 State provides to a combined district we would be paying
6 roughly a hundred and eighty-eight dollars per hundred
7 thousand dollars of property value to make that happen but
8 with the incentive that the State offers with that extra
9 twenty-five percent, that payment would in essence be a
10 hundred and thirty-six dollars. And so with all things
11 considered there, you could kind of see that - what North Gem
12 is facing now verses what potential opportunity in the future
13 by consolidating districts and rebuilding our infrastructure
14 there is a huge potential saving there. I also voiced my
15 opinion and I lost my opinion here tonight.

16 Essentially, we're at a - in that - that index of
17 course with the incentive (inaudible) of .66 so I'm not aware
18 of anywhere that we can receive roughly a thirty percent
19 return over twenty years on any kind of investment that we do
20 and that's just a tangible investment. I'm not sure where -
21 how you would do a nontangible investment of the education
22 our kids would receive. Norm?

23 Norm: You mentioned State money on the high school but
24 we're considering at (inaudible)

25 TROY: Okay - Dave and I have talked a little bit about

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 this. I haven't - as a Board we have not talked about
2 anything. I haven't even talked about it with Jamie. So
3 this is my opinion straight off the cuff so.

4 My opinion is that if consolidation does happen we
5 would not do away with Thatcher school for sure because there
6 is an added increase there to maintain separate schools at an
7 elementary level. Just a second Carl, I'll come back to you
8 here. With a consolidated effort as a Board we haven't
9 talked about whether we would rotate or keep our individual
10 elementary schools I don't have an opinion on that.
11 Honestly, I am kind of torn there. You know I went to
12 elementary school there, I have - I've got four generations
13 essentially that went to Thatcher elementary all the way from
14 my Grandfather on up to my kids, so. We have to discuss it
15 as a Board as well as either way my intent to probably by our
16 June meeting in our June Board meeting. This will begin the
17 process of start and put together some kind of a building
18 committee or something to begin to look at these things to
19 see if we truly need to look at it, whether consolidation
20 happens or not. What can we do to move forward as a separate
21 district, we still do have a way better incentive there with
22 the State because our index is .84, so I imagine the State
23 would pay roughly sixteen dollars for hundred dollars that we
24 spent toward building. That is how that worked, but there
25 are definitely issues that need to take place there. Let me

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 think if I have covered everything there. Carl did you have a
2 question?

3 CARL: I'm just wondering - other than the bonding
4 capacity, is that going to allow more opportunities for the
5 children as - when I graduated oh I'm (inaudible) about
6 (inaudible) years ago, we had mechanics shop, we had home
7 ec. shop, the home ec. departments. The consolidation goes
8 though, is going to provide more opportunities for the
9 students? Other than bond that we've been talking about?

10 TROY: Okay, As a consolidation committee we have not -
11 we discussed it various different ideas of what potentially
12 could happen. Anywhere to combining school to keeping the
13 status quo or doing what's called (inaudible) or concept
14 school - concept has been under close (inaudible).

15 It - that particular area requires a lot more research,
16 there is - there is nothing there that we have been able to
17 find outs, that's going to provide a lot of additional
18 opportunities, Dave and I since we both serve on the
19 consolidation committee, we have talked about a couple of
20 options or items that might be of a possibility and that
21 would be that the different teachers that we have that have
22 the capacity or capability of teaching some of the advanced
23 courses and so forth as of - we haven't approached our own
24 board about it but we've - we had wondered within ourselves
25 if it would be possible to maybe have that particular teacher

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 maybe teach one semester in one district or one building and
2 then the next semester they would teach that advanced subject
3 in another area and that would allow - you know that
4 particular subject or subjects that would be - to be shared
5 by both buildings. So that's one item - one item that we had
6 there to help us to continue to improve on that five star
7 rating.

8 Kathlyn: So this consolidation is right now just
9 talking about district consolidation, not necessarily
10 consolidating the High Schools you know an opportunity
11 students this is just simply to consolidate the Districts.

12 TROY: That is correct.

13 KATHLYN: or is this also you have too - for when your
14 plan - your proposal plan, do you have to include that kind
15 of stuff or is it just district?

16 TROY: That - those - that kind of information is really
17 something that if the committee wants to include it in the
18 consolidation and it's not one of the legally required
19 elements, so - so it's not something that you have to decide
20 know, it's nothing something that you have to send to the
21 State Board but you can. You know, you're really talking
22 about the way this committee is looking at it anyway, is
23 consolidation plan is kind of on that model where the
24 communities all still retain their schools but you have
25 consolidation at the District level, so you are not

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 duplicating district administrative functions. One of the
2 things that you that districts that use that model will
3 sometimes do, is they'll look at I just call it programmatic
4 consolidation. So if you have - and this would be for things
5 that are really outside the core subject areas, because you
6 know everybody's got to teach English, everybody's got to
7 teach math, everybody's got to teach history. But to the
8 extent that you may have some additional offer and it's kind
9 of above and beyond those basic offerings in the two high
10 schools. Sometimes there are opportunities where you can
11 look and see that you've got some duplication of those extra
12 offerings, that you can well rather than pay for that program
13 here and pay for it here, let's just have it in one place and
14 then we'll use the money we freed up from that and maybe
15 create a new offering in the other school. We're not
16 financially able to do right now. So sometimes those
17 opportunities do come up. That's certainly something that
18 this committee could look at. Certainly, something that this
19 committee could look at. Certainly, something the new
20 consolidated School District Board could look at too.

21 KATHLYN: So, with that I guess this is a special
22 meeting for both of you guys, with that when you're talking
23 about sports, it sounds like unless it's a consolidated high
24 school - there is not a whole lot of change, sports wise and
25 maybe an elective wise . We are still competing either

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 against each other or competing against other schools
2 separately. Is that what, I'm understanding? Cause it's
3 just consolidated districts not consolidated high school?

4 TROY: That's correct.

5 JASON: Yah, that's correct.

6 KATHLYN: So to alleviate this - to help with solution,
7 we want - we either want to consolidate high school but have
8 satellite buildings for different subjects?

9 TROY: It won't happen if you do that. Just do to the
10 emotions and the fears that are at North Gem. It won't
11 happen.

12 KATHLYN: So in Grace, we're trying to consolidate the
13 district but - so basically we're looking at the incentive
14 from the bond is really what we are looking for now?

15 TROY: That - that's - that's in my opinion - in my
16 opinion that's part where you (inaudible)

17 MR. TOLMAN: I have a question, I'm Troy Tolman from
18 Bancroft and the majority of the vibration, the chatter that
19 I've been hearing from those who are against this
20 consolidation maybe want to maintain their identity as North
21 Gem Cowboys. And so my question is, will they still be North
22 Gem Cowboys and Grace Grizzlies or will it have to change and
23 be - will they lose their identity and have to be considered
24 as Grace Grizzlies, if they're going to be two high schools?

25 TROY: They - they are two separate high schools and

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 we'll maintain and (inaudible) two separate high school.

2 MR. TOLMAN: So they will maintain their identity as
3 North Gem Cowboys?

4 TROY: Yah, yes - you cannot have two have buildings and
5 have one mascot (inaudible) so.

6 MR. TOLMAN: Okay, thank you.

7 TROY: Any other questions? If I may before..

8 KC: (inaudible) I'm just curious - so following up on
9 this - so the real advantage to Grace joining in this
10 consolidation effort is if we choose to build a school it'll
11 save us twenty-five percent (inaudible) for the State right?

12 TROY: (Noise indicating a positive response to
13 understand)

14 KC: it never - it all pretty much stays the same is
15 what I'm hearing.

16 TROY: There's - there could be some administrative
17 efficiencies at the District level to so and - possibly
18 program efficiencies to a certain districts efficient, too.

19 Yah, question back here?

20 ERIC S.: It says for the seven years, you receive the
21 same kind of thing. What happens after the seven years?
22 Like what cut back or..

23 TROY: That is another primary advantage of maintaining
24 this - the building infrastructure as is for right now - is
25 to get that higher funding formula that that schools receive

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 at an elementary for being more than ten miles apart, and
2 then the secondary level for being more than fifteen miles
3 apart. That's why your funding, there's after the seven year
4 time period it's - nothing changes essentially, if our
5 enrollment stays the same as well.

6 ERIC S.: (inaudible) the second - this didn't get
7 cleared up last night in the North Gem meeting. The seven
8 year protection, stays in place and then after the seven
9 years, you still receive half again as much, if you were
10 receiving before for forever, can you clarify that.

11 JASON: I'll go ahead and yah, I'll clarify that.
12 Basically, as a consolidated district, because of the
13 distances involved where you know Thatcher Elementary is over
14 ten miles away from Grace Elementary and over ten miles away
15 from District office. The elementary in Bancroft is over ten
16 miles away from Grace. The high school, secondary grades in
17 Bancroft if over ten - over fifteen miles from Grace, and so
18 basically, the correct funding formula stays in place so
19 continue to count those attendance units separately.

20 Which is advantageous for you, now where the seven year
21 thing comes in is - there is a provision in the State law
22 that says that when districts consolidate that for a seven
23 year period after they've consolidate they can receive
24 basically no less funding than they receive as separate
25 districts prior to consolidation. Now that provision was

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 really put in place primarily as a - as kind of a buffer or
2 protection for districts that might have consolidated where
3 the schools in the two districts were closer together than
4 yours are or inside those ten and fifteen mile limits because
5 that could potentially lead for a drop in funding from the
6 State, and so the seven year protection was put in.

7 And there was another provision added here about eight
8 or nine years ago that says, after seven years rather than -
9 it dropping to whatever level the new consolidation district
10 would be at, it only drops halfway to that level. But like I
11 said, that's probably not relevant in this consolidations
12 case, because even the seven year (inaudible) provision
13 because your schools are all far enough apart they're going
14 to be continued - they will continue to be counted separately
15 as long as those schools exist in those locations. Now it is
16 possible and this is the only - the only way that - that kind
17 of protection feature would come into play is if the
18 consolidated school district were to lose a significant
19 amount of enrollment at any of those attendance units at any
20 of those schools. That - that could in the normal course of
21 things lead to a reduction in State funding because it's
22 attendance driven. And so that seven year protection, it
23 could potentially kick in and protect you from some loss of
24 enrollment for a seven year period. But that would really be
25 the only application in your case.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 ANGIE: I have a question, you mentioned 12.8 million.
2 How many buildings would build? When you are looking at that
3 number what would be planning on doing with that number?

4 TROY: I took something that underneath wasn't maximum
5 bonding capacity because we don't know what interest rates
6 will be like and how long it would take to get it in place.
7 So I just wanted you know to keep a little bit of reserve
8 there, we have talked about it as a Board. We will
9 definitely still keep the North Gem building in the plan and
10 we'd have to as a Grace - that's why I was saying that we -
11 we plan or propose to up it each year and I'd like to
12 personally as a chair begin the report to see what - what
13 would - what would we as a district - whether we stay -
14 become consolidated or whether we stay separate. We need to
15 begin and get a better long term forecast by isolating this
16 as patrons and constituents - know where we will be going in
17 the long term.

18 ANGIE: But certainly, that, but that 12.8 that would
19 certainly leave more than one building - the one building
20 that is under proposal now.

21 TROY: Oh yah.

22 ANGIE: And for fifty bucks less for hundred six
23 dollars, right? Is that - did I understand that correctly?

24 TROY: As far as a tax payer claim on that, yah.

25 ANGIE: Yah, wow that's a lot of value.

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 TROY: Yah.

2 ERIC C.: If this State School Board looks at this and
3 approves it. What is the soonest it could be on the ballet?

4 TROY: Good question, the soonest this could possibly be
5 on the ballet would be August. And that's if the State Board
6 took it right away and got it on their June agenda. It could
7 potentially be back in front of the voters in August. If
8 they don't get into their June agenda, then you're probably
9 talking about a November vote. And I think the - you know
10 the one on the bonding issue and how much would be available
11 just based on the numbers I concurred with. 4.8 million -
12 kind of being the amount that's slated for North Gem and give
13 the bonding capacity that will leave about 8 million dollars
14 of bonding potentially available for facilities in Grace.

15 COURTNEY: So I know, that it's completely spent and
16 into the distant point-in-time but I know where North Gem is
17 headed with their school and that's great, I think they need
18 a better facility. Would be in Grace be looking at an
19 elementary school before we move to anything else? I know
20 it's speculation but is that the first place that we would be
21 going is for elementary school before we go anywhere else?

22 TROY: In my opinion Courtney, yes it would be. Yah, we
23 the building attached was built in nineteen nineteen if I
24 recall, right. The Grace elementary was nineteen thirty -

25 VOICES: Twenty-eight.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 TROY: Nineteen Twenty-eight, so. Again - and so yes we
2 have old facilities and that's where we've decided - I guess
3 maybe you could kind of back up I guess maybe you can kind of
4 back up - in my own personal opinion, I've thrown out way too
5 much personal opinions probably here.

6 (inaudible) on capacity here, I - with the condition
7 and support that we - our high school is I can see that doing
8 renovation with the high school (inaudible), but elementary
9 is going to be focused on here in Grace too.

10 MR. TOLEMAN: Just to clarify, I am in favor of
11 consolidation but I hear a lot of chatter and those who are
12 not - I think the biggest fear that come up honestly is that
13 if we consolidate Grace gets three votes and we get two and
14 if we choose not to build a new school or wait until after we
15 consolidate just to take advantage of that the fear is that
16 the three to two vote, we won't get a new school in Bancroft,
17 they'll vote and they'll say well let's fix the Grace school,
18 let's fix the Thatcher, let's fix everything in Grace and
19 Bancroft and will be left out. And this has happened before
20 - because, I believe in the Cassia school district, Oakley is
21 the same situation, Oakley was told they would get a new
22 school and then when vote - when they consolidated they have
23 not getting' any money for repairs or anything. And I don't
24 know if that's true or not it's a rumor I heard.

25 But the biggest fear that they have in North Gem

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 against this consolidation is that we will consolidate, you
2 guys will both come - (inaudible) - and end up busing our
3 kids over to here. And that's the biggest fear that
4 everybody against it has. So they are putting a lot of faith
5 and trust in the Grace people to be able to take care of use
6 over there and there's too many that don't need to happen.

7 TROY: Do you want me to address that or

8 JASON: Actually, I can take it - it's kind of a numbers
9 answer, which I'm a former budget analyst so anytime I can
10 answer with numbers instead of words that's where I like to
11 go. The three Grace Trustees in a consolidated district are
12 going to have to play ball with North Gem, because when you
13 get right down to it, forty percent of the voters are in
14 North Gem and if that new consolidated school board votes
15 three to two to put a bond in front of the voters that
16 doesn't nothing for North Gem and puts all of the money into
17 the schools in the former Grace school district, I would be
18 surprised if they got any votes for that bond out of North
19 Gem and puts all of the money into the schools in the former
20 Grace school district, I would be surprised if they got any
21 votes for the at bond out of North Gem and since you need a
22 two-thirds vote to pass, and some people just will vote
23 against bonds anyway, you're always going to have some no
24 votes. Even in the District or the area attendance area of
25 the school that's going to benefit from the bond you will

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 have no votes. You always have that and then you add too
2 that the forty percent from North Gem who would have no
3 reason what so ever to vote for that bond. It's a recipe for
4 a bond to fail. There's no way that you could pass a bond
5 that way. Know in Cassia District Oakley is a small enough
6 percentage of the votes because you've got I think four high
7 schools over there and Oakley is a pretty small community, it
8 is theoretically possible for the other communities could
9 pass a bond over all those no votes in Oakley. But with a
10 sixty forty ratio here there is no way, you're going to have
11 to have buy in for both districts.

12 MR. TOLEMAN: Thank you.

13 TROY: Any other questions.

14 KC: (inaudible) the numbers here on the money is the
15 thirty-two thousand and the thirty-two million hit, it then
16 drops down, is that taking into account homeowners exemption
17 part of their hundred thousand.

18 TROY: Yes.

19 KC: Is that where the number comes from?

20 TROY: Uhuh.

21 KC: So still the bulks going to hit (inaudible)

22 TROY: Yes.

23 KC: (inaudible) I'll ask that question after you answer
24 this one. I was actually at a

25 TROY: It is something that's slightly off topic but I

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 can but I have written down so go ahead and finish.

2 KC: And to answer some of these other questions, I can
3 understand Bancroft's identity issue but I can't see, I
4 better not say what I was going to say. To me it was like
5 a convertible.

6 JASON: I just wanted to add because it had come up
7 earlier about Thatcher and remote school funding that that -
8 that remote school funding would put - continue regardless of
9 whether the district were consolidated or not because it's
10 more than ten miles from Grace to Thatcher. As long as there
11 is a school. An elementary school down in Thatcher whether
12 the district is consolidated or not there will continue to be
13 that additional funding that would flow for that remote
14 school status.

15 SHELDON: Did anyone clarify what the outcome is - is
16 this bond that North Gem has on the table right now. If they
17 pass that and then we consolidate is that got clarified and
18 how that repayment takes place. Once you consolidate
19 districts. JASON: Yah, if they pass their bond in May
20 then I don't know this is my opinion I guess but there would
21 be very little at that point for the people in North Gem in
22 my mind to vote for a consolidation because they cannot
23 consolidate and then gain that subsidy for that bond. That
24 bond is already passed, it would have been passed prior to
25 consolidation and so it would not be eligible for the extra

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 State subsidy. And what's more when the - if the school
2 district consolidated - if you have one of the two school
3 districts coming into the consolidated district has existing
4 debt, which North Gem would have, those tax payers within the
5 current North Gem district are entirely responsible for
6 retiring that debt and so what actually gets created is
7 what's called a school bond sub district within the
8 consolidated district to where those property owners within
9 the former North Gem school district would continue to pay
10 property taxes for the next twenty years or however many
11 years it was until that bond was paid off. So in my opinion
12 if the - if the bond in bond in North Gem in May, they really
13 have very little reason to vote for consolidation at that
14 point.

15 SHELLEY: Just to clarify, besides - if we consolidated
16 districts besides the increase in bonding capacity there's an
17 increase in funding so that there would be even more money
18 for more education you know - educational fund moves being.

19 JASON: The additional State funding comes in that bond
20 subsidy really because of the locations of your schools and
21 how far are apart from each other, the State Funding system
22 would basically continue to be the same as it is now. The -
23 you know where you can potentially get some savings on the
24 operating side is if you have costs that are currently being
25 duplicated at the district administrative level and you don't

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 need two certain functions and can combine them. It's not
2 that you're getting more money from the State, it's that
3 you're having to spend less money at your local - let alone
4 some of those administrative functions and repurpose those
5 dollars into other things. Any questions?

6 SHERMAN: Back here.

7 JASON: Yes.

8 SHERMAN: Has anybody ever analyzed the administrative
9 savings that might be derived by joining the two districts
10 and could that money be used to hire extra teachers and or
11 (inaudible) new curriculum or something?

12 JASON: I'll let Troy answer the has anyone looked at,
13 I'll say from the State funding perspective, the money that
14 you get from the State for administrative costs for
15 administrative staffing. You are not required to send
16 (inaudible) administration. So, from the standpoint of what
17 the funding screens are and what you're allowed to use it for
18 you can repurpose those dollars to other things that is
19 legal. But Troy if you want to talk about how much you have
20 looked into that.

21 TROY: As a consolidation committee we have not looked
22 into the potential savings there. And verbally discussed
23 that there are currently, you know we currently shared a
24 secret position right now. There is discussion right now
25 that food services, transportation, maintenance, those are

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 areas that potential positions could be combined. And then
2 there may be some others at program level but I honestly, we
3 haven't looked at it and I cannot provide any kind of an
4 answer about what that potentially could do to stay in that
5 direction.

6 JASON: Any other questions? I don't see anyone else.

7 VOICE: Yah,

8 JASON: Oh, one I see.

9 BRYAN: I cannot remember in the paper, my wife just
10 mentioned this, but can you kind of explain that the
11 faculty it said something about offering - offering
12 severance and can you just kind of expound on that a
13 little bit.

14 TROY: Okay, there's a State statute that if a
15 consolidated effort if it passed the administration
16 could come forward and it could offer a - an incentive
17 for certified people to - I don't know it's not
18 necessarily retired but it's just to not work anymore
19 and that incentive is essentially an individual is
20 being paid forty thousand dollars for their salary for
21 that position the State would pay fifty-five percent.
22 As an incentive of that - what they received. However,
23 yah, did I say that - it's fifty-five percent.

24 VOICES: (inaudible)

25 TROY: they can offer that up to ten percent of the

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 combined employee there. (inaudible) Okay, ten percent
2 of the employees at fifty-five percent. And you don't
3 have to accept that offer it does not have any
4 (inaudible)future that's why (inaudible) it decides to
5 decline that. That is an option if it were needed in
6 the case of what we are looking at I did not see that
7 that would be utilized. (inaudible) Yah, what Mr.
8 Brady is referring to is that after consolidated
9 district we are putting together with that effect
10 within that seven year period the teachers or the class
11 size and note what is in fact if we maintain what we
12 currently have right now, if we're not affected after
13 the seven years. So, other than the potential of that
14 duplication at the district level we had mentioned
15 earlier.

16 JASON: And just to clarify, an individual could
17 take one of those severances and could continue to work
18 for another district. The only real prohibition is
19 they can't come back and work for the District, the
20 newly consolidated district from which they took the
21 severance for a one year period. So they have to stay
22 out a year or go work for another district.

23 STEVE: Okay, I'd like to follow-up. Let's suppose
24 I'm a teacher here and I guess, what I am getting at,
25 is how do you determine who it is. I haven't been here

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 that long but you offered me this severance pay I take
2 it and then I go to Soda but I'm a pretty good teach
3 let's suppose, is that not a problem?

4 JASON: (Inaudible) If you're going (inaudible)
5 severance package.

6 VOICES: (Laughter)

7 JASON: It's at the discretion of the Board of
8 Trustees to make the offer; it's not subject to
9 (inaudible) bargaining or anything like that.

10 STEVE: So there's not bargaining (inaudible
11 several voices)

12 JASON: It's at the discretion of the Board of
13 Trustees, they can offer it if they want too. They can
14 offer it to whomever they want too. They cannot offer
15 it. And nobody is obligated to accept so they cannot
16 force somebody out through that offer. They can just
17 make the offer.

18 VOICE: (Inaudible question)

19 MIKE: Okay, so through the consolidation though,
20 is what you are telling me is, if the school stayed the
21 same, okay, nobody is going to lose their job, correct?
22 They do have the option to take that out but nobody is
23 going to lose their jobs.

24 JASON: That is correct. In fact I don't. Once
25 again we're not consolidating buildings or anything

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 like that

2 MIKE: Right.

3 JASON: But we want to maintain the opportunity
4 that our kids have so.

5 MIKE: The reason I asked that question is there
6 was concern in Bancroft, you know through just gossip
7 and all this other stuff, that everybody just - you
8 know a lot of people would lose their jobs. And so far
9 I haven't seen that. So I just wanted to clarify.

10 JASON: Thank You. Courtney?

11 COURTNEY: That (inaudible) It sounds like to me,
12 if I am hearing this correctly, everything is going to
13 stay the same - you're going to need the same amount of
14 lunch ladies and the same amount of bus driver's and
15 nobody loses jobs because you still need to fill those
16 positions and so in essence nobody has to be asked to
17 leave because if they leave then you've got a vacancy
18 in a position now.

19 TROY: Yah, yep.

20 COURTNEY: Where getting funding and we're not
21 combining buildings or doing anything in that manner,

22 TROY: We haven't actually looked at you know
23 classified positions as far as you mentioned bus
24 driver's. I have no idea as far whether we included
25 bus driver's in that direction because we have not

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 experienced - (inaudible) I agree, to simply sit down
2 and analyze you know what kind of year would
3 (inaudible) and so forth so. That point where you
4 (inaudible) up to.

5 VOICE: (inaudible)

6 TROY: Yah, that all I can say we would still gain
7 a little people for this make sure that they would
8 function.

9 KC: So in short, we're basically consolidating for
10 new paint and new buildings. Educationally, we're
11 really not consolidating anything. We're not going to
12 join teachers; we're not going to consolidate
13 athletics.

14 TROY: Not unless the other consolidation committee
15 (inaudible) currently at this point with what we've
16 evaluated we have not seen any advantages of combining
17 services in that manner. To make things happen that
18 would be an advantage.

19 KC: Well they keep saying the educational
20 advantage and I don't know if they paint a new room,
21 that's wonderful and nice but a new car doesn't get you
22 there any quicker than an old one. You know, I guess
23 I'm changing my tune just a little bit because you guys
24 may have heard that. You know I just I don't know I
25 guess I'll speak here as (inaudible) speak it to you

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

1 any later. I've always thought we should consolidate
2 tenth, eleventh and twelfth I don't care if it be in
3 Bancroft of here, just cuz the kids can drive and can
4 communicate. And I think that you get to this where
5 you can have kids you can have college credit courses.
6 You can get to a higher level of education. But just
7 to consolidate to buy paint I can see the free money
8 there but I also can see these farmers my tax base will
9 double at least. If you go to (inaudible) it's going
10 to be spent.

11 JASON: Yah

12 VOICE: And that has some truth to it.

13 JASON: Yah, we are trying to be as transparent as
14 we can. All I can tell you there is that when we go
15 into some point but there is an opportunity here to
16 reduce that rate. I don't know, I know that's not a lot
17 but you know. Did you have a question Curtis?

18 CURTIS: On the academic side, I've seen a lot of
19 rings and I don't know our percent was based off of in
20 Idaho. Is that the high school is the number one in
21 the State and I hope they still are. In the report
22 that I saw our elementary was a certain high level. I
23 guess one question is based a hundred percent off
24 academics (inaudible coughing) what was it based off
25 of. Next question moving forward setting a stop - the

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 district as a whole or still based off of schools?

2 Does anybody know?

3 VOICE: that's still done.

4 TROY: Yah, it is entirely academic factors. That
5 we look and its different factors in the High School
6 verses the elementary school. But those are all school
7 based analyses.

8 LORA: For consolidation to pass does it need a
9 simple majority or does it mean two-thirds like the
10 bond?

11 TROY: It is simple majority for consolidation
12 effort to take place in each district, yes. Bonding
13 effort is two-thirds majority.

14 JASON: I want to make sure, I'm not going to see
15 any questions in the back, I've got lights in my eyes
16 here and some of the back corners are little harder to
17 see. I don't see any hands raised so. Alright. Thank
18 you very much for coming out. We've some great
19 questions and Troy do you have any last words?

20 TROY: Thank you for coming out, and thank you.

21 RONDO: Can I make a comment?

22 JASON: Sure.

23 RONDO: I think most of you know

24 JASON: You've got to turn the recorder off though,
25 cause you're not (inaudible - laughter)

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1 RONDO: That's fine, my point is for somebody that
2 wants to consolidate, it's ironic that all the roads
3 into town are broken or the bridges are torn up.

4 (laughter)

5 JASON: I heard that we were going; you've got to
6 stop that.

7 VOICE: Yah, (laughter)

8 JASON: Thank you everyone for coming tonight,
9 appreciate your (inaudible) interest here.

10 PUBLIC HEARING WAS ADJOURNED

11

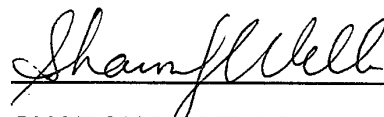
CERTIFICATE OF TRANSCRIPTION

STATE OF IDAHO)
) ss.
County of Caribou)

I, SHARON L. WELLS, Deputy Clerk and authorized independent contract transcriber for the Sixth Judicial District in Soda Springs, Idaho, County of Caribou, as the undersigned do hereby certify:

That she correctly and accurately transcribed and typed the above transcript numbered from 1 to 45 from the digital recording of the Public Hearing presided over by Jason Hanncock and Troy McCurdy, in Grace, Idaho, County of Caribou; which was digitally recorded on April 17, 2014 in the above entitled action or proceeding.

Dated at Soda Springs, Idaho, this 22nd day of May, 2014.



SHARON L. WELLS, Transcriber
Caribou County Deputy Clerk
Sixth Judicial District

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

To whom it may concern:

We wish to inform patrons of North Gem and Grace School Districts about proceedings that have taken place after the submission of petitions to consolidate North Gem and Grace School Districts. On February 24, 2014, a meeting was led by Jason Hancock, who is a representative from the Idaho State Department of Education. He explained the steps required by law, to complete the consolidation process started by patrons of Grace and North Gem. Jason Hancock provided an overview of the possibility of several options for consolidation, the financial opportunities provided by state law and reviewed specific items that had to be answered and presented to the state Board of Education by May 24, 2014.

A committee consisting of two school board members and two petitioners from each district were selected to present a plan of consolidation. The intent of this letter is to answer the required questions for you and clarify information, such as: what does consolidation mean, what process needs to take place for consolidation to happen, the affect this may have on teachers and administration and funding opportunities provided by state law. The committee did it's best to collect and present all factual information available.

Where the consolidation process was started by petition, neither school board has the power to stop the process. The following steps are required:

- 1) **A public hearing will be held for North Gem Residents on April 16th @ 7 p.m.** in the North Gem auditorium.
 - a) At such hearing, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation.
- 2) **A public hearing will be held for Grace Residents on April 17th @ 7 p.m.** in the Gem Valley Performing Arts Center.
 - a) At such hearings, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation.
- 3) The proposed plan of consolidation, along with records of the hearings, will be submitted to the State Board of Education for approval.
- 4) If approved, the county commissioners will be notified and an election will be scheduled on the next available election date.

All Idaho statutes referenced can be read in their entirety following the links provided at <http://www.accessidaho.org>.

Consolidation Committee Members

North Gem – George Millward*, (Committee Vice-Chair) Rondo Crossley*, Grant Simons,
Brantly Hatch
Grace – (Committee Chair) Troy McCurdy*, Dave Kendall*, Andrea Smith, Jeremy Stoddard

Board Members (*)

Page 1 of 7

What does consolidation mean?

Both districts currently share a Superintendent. A consolidated district would provide:

- additional opportunities to combine other administrative services
- does not require combining schools
- Protection if student enrollment declines. Funding from the state would be maintained at a level consistent with the two districts existing levels before consolidation for a period of 7 years
- additional state funding incentive for building schools (bonding) if passed within 3 years of consolidation
- An opportunity to utilize a higher funding reimbursement formula from the state for elementary students in buildings 10 or more miles from district office. The same applies for secondary students in buildings 15 or more miles from the district office. North Gem is 15.1 miles from Grace High School. It would be best to have the district office located at North Gem to utilize the higher funding formula in the 8th year after consolidation.
- Removal of redundant workload for superintendent and allow him to be more effective with staff, students and patrons.

What if consolidation doesn't work?

Idaho statute 33-312 lists the steps required to separate back into individual districts.

- The boundaries must be contiguous
- Any bonds for buildings within district must not exceed allowed percentages of property values.
- Any bonds passed utilizing consolidation incentives received from state must be paid back.
- Voted on and approved by majority of each community.

Items below are required by the State Board of Education.

(see Idaho Statute 33-310)

Map or maps showing boundaries of new district.

See the attached map titled "School District 148 and 149 Trustee Zone Census Block".

The population is divided where two trustee zones comprise the North Gem School District and three zones in the Grace School District representing 39.92% and 60.08% of the consolidated district population, respectively. Zone populations vary between zones by no more than 12, the largest populated zone with 293.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Legal Description of boundaries of proposed school district and trustee zones, and population estimate for each zone.

Combined District Boundary:

BEGINNING at the Northeast corner of Township 5 South, Range 38 East, Boise Meridian; thence South to the Southeast corner of Township 5 South, Range 38 East; thence East to the Northeast corner of Section 1, Township 6 South, Range 39 East; thence South to the Southeast corner of Township 6 South, Range 39 East; thence East to the Northeast corner of Section 5, Township 7 South, Range 40 East; Thence South to the Southeast corner of Section 32 of said Township and Range; thence East 4 miles to the Northeast corner of Section 1, Township 8 South, Range 40 East; thence South to the Southeast corner of said Township and Range; thence South 3 miles to the Northwest corner of Section 19, Township 9 South, Range 41 East; thence East 1 mile; thence South 3 Miles; thence East 5 miles to the West boundary of Bear Lake County; thence Southerly following said boundary line to the South line of Township 12 South; thence West 9 miles to the Northwest corner of Section 2, Township 13 South, Range 40 East; thence South ½ mile; thence East 1 mile; thence South 2 ½ miles to the Southeast corner of Section 14, Township 13 South, Range 40 East; thence West 4 miles; thence North 3 miles; thence West 1 mile; thence North 1 mile; thence East ½ mile; thence North 1 mile; thence West ½ mile; thence North 7 ½ miles to the east ¼ corner of Section 13, Township 11 South, Range 39 East; thence West 3 miles; thence North 2 ½ miles; thence West 1 mile, more or less, to the summit of the Portneuf Mountains; thence in a northwesterly direction along the summit to its intersection with the west line of Section 29, Township 10 South, Range 39 East; thence North to the Northwest corner of Section 5, said Township and Range; thence East to the south ¼ corner of Section 35, Township 9 South, Range 39 East, and the Fort Hall Correction Line; thence following the Bannock-Caribou County line in a Northwesterly direction to its intersection with the South line of Section 14, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly, Southwesterly, Northerly and Northeasterly direction to its intersection with the Bingham-Caribou County line; thence East on the Bingham-Caribou County line to the Northeast corner of Township 5 South, Range 38 East, the True Point of Beginning.

TRUSTEE ZONE 1

POPULATION: 291

BEGINNING at the Northeast corner of Township 5 South, Range 38 East, Boise Meridian; thence South to the Southeast corner of Township 5 South, Range 38 East; thence East to the Northeast corner of Section 1, Township 6 South, Range 39 East; thence South 2 ½ miles, more or less to the centerline of the Cow Camp Road; Thence Southwesterly along said centerline to the Northeast corner of Section 33, of said Township and Range; thence South along the centerline of the Chesterfield Road to the Southeast corner of Section 10, Township 7 South, Range 39 East; thence along the centerline of Stalker Road to the Northwest corner of Section 18, of said Township and Range; thence South to the point of intersection with the Shipley Road; thence West along the centerline of the Shipley Road to the point of intersection with the Kelly Toponce Roads; thence Southerly along the centerline of the Kelly Toponce Road to the point of intersection with the old Highway 30; thence Southwesterly along the centerline of the old Highway 30 to the point of intersection on the South boundary line of Section 16, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly, Southwesterly, Northerly and Northeasterly direction to its intersection with the Bingham-Caribou County, Idaho line; thence East on the Bingham-Caribou County, Idaho line to the Northeast corner of Township 5 South, Range 38 East, the True Point of Beginning.

Consolidation Committee Members

North Gem – George Millward*, (Committee Vice-Chair) Rondo Crossley*, Grant Simons,
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Board Members (*)

Page 3 of 7

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

TRUSTEE ZONE 2:

POPULATION: 283

BEGINNING at a the point of intersection on the East boundary line of Section 13, Township 6 South, Range 39, East, Boise Meridian, with the centerline of Cow Camp Road; thence South to the Southeast corner of Township 6 South, Range 39 East; thence East to the Northeast corner of Section 5, Township 7 South, Range 40 East; thence South to the Southeast corner of Section 32 of said Township and Range; thence East 4 miles to the Northeast corner of Section 1, Township 8 South, Range 40 East; thence South to the Southeast corner of said Township and Range; thence South 2 miles, more or less, to a point of intersection on the centerline of Highway 30; thence along the centerline of said highway Westerly and Southwesterly to a point of intersection on the Bannock-Caribou County line; thence following the Bannock-Caribou County line in a Northwesterly direction to its intersection with the South line of Section 14, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly direction to its intersection on the centerline of the old Highway 30; thence Northerly along said centerline to the point of intersection with the Kelley Toponce Road; thence Northerly along the centerline of said road to the point of intersection with the Shipley Road; thence Easterly along the centerline of said road to the point of intersection with the Stalker Road; thence Easterly along the centerline of said road to the point of intersection with the Chesterfield Road; thence Northerly along the centerline of Chesterfield Road to the Northeast corner of Section 33, of Township 6 South, Range 39 East; thence along the centerline of the Cow Camp Road in a Northeasterly direction to the True Point of Beginning.

TRUSTEE ZONE 3:

POPULATION: 281

BEGINNING at the Northeast corner of Section 18, Township 9 South, Range 40 East, Boise Meridian, the same being the intersection of the Highway 30 and Hegstrom Road; thence Southerly 5 miles along the centerline of said Hegstrom Road to the point of intersection with Turner Road; thence Easterly 4 miles along the centerline of said Road to the point of intersection with Cinder Pit Road; thence South 1 mile along the centerline of said road to the point of intersection with the One Mile Road; thence East ½ miles along the centerline of said Road to the point of intersection with the Highway 34; thence Southerly along the centerline of said Highway to the Northeast corner of Section 36, Township 11 South, Range 40 East; thence West along the North boundary of said Section 36 to a point of intersection on the centerline of the Bear River; thence Southerly along the centerline of said River to a point of intersection on the South boundary of Township 11 South; thence West along the North boundary of Franklin County, Idaho to the Southwest corner of said Township 11 South, Range 40 East; thence North 3 ½ miles to the east ¼ corner of Section 13, Township 11 South, Range 39 East; thence West 3 miles; thence North 2 ½ miles; thence West 1 mile, more or less, to the summit of the Portneuf Mountains; thence in a northwesterly direction along the summit to its intersection with the west line of Section 29, Township 10 South, Range 39 East; thence North to the Northwest corner of Section 5, said Township and Range; thence East to the south ¼ corner of Section 35, Township 9 South, Range 39 East, and the Fort Hall Correction Line; thence following the Bannock-Caribou County line in a Northerly direction to its intersection with the centerline of Highway 30; thence Northeasterly and Easterly along said centerline to the True Point of Beginning.

Consolidation Committee Members

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Brantly Hatch

Grace – (Committee Chair) Troy McCurdy*, Dave Kendall*, Andrea Smith, Jeremy Stoddard

Board Members (*)

Page 4 of 7

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

TRUSTEE ZONE 4:

POPULATION: 293

BEGINNING at the Northwest corner of Section 17, Township 9 South, Range 40 East, Boise Meridian, the same being the intersection of the Highway 30 and Hegstrom Road; thence Easterly along the centerline of said Highway 5 miles to the point of intersection on the East boundary line of Section 13, Township 6 South, Range 39, East, Boise Meridian; thence South to the Northwest corner of Section 19, Township 9 South, Range 41 East; thence East 1 mile; thence South 3 Miles; thence East 5 miles to the West boundary of Bear Lake County, Idaho; thence Southerly following said boundary line to the North boundary of Franklin County, Idaho; thence West along said boundary to the South $\frac{1}{4}$ corner of Section 31, Township 11 South, Range 41 East; thence North $\frac{3}{4}$ of a mile; thence West $\frac{1}{4}$ mile; thence North $\frac{1}{4}$ mile; thence West $\frac{1}{4}$ mile to the Northwest corner of said Section; thence Northerly along the centerline of Highway 34 to the point of intersection with One Mile Road; thence West $\frac{1}{2}$ miles along the centerline of said Road to the point of intersection with the Cinder Road; thence Northerly 1 mile along the centerline of said Road to the intersection with the Turner Road; thence Westerly 4 miles along the centerline of said Road to the point of intersection with the Hegstrom Road; thence Northerly 5 miles along the centerline of said Road to the True Point of Beginning.

TRUSTEE ZONE 5:

POPULATION: 290

BEGINNING at the Northwest corner of Section 6, Township 12 South, Range 40 East, Boise Meridian; thence Easterly along the North boundary of Franklin County, Idaho, to a point of intersection with the centerline of the Bear River; thence Northerly along the centerline of said River to a point of intersection on the North boundary of Section 36, Township 11 South, Range 40 East; thence Easterly $\frac{1}{4}$ mile along the North boundary of Section 31, Township 11 South, Range 41 East; thence South $\frac{1}{4}$ mile; thence East 1A mile; thence South $\frac{3}{4}$ mile to the South 1A corner of said Section; thence Easterly along the North boundary of Franklin County, Idaho to a point of intersection on the West boundary of Bear Lake County, Idaho; thence Southerly following said boundary line to the South line of Township 12 South; thence West 9 miles to the Northwest corner of Section 2, Township 13 South, Range 40 East; thence South $\frac{1}{2}$ mile; thence East 1 mile; thence South 2 $\frac{1}{2}$ miles to the Southeast corner of Section 14, Township 13 South, Range 40 East; thence West 4 miles; thence North 3 miles; thence West 1 mile; thence North 1 mile; thence East $\frac{1}{2}$ mile; thence North 1 miles; thence West $\frac{1}{2}$ mile; thence North 4 miles to the True Point of Beginning.

Assessed value of taxable property in each district, and the combined district.

Grace School District No. 148

2013 Full Taxable Value	\$	161,464,867
2013 Net Taxable Value	\$	132,382,437
2013 Debt Incurring Capacity	\$	8,073,243

North Gem School District No. 149

2013 Full Taxable Value	\$	103,317,554
2013 Net Taxable Value	\$	94,785,902
2013 Debt Incurring Capacity	\$	5,165,878

Combined Grace/North Gem District

2013 Full Taxable Value	\$	264,782,421
2013 Net Taxable Value	\$	227,168,339
2013 Debt Incurring Capacity	\$	13,239,121

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Outstanding Bonds of both districts, sinking funds accumulated, and estimated sinking fund levies in process of collection.

As of April 2, 2014: \$0 for both districts.

Whether each district has a plant facilities reserve fund, the fund balances, obligations against the funds.

Any money in plant facilities reserve fund of former district will be used to pay down any bond debt, otherwise funds go into the new plant facilities reserve fund. (*Idaho Statute 33-901*)

Amount of any unpaid bond obligations.

As of April 2, 2014: \$0 for each district.

Designation of the Home County.

Caribou County

Official name and number of proposed district.

The proposed district name would be:

North Gem – Grace Joint School District #147

How the property of the current districts, real and personal will vest in the new district.

All properties currently held in each existing district will vest in a new consolidated district.

Other questions with factual information available:

Financial Funding

Idaho law guarantees that the funding for a consolidated district cannot drop below the combined level that the two districts received before consolidation for a period of seven years. (*Idaho Statute 33-1003*)

Any district formed by consolidation that passes a bond within three years after consolidation receives a value index adjustment under the Bond Levy Equalization, causing the state to pay at the district's actual value index minus twenty-five hundredths (.25= 25%) of the bond repayment costs over the life of the bond. The property value index of North Gem (.98=2%) and Grace school districts (.84=16%) combined is (.91=9%). Adding the incentive provided after consolidation, the state will pay 34% (25%+9%) of a proposed bond if passed within 3 years of consolidation. (*33-906 & 33-906B*)

Teachers, Administrators and Trustees

Will employees be let go or cut?

Idaho law allows the school board of a newly consolidated district to offer a one-time severance payment to a maximum of 10% of employees. Any offer made to teachers can be refused and will not affect future employment. (*Idaho Statute 33-521*)

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Class sizes and funding?

Maintaining the schools as they currently are with no changes to combine schools will provide the same level of funding as what is currently being received by each individual district after the seven year period.

Funding for administrators

Funding for administrators is based on number of pupils taught. The number of administrator positions currently allocated to each district will be the same number allocated to a consolidated district. (*Idaho Statute 33-1004*)

How is a new school board created?

Two existing board members from each district will be on the board. Those four members chosen will vote on the fifth board member selected from the remaining board members. (*Idaho Statute 33-505*)

New Schools: Who decides?

Any options for new schools would be proposed by the new school board. Any bonding necessary for proposed schools requires 66.67% approval of school district patrons.

We remind all residents of the public hearings:

North Gem Residents

April 16th @ 7 p.m.

North Gem auditorium

Grace Residents

April 17th @ 7 p.m.

Gem Valley Performing Arts Center

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Page 7 of 7

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

To whom it may concern:

We wish to inform patrons of North Gem and Grace School Districts about proceedings that have taken place after the submission of petitions to consolidate North Gem and Grace School Districts. On February 24, 2014, a meeting was led by Jason Hancock, who is a representative from the Idaho State Department of Education. He explained the steps required by law, to complete the consolidation process started by patrons of Grace and North Gem. Jason Hancock provided an overview of the possibility of several options for consolidation, the financial opportunities provided by state law and reviewed specific items that had to be answered and presented to the state Board of Education by May 24, 2014.

A committee consisting of two school board members and two petitioners from each district were selected to present a plan of consolidation. The intent of this letter is to answer the required questions for you and clarify information, such as: what does consolidation mean, what process needs to take place for consolidation to happen, the affect this may have on teachers and administration and funding opportunities provided by state law. The committee did it's best to collect and present all factual information available.

Where the consolidation process was started by petition, neither school board has the power to stop the process. The following steps are required:

- 1) **A public hearing will be held for North Gem Residents on April 16th @ 7 p.m.** in the North Gem auditorium.
 - a) At such hearing, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation.
- 2) **A public hearing will be held for Grace Residents on April 17th @ 7 p.m.** in the Gem Valley Performing Arts Center.
 - a) At such hearings, any school district elector or taxpayer of the district may appear and be heard, and may request any information from the board of trustees, concerning the proposed consolidation. Records of the hearings shall be entered in the minutes of each board of trustees and shall be included with the plan of proposed consolidation.
- 3) The proposed plan of consolidation, along with records of the hearings, will be submitted to the State Board of Education for approval.
- 4) If approved, the county commissioners will be notified and an election will be scheduled on the next available election date.

All Idaho statutes referenced can be read in their entirety following the links provided at <http://www.accessidaho.org>.

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Board Members (*)

Page 1 of 7

What does consolidation mean?

Both districts currently share a Superintendent. A consolidated district would provide:

- additional opportunities to combine other administrative services
- does not require combining schools
- Protection if student enrollment declines. Funding from the state would be maintained at a level consistent with the two districts existing levels before consolidation for a period of 7 years
- additional state funding incentive for building schools (bonding) if passed within 3 years of consolidation
- An opportunity to utilize a higher funding reimbursement formula from the state for elementary students in buildings 10 or more miles from district office. The same applies for secondary students in buildings 15 or more miles from the district office. North Gem is 15.1 miles from Grace High School. It would be best to have the district office located at North Gem to utilize the higher funding formula in the 8th year after consolidation.
- Removal of redundant workload for superintendent and allow him to be more effective with staff, students and patrons.

What if consolidation doesn't work?

Idaho statute 33-312 lists the steps required to separate back into individual districts.

- The boundaries must be contiguous
- Any bonds for buildings within district must not exceed allowed percentages of property values.
- Any bonds passed utilizing consolidation incentives received from state must be paid back.
- Voted on and approved by majority of each community.

Items below are required by the State Board of Education.

(see Idaho Statute 33-310)

Map or maps showing boundaries of new district.

See the attached map titled "School District 148 and 149 Trustee Zone Census Block".

The population is divided where two trustee zones comprise the North Gem School District and three zones in the Grace School District representing 39.92% and 60.08% of the consolidated district population, respectively. Zone populations vary between zones by no more than 12, the largest populated zone with 293.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Legal Description of boundaries of proposed school district and trustee zones, and population estimate for each zone.

Combined District Boundary:

BEGINNING at the Northeast corner of Township 5 South, Range 38 East, Boise Meridian; thence South to the Southeast corner of Township 5 South, Range 38 East; thence East to the Northeast corner of Section 1, Township 6 South, Range 39 East; thence South to the Southeast corner of Township 6 South, Range 39 East; thence East to the Northeast corner of Section 5, Township 7 South, Range 40 East; Thence South to the Southeast corner of Section 32 of said Township and Range; thence East 4 miles to the Northeast corner of Section 1, Township 8 South, Range 40 East; thence South to the Southeast corner of said Township and Range; thence South 3 miles to the Northwest corner of Section 19, Township 9 South, Range 41 East; thence East 1 mile; thence South 3 Miles; thence East 5 miles to the West boundary of Bear Lake County; thence Southerly following said boundary line to the South line of Township 12 South; thence West 9 miles to the Northwest corner of Section 2, Township 13 South, Range 40 East; thence South ½ mile; thence East 1 mile; thence South 2 ½ miles to the Southeast corner of Section 14, Township 13 South, Range 40 East; thence West 4 miles; thence North 3 miles; thence West 1 mile; thence North 1 mile; thence East ½ mile; thence North 1 mile; thence West ½ mile; thence North 7 ½ miles to the east ¼ corner of Section 13, Township 11 South, Range 39 East; thence West 3 miles; thence North 2 ½ miles; thence West 1 mile, more or less, to the summit of the Portneuf Mountains; thence in a northwesterly direction along the summit to its intersection with the west line of Section 29, Township 10 South, Range 39 East; thence North to the Northwest corner of Section 5, said Township and Range; thence East to the south ¼ corner of Section 35, Township 9 South, Range 39 East, and the Fort Hall Correction Line; thence following the Bannock-Caribou County line in a Northwesterly direction to its intersection with the South line of Section 14, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly, Southwesterly, Northerly and Northeasterly direction to its intersection with the Bingham-Caribou County line; thence East on the Bingham-Caribou County line to the Northeast corner of Township 5 South, Range 38 East, the True Point of Beginning.

TRUSTEE ZONE 1

POPULATION: 291

BEGINNING at the Northeast corner of Township 5 South, Range 38 East, Boise Meridian; thence South to the Southeast corner of Township 5 South, Range 38 East; thence East to the Northeast corner of Section 1, Township 6 South, Range 39 East; thence South 2 ½ miles, more or less to the centerline of the Cow Camp Road; Thence Southwesterly along said centerline to the Northeast corner of Section 33, of said Township and Range; thence South along the centerline of the Chesterfield Road to the Southeast corner of Section 10, Township 7 South, Range 39 East; thence along the centerline of Stalker Road to the Northwest corner of Section 18, of said Township and Range; thence South to the point of intersection with the Shipley Road; thence West along the centerline of the Shipley Road to the point of intersection with the Kelly Toponce Roads; thence Southerly along the centerline of the Kelly Toponce Road to the point of intersection with the old Highway 30; thence Southwesterly along the centerline of the old Highway 30 to the point of intersection on the South boundary line of Section 16, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly, Southwesterly, Northerly and Northeasterly direction to its intersection with the Bingham-Caribou County, Idaho line; thence East on the Bingham-Caribou County, Idaho line to the Northeast corner of Township 5 South, Range 38 East, the True Point of Beginning.

Consolidation Committee Members

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Brantly Hatch

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Board Members (*)

Page 3 of 7

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

TRUSTEE ZONE 2:

POPULATION: 283

BEGINNING at a the point of intersection on the East boundary line of Section 13, Township 6 South, Range 39, East, Boise Meridian, with the centerline of Cow Camp Road; thence South to the Southeast corner of Township 6 South, Range 39 East; thence East to the Northeast corner of Section 5, Township 7 South, Range 40 East; thence South to the Southeast corner of Section 32 of said Township and Range; thence East 4 miles to the Northeast corner of Section 1, Township 8 South, Range 40 East; thence South to the Southeast corner of said Township and Range; thence South 2 miles, more or less, to a point of intersection on the centerline of Highway 30; thence along the centerline of said highway Westerly and Southwesterly to a point of intersection on the Bannock-Caribou County line; thence following the Bannock-Caribou County line in a Northwesterly direction to its intersection with the South line of Section 14, Township 8 South, Range 38 East; thence following the Bannock-Caribou County line in a Westerly direction to its intersection on the centerline of the old Highway 30; thence Northerly along said centerline to the point of intersection with the Kelley Toponce Road; thence Northerly along the centerline of said road to the point of intersection with the Shipley Road; thence Easterly along the centerline of said road to the point of intersection with the Stalker Road; thence Easterly along the centerline of said road to the point of intersection with the Chesterfield Road; thence Northerly along the centerline of Chesterfield Road to the Northeast corner of Section 33, of Township 6 South, Range 39 East; thence along the centerline of the Cow Camp Road in a Northeasterly direction to the True Point of Beginning.

TRUSTEE ZONE 3:

POPULATION: 281

BEGINNING at the Northeast corner of Section 18, Township 9 South, Range 40 East, Boise Meridian, the same being the intersection of the Highway 30 and Hegstrom Road; thence Southerly 5 miles along the centerline of said Hegstrom Road to the point of intersection with Turner Road; thence Easterly 4 miles along the centerline of said Road to the point of intersection with Cinder Pit Road; thence South 1 mile along the centerline of said road to the point of intersection with the One Mile Road; thence East ½ miles along the centerline of said Road to the point of intersection with the Highway 34; thence Southerly along the centerline of said Highway to the Northeast corner of Section 36, Township 11 South, Range 40 East; thence West along the North boundary of said Section 36 to a point of intersection on the centerline of the Bear River; thence Southerly along the centerline of said River to a point of intersection on the South boundary of Township 11 South; thence West along the North boundary of Franklin County, Idaho to the Southwest corner of said Township 11 South, Range 40 East; thence North 3 ½ miles to the east ¼ corner of Section 13, Township 11 South, Range 39 East; thence West 3 miles; thence North 2 ½ miles; thence West 1 mile, more or less, to the summit of the Portneuf Mountains; thence in a northwesterly direction along the summit to its intersection with the west line of Section 29, Township 10 South, Range 39 East; thence North to the Northwest corner of Section 5, said Township and Range; thence East to the south ¼ corner of Section 35, Township 9 South, Range 39 East, and the Fort Hall Correction Line; thence following the Bannock-Caribou County line in a Northerly direction to its intersection with the centerline of Highway 30; thence Northeasterly and Easterly along said centerline to the True Point of Beginning.

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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POPULATION: 290

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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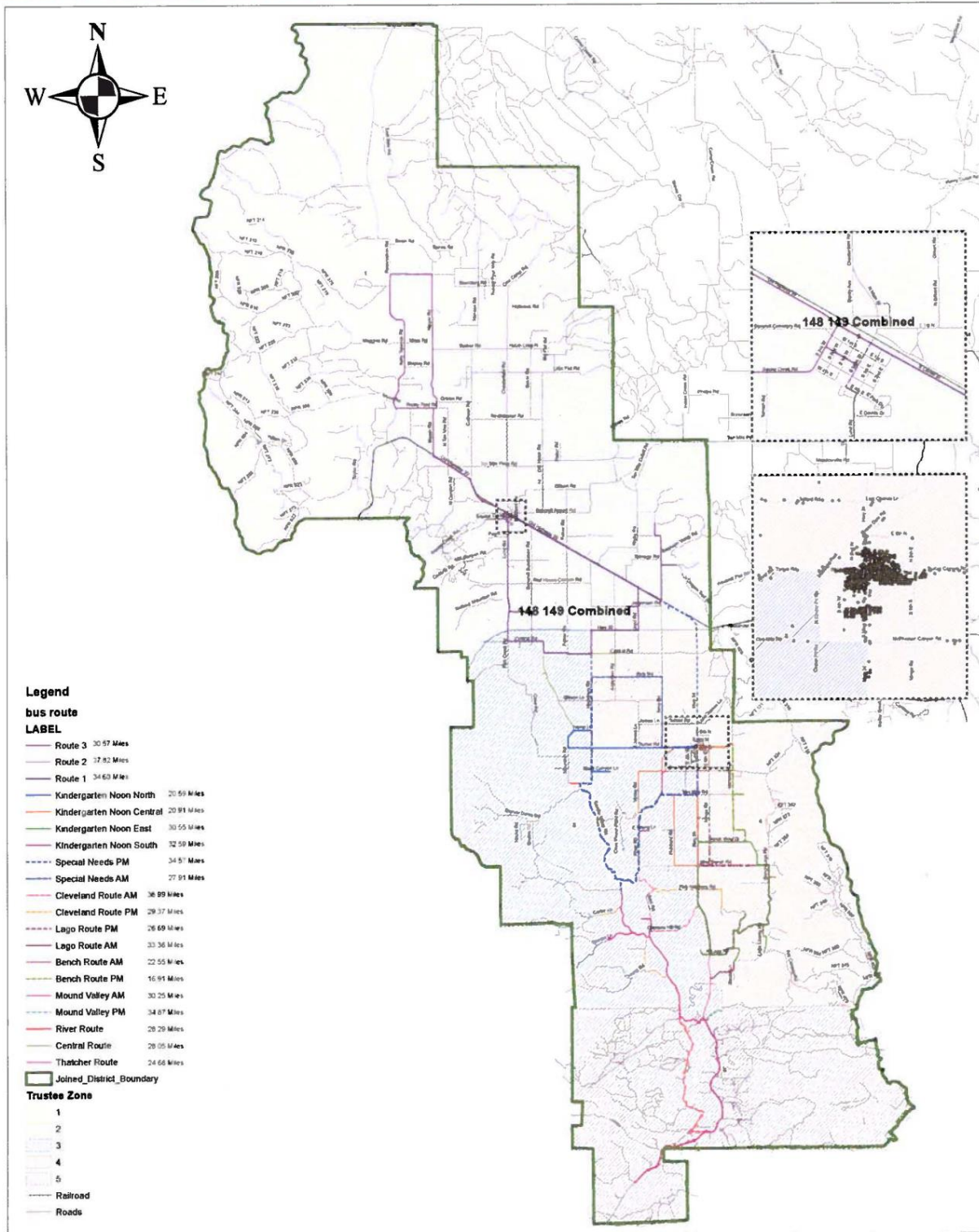
Board Members (*)

Page 7 of 7

STATE DEPARTMENT OF EDUCATION

AUGUST 14, 2014

School District 148 and 149 Trustee Zone Census Block



Population Compliance

The chart to the right depicts the 2010 Census population of your existing Trustee Zones. If the "Difference" value is over 10% then the Trustee Zones are out of compliance for "equitized population."

Census Block Information

The census block and trustee zones have been color coded to show their particular boundary. The trustee zone boundaries should be modified to include ALL of the census block.

Zone	Population	% Difference
1	291	0%
2	295	5.4%
3	291	4.1%
4	295	0%
5	295	5%
Total	1438	Target: 297

1,113,405

0 2.25 4.5 9 Miles

This map is for general reference only and should not be used for any application other than informational. The map is not intended to guarantee the accuracy, completeness, and for covering other map. The map is not responsible for any errors or omissions.

S.Mansfield 2/4/2011

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Community Petition
for
Consolidation of SD 148 and SD 149
based off of
33-310A., Idaho Code

We, registered voters from School Districts No. 148 and 149, create this petition for the consideration of consolidation of School Districts No. 148 and 149.

We are aware of Title 33-310A., Idaho Code and the liberties and requirements for this petition.

We are also aware of the events scheduled to take place in the upcoming months. One of these events is an election for a 4.8 million dollar bond for 20 years scheduled to take place on the eleventh (11) of March, 2013 for the North Gem School District No. 149.

The bond election was requested from the North Gem School District No. 149 Board of Trustees to the Caribou County Court House. The options that will be held on the ballot include: the option to pass the 4.8 million dollar bond, or vote against the bond. However, the other options that are, and have been, addressed to the community are not stated for the ballot. One of these options is the option of consolidating with a neighboring school district(s).

We, as registered voters residing within district boundaries of Districts No. 148 and 149, request for consideration in consolidating these two districts.

We petition that the option of the consideration of consolidation of these two districts-- District No. 148 and 149-- be added to the ballot for the eleventh (11) of March, 2013 election.

In addition, we hereby include in our petition the following information. We have followed the requirements and liberties described in Title 33-310A., Idaho Code.

Title 33-310A., Idaho Code states, "five per cent (5%) or more of the registered voters from each of two (2) or more contiguous school districts, when such districts coincide with election precincts, or, a number of registered voters equal to fifteen per cent (15%) or more of the aggregate number of votes cast at the last three (3) elections for school trustees in each of the school districts, may petition in writing proposing the consolidation of their districts into a single new district."

The requirements of such a petition are then stated again in Title 33-310A., Idaho Code: "One (1) copy of such petition shall be presented to the board of trustees of each district included in the proposed consolidation. The petition shall contain:

1. The names and addresses of the petitioners;
2. A map or maps showing the boundaries of the proposed new district, the boundaries of the component consolidating districts, the location of existing schoolhouses or facilities of the component districts, the proposed trustee zones, and the proposed transportation routes, if any."

We include the requirements listed above and in Title 33-310A., Idaho Code, along with the names and addresses of the petitioners attached to this petition.

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

STATE OF IDAHO

SS.

County of Caribou

To School District #148: I, Veda Mascarenas, County Clerk of Caribou County,
here by certify that seven names on this Petition are those of qualified electors.

Signed: Linda L. Godfrey
County Clerk or Deputy

(Seal of Office)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

DISTRICT: 148

PLEASE MAKE SURE THAT YOU ARE A REGISTERED VOTER THROUGH THE CARIBOU COUNTY COURT HOUSE. IF YOU ARE NOT ON THE LIST, PLEASE REGISTER **BEFORE** YOU SIGN! THE DATE ON YOUR REGISTERED CARD MUST BE STAMPED AT THE COURTHOUSE **PRIOR TO SIGNING!** THANK YOU :) THIS SHEET MUST BE RETURNED BY FEBRUARY 20TH.

	NAME (PRINT/SIGN)	ADDRESS	DATE SIGNED
leg	Berry Forner	603 Bench Lago	2/13/14
no	KE Forner	" "	" "
leg	Paul Campbell	2248 Bench View Dr.	2/13/14
no	Karen Gaudin	" "	2/13/14
no	Joan Hogg	315 E 2nd S	2/13/14
no	Leslie Hogg	405 So. Main	2/13/14
no	Karen Gladis	405 So. Main	2/13/14
R	Amy Hulse	15762 N. Hwy 34	2/13/14
UR	Mike Hulse	" "	2/13/14
no	Diane Roberts	116 S 3rd W	2-13-14
no	Ryan Christensen	1747 Rich Rd	2-13-14
no	Uz Andersen	969 E Center	2-13-14
no	James Cohen	969 E Center	2-13-14
UR	Michelle Rasmussen	220 S 2nd W	2-13-14
no	Colter Welch	1554 Turner Rd.	2-13-14
5/4	Sherilyn Mansfield	2128 N Center ^{Lago Rd}	2-13-14
no	Charity A. Partaw	232 S 5th E. Grace	2-13-14
UR	Courtney Smith	2153 Burton Cym Rd	2-13-14


STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

STATE OF IDAHO

SS

County of Caribou

To School #148: I, Veda Mascarenas, County Clerk of Caribou County, here by
certify that Fifty Seven names on this Candidacy Petition are those of qualified electors.

Signed: 
County Clerk or Deputy

(Seal of Office)

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

(13)

GRACE

	NAME (PRINT&SIGN)	ADDRESS
R	Jessica Kimball <i>Jessica Kimball</i>	204 N. 2nd E. Grace, ID. 83241
R	Jason Kimball <i>Jason Kimball</i>	"
R	Susan Kimball <i>Susan Kimball</i>	693 E 200 S Grace, ID 83241
R	Barbara Lloyd <i>Barbara Lloyd</i>	719 S Main Grace, Id. 83241
R	Colleen Benson <i>Colleen Benson</i>	306 E Center Grace, ID 83241
R	Ryan Lloyd <i>Ryan Lloyd</i>	968 Harwood Rd. Grace, Id 83241
R	Julie Lloyd <i>Julie Lloyd</i>	968 Harwood Rd Grace Id 83241
R	Theresa Hines <i>Theresa Hines</i>	1997 N. 1st Bend Rd. Grace, Id.
R	Randy Lloyd <i>Randy Lloyd</i>	293 S. 7 E Grace Id.
R	Rory Lloyd <i>Rory Lloyd</i>	1156 Harwood Rd Grace Id.
R	LESLIE LLOYD <i>Leslie Lloyd</i>	1156 Harwood Rd. Grace, ID.
R	Cathy Rasmussen <i>Cathy Rasmussen</i>	287 S. 2 E. Grace ID.
R	Andrea Smith <i>Andrea Smith</i>	2153 Burton Cyn Grace, ID
R	Angie Smith <i>Angie Smith</i>	2135 Burton Cyn Rd Grace, ID
R	Kathlyn Ball <i>Kathlyn Ball</i>	2148 Burton Cyn Rd Grace ID
R	Kim Welch <i>Kim Welch</i>	172 Merrill Way, Grace Id.
R	Susan Welch <i>Susan Welch</i>	172 Merrill Way, Grace, Id.
R	Brody Welch <i>Brody Welch</i>	1632 Central Rd, Bonanza, Id
R	Jessica Wood <i>Jessica Wood</i>	182 Merrill way grace, id
R	NICK WOOD <i>Nick Wood</i>	182 Merrill Way Grace ID
R	Lisa Yost <i>Lisa Yost</i>	1780 Rich Rd grace ID
R	Phil Yost <i>Phil Yost</i>	1780 Rich Rd GRACE ID

5

[illegible]

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

11

NAME (PRINT/SIGN)	ADDRESS
Tina Jensen Tina Jensen	74 Merrill Way Grace, ID 83241
Brooks Jensen Brooks Jensen	74 Merrill Way Grace, ID 83241
Kay Lynn Christensen	20 Merrill Way, Grace ID 83241
Kay Lynn Christensen	20 Merrill Way Grace Id 83241
Kim Christensen	20 Merrill Way Grace Id 83241
Bailly Christensen	114 e monte vista Grace ID 83241
Devon Christensen	20 Merrill Way Grace, ID 83241
Jeremy Stoddard	2118 Burton Canyon Rd Grace ID 83241
Heidi Stoddard	2118 Burton Canyon Rd Grace ID 83241
Courtney Maughan	911 S Main Grace Id 83241
Jaimi Maughan	911 S. main st Grace ID 83241
Bonne Gibbs	632 Hwy 34 Grace Id 83241
Jenny Gibbs	1954 Niter Bench Grace ID 83241

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

10

NAME (PRINT/SIGN)	ADDRESS
✓ Josh Gibbs / <i>[Signature]</i>	1954 Niter Bench Rd GRACE, ID
✓ David MILES David Miles	1909 Niter Bench Rd. Grace, ID 83241
✓ Gillian Hoyd <i>[Signature]</i>	2938.7 East Grace, ID 83241
✓ Doug Ball <i>[Signature]</i>	2148 Burton Canyon Rd Grace ID 83241
✓ Angie Lloyd	1800 Turner Rd Grace, Id. 83241
✓ <i>[Signature]</i>	1800 Turner Rd
✓ Ben Lloyd	Grace Id 83241
✓ <i>[Signature]</i>	810 S. MAIN GRACE ID. 83241
✓ CURTIS PECK	810 S Main GRACE ID 83241
✓ <i>[Signature]</i>	105 - South 3rd West Grace Id.
✓ <i>[Signature]</i>	604 N MAIN ST Grace ID
✓ NARCISO MENDOZA	
✓ Randall Stoddard	879 Hwy 34 Grace ID

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

5

NAME (PRINT/SIGN)

ADDRESS

✓ Lynn Bennett 953 Highway 34 Grace Id.

✓ Shelly R Steadman 2210 Large Gully Rd Grace Id

✓ Lona Peterson 213 E 2nd St Grace Id

✓ Alyse White 2346 Niter Bench Rd. Grace Id.

✓ Stephanie Funk 117 E 1st S Grace Id 83241

✓ Stephen C Brady 1101 Harwood Rd Grace, Id 83241

✓ Jeri Kay Brady 1101 Harwood Rd Grace, Id 83241

✓ *Chick*

2264 Bench View Dr. Grace ID 83241

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

(3)

NAME (PRINT/SIGN)	ADDRESS
Asst	TRACA A. SORENSON PO Box 285 Grace, Id. 83241
Asst	Diane Krebs P.O. Box 254 Grace ID. 83241
R	Christine Gilbert 949 River Road Grace, ID 83241
R	Schuyler Judd 505 South Main Grace, ID 83241
R	Dana McCurdy 818 South Main St Grace, Id 83241
Asst	JAN K. SILVERNAIL P.O. Box 269 Grace, Idaho 83241
Asst	Jan K. Silvernail Grace, Idaho 83241
Asst	Penny Sarnow Grace, Idaho 83241

AUGUST 14, 2014

Grace (SD 148 boundaries)

Needed: £ 52+

(2)

[illegible]

Community Petition Signatures for SD 148

Anderson, Wendy	Kimball, Jessica	Peterson, Leona
Ball, Doug	Kimball, Susan	Rasmussen, Cathy
Ball, Kathlynn	Krebs, Brent	Silvernail, Jan
Brady, Jeri Kay	Krebs, Diane	Smith, Andrea
Brady, Stephen	Lloyd, Angie	Smith, Angie
Christensen, Bailey	Lloyd, Barbara	Smith, April
Christensen, Devon	Lloyd, Ben	Sorensen, Kaye
Christensen, Kaylynn	Lloyd, Gillian	Sorensen, Lloyd
Christensen, Kim	Lloyd, Jordon	Sorenson, Traca
Coombs, Carla	Lloyd, Julie	Steadman, Shelly
Farnsworth, Joan	Lloyd, Kayleigh	Stoddard, Heidi
Farnsworth, Penny	Lloyd, Leslie	Stoddard, Jeremy
Gibbs, Bonne	Lloyd, Ryan	Stoddard, Randall
Gibbs, Jenny	Maughan, Courtney	Welch, Brody
Gibbs, Josh	Maughan, Jaimi	Welch, Susan
Gilbert, Christine	McCurdy, Dana	White, Alyse
Jensen, Brooks	Mickelson, Mandi	Wood, Jessica
Judd, Skylar	Miles, David	Wood, Nick
Kimball, Alyssa	Peck, Curtis	Yost, Lisa
Kimball, Jason	Peck, Lara	Yost, Phil

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

STATE OF IDAHO

ss

County of Caribou

To School #149: I, Veda Mascarenas, County Clerk of Caribou County, here by
certify that Thirty Two names on this Candidacy Petition are those of qualified electors.

Signed: Senise Harsley
County Clerk or Deputy

(Seal of Office)

STATE DEPARTMENT OF EDUCATION

AUGUST 14, 2014

20140111 (for the 2014/2015)

Needed: 24+

(15)

	NAME	ADDRESS
R	Clacetolman	240 S. 2 W. Bancroft, ID 83217
R	Nancy Mabey	245 So 1 st E Bancroft, ID 83217
R	Donna J. Owens	503 2nd E Bancroft ID 83217
R	Jeff Lloyd	1915 Lund Rd Bancroft, ID 83217
R	Kathryn	1915 Lund Rd Bancroft ID. 83217
R	Don	1915 Lund Rd Bancroft, ID 83217
R	Dale R. Weston	310 Gilbert Rd Bancroft ID 83217
R	Kelene Kristensen	310 Gilbert Rd. Bancroft, Idaho 83217
R	Eric	155 So. 1 st Bancroft, id 83217
R	Marcel Christensen	155 So. 1 st Bancroft, id 83217
R	Caleesa Lloyd	1915 Lund Rd Bancroft ID, 83217
R	Robin Cordier	1431 Mountain Rd Bancroft ID 83217
R	Roger Hill	1229 Rigby Rd Bancroft Id 83217
R	Ellen Jenkins	255 So. 1st West Bancroft, Id 83217
R	Joseph	240 South 2nd West

Verified on Thursday, January 16, 2014
 → Caribou County
 Courthouse

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

(16)

Bancroft

NAME (PRINT&SIGN)	ADDRESS
<input checked="" type="checkbox"/> Melanie Hatch <i>Melanie K Hatch</i>	3023 Chesterfield Rd Bancroft, ID 83217
<input checked="" type="checkbox"/> Brantly Hatch <i>B</i>	3023 Chesterfield Rd. Bancroft, ID. 83217
<input checked="" type="checkbox"/> Jean Labrousche Jean Labrousche	2629 Kelly Toponce Rd Bancroft 83217
<input checked="" type="checkbox"/> Tiffany Labrousche Tiffany Labrousche	2629 Kelly Toponce Rd Bancroft ID 83217
<input checked="" type="checkbox"/> [Redacted]	
<input checked="" type="checkbox"/> [Redacted] Nyle Crump	1260 Chestnut St Rd Bancroft ID. 83217
<input checked="" type="checkbox"/> Tonya Simons Tonya Simons	960 Kelly Toponce Rd Bancroft, ID 83217
<input checked="" type="checkbox"/> Grant Simons Grant Simons	960 Kelly Toponce Bancroft, ID 83217
<input checked="" type="checkbox"/> Wilder Hatch Wilder Hatch	2387 Kelly Toponce Rd Bancroft, ID 83217
<input checked="" type="checkbox"/> Sally S Hatch Sally S Hatch	2387 Kelly Toponce Rd Bancroft ID 83217
<input checked="" type="checkbox"/> Enoch Appleby Enoch Appleby	897 Miles Rd Bancroft ID 83217
<input checked="" type="checkbox"/> Ein Schwiesaw Ein Schwiesaw	897 Miles Rd Bancroft ID 83217
<input checked="" type="checkbox"/> Norman Schwiesaw Norman Schwiesaw	897 Miles Rd Bancroft, ID 83217
<input checked="" type="checkbox"/> Remy Labrousche Remy Labrousche	826 Wood Rd Bancroft, ID
<input checked="" type="checkbox"/> Ruth Labrousche Ruth Labrousche	826 Wood Rd Bancroft, ID
<input checked="" type="checkbox"/> David Modersitzki David Modersitzki	2526 Kelly Toponce Rd. Bancroft
<input checked="" type="checkbox"/> Brian Stanger Brian Stanger	2769 Chesterfield Rd Bancroft
<input checked="" type="checkbox"/> Michelle Stanger Michelle Stanger	2769 Chesterfield Rd Bancroft, ID
<input checked="" type="checkbox"/> Odell L Perkins Odell L Perkins	2698 Nipper Rd Bancroft Idaho
<input checked="" type="checkbox"/> Karen Lee Perkins Karen Lee Perkins	2698 Nipper Rd Bancroft Idaho
<input checked="" type="checkbox"/> Norman Tolman	230 S 3rd West } Bancroft, ID
<input checked="" type="checkbox"/> Janet Tolman	230 S. 3rd West }

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

Bancroft
need 24+

1

Signature
not match

NAME

Address

Keith Lloyd	1917 Lund Rd Bancroft ID 83217
Rhonda Lloyd	1917 Lund Rd Bancroft ID 83217

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

SUBJECT

Temporary and Proposed - Rule IDAPA 08.02.01.400 – Rules Governing Administration.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-133, Idaho Code

BACKGROUND/DISCUSSION

IDAPA 08.02.01.400.01.b and .c was last amended in 1997. This section of Administrative Rule outlines the formula for reimbursement to the school district for Exceptional Child Support Units. The current language contains two technical errors in the descriptor for the numbers used in calculating the reimbursement. The proposed changes would correct the technical errors.

IMPACT

There is no fiscal impact because the state has already been reimbursing at the correct rate.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.03.400

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Board office received a request that the Exceptional Child Support Units calculation be reevaluated and potentially adjusted based on the current numbers of students who meet the criteria for inclusion in the calculation. Board staff forwarded the request to the Department of Education for evaluation and recommendation to the Board. Due to the current resources in the Department of Education the analysis was not able to be completed in time for a Proposed rule amendment for the Board to consider this year.

The current formula in Administrative Rule is based on 6% of students in grades kindergarten through grade six (k-6) and 5.5% of students in grades seven through twelve (7-12) falling within this category. Current data from the Department indicates that for the 2013 child count and fall enrollment the percentages of children that would fall under this category are:

Elementary (K-6) – 8.10%
Secondary (7-12) – 8.57%

The Department is proposing at this time that only a technical correction be made to the Administrative rule fixing error in the descriptive text of the multiplier in the form of a Temporary and Proposed Rule. Since the Department is already calculating and distributing the funds correctly the Temporary rule is unnecessary.

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

BOARD ACTION

I move to approve the Temporary and Proposed rule amendment to IDAPA
08.02.03.400, as submitted

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

**IDAPA 08
TITLE 02
CHAPTER 01**

RULES GOVERNING ADMINISTRATION

400. SPECIAL EDUCATION FUNDING FOR DISTRICTS WITH APPROVED PROGRAMS.

01. Reimbursement for Exceptional Child Support Units. State reimbursement provided by exceptional child support units is based on the following formula: (4-1-97)

a. Preschool students will generate funding based upon the weekly hours and minutes they are enrolled in special education. (4-1-97)

b. From the fall elementary enrollment of kindergarten through grade six (K-6), subtract elementary residential facility students and multiply the result by six one-hundredths (.06). Add the elementary residential facility students to the product. (Section 33-1002(4), Idaho Code.) ~~(4-1-97)~~()

c. From the fall regular secondary enrollment of grades seven through twelve (7-12), subtract secondary residential facility students and multiply the result by fifty-five one-hundredths thousandths (.055). Add the secondary residential facility students to the product. (Section 33-1002(4), Idaho Code.) ~~(4-1-97)~~()

d. Add the juvenile detention facility students to the total. (4-1-97)

e. Use the exceptional child divisor to determine the number of exceptional child units. Secondary programs with a smaller divisor may use the smaller divisor for their secondary computation. (4-1-97)

f. Elementary and secondary exceptional child support units will be calculated using one hundred percent (100%) Average Daily Attendance (ADA); the ADA will be subtracted from their respective regular elementary and secondary administrative unit for computing the support unit. (4-1-97)

02. Contracting for Educational and Related Services. (Section 33-2004, Idaho Code) (4-1-97)

a. A school district which contracts for special education services with another agency may claim reimbursement up to a maximum amount of state funding, as annually determined by the State Department of Education, less the district's certified annual tuition rate. When any agency contracts for the education of exceptional children, all such children will be enrolled in the district of their residence and the agency will certify to the home school district the daily record of attendance of such student. (4-1-97)

b. For special education contracts between local school districts, the district receiving service will pay the district providing service the amount of the providing district's local annual tuition rate as certified under the provision of Idaho Code. The school district providing service will include students served within such contract within the total number of special education students used to calculate exceptional education support units. Charges for additional costs may be negotiated between the districts. (4-1-97)

c. The State Department of Education will determine if public and private schools and facilities meet state standards for an approved special education program. Any agency aggrieved by the Department of Education's final decision may appeal that decision to the State Board of Education. (4-1-97)

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STATE DEPARTMENT OF EDUCATION

AUGUST 14, 2014

SUBJECT

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

Proposed standards revisions to the Idaho Standards for Initial Certification of Professional School Personnel manual including the School Counselor, Special Education Generalist, and School Psychologist.

Proposed standards revisions to the Idaho Standards for Operating procedures for Idaho Public Driver Education Programs.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

Standards Revisions

The Professional Standards Commission follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. The following endorsements were reviewed by committees of content experts in the fall of 2013 and the spring of 2014 and are ready for submission: School Counselor, Special Education Generalist, Special Education Director and School Psychologist. All standards and endorsements were revised to better align with national standards and best practices, and 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 Library Science/Library Media Specialist standards and endorsement to Teacher Librarian.

A public school district may contract with an approved private driving school to provide a driver education program. In order to assure a quality program, maintain student records and proper reporting to the Idaho State Department of Education, specific wording was added to the standards regarding contracting.

IMPACT

Approval of the Idaho Standards for Initial Certification of Professional School Personnel will bring the standards up to date with current best practices in the listed areas. Approval of the Driver Education Program standards will provide clarity to the reporting requirements.

ATTACHMENTS

Attachment 1 – Proposed rule changes to IDAPA 08.02.02.004 Rules Governing Uniformity Page 3

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

Attachment 2 – Proposed revisions to the Operating procedures for Idaho Public Driver Education Programs. Page 277

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

STAFF COMMENTS AND RECOMMENDATIONS

When standards are incorporated by reference into Administrative Rule they have the force and effect of law and may only be amended through the rule making process.

BOARD ACTION

I move to approve the proposed revisions to the Idaho Foundation and Enhancement Standards for: School Counselor, Special Education Generalist, Special Education Director and School Psychologists as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed standards revisions to the Idaho Standards for Operating procedures for the Idaho Public Driver Education Programs, Incorporated by Reference, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Proposed Rule amendments to IDAPA 08.02.02.04.01, Rules Governing Uniformity, Incorporation By Reference as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION

AUGUST 14, 2014

IDAPA 08

TITLE 02

CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.

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

(5-8-09)

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on August 15, 2013 August 14, 2014. Copies of this document can be found on the Office of the State Board of Education website at www.boardofed.idaho.gov. (3-20-14)(- -)

02. Standards for Idaho School Buses and Operations as approved on June 23, 2011 August 14, 2014. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., 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 August 15, 2013. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/driver_edu/forms_curriculum.htm. (3-20-14)(- -)

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



Idaho State Board of Education

Idaho State Department of Education

July 1, 2016⁷

(Date for Teacher Preparation Program Approval Accountability)

(Revised ~~May 2014~~ August 14, 2014)

Standards for Initial Certification of Professional School Personnel



Table of Contents

<u>Content</u>	<u>Page Number</u>
----------------	--------------------

<u>Summary & Background Information</u>	1
---	---

Standards Area	Page #	Standards Area	Page #
<u>Core Teacher Standards</u>	6	<u>Science</u>	122
<u>Bilingual Education and ENL</u>	24	<u>-Biology</u>	128
<u>Communication Arts</u>	32	<u>-Chemistry</u>	131
<u>-Journalism</u>	34	<u>-Earth and Space Science</u>	136
<u>-Speech & Debate</u>	37	<u>-Natural Science</u>	139
<u>Early Childhood/Blended</u>	40	<u>-Physical Science</u>	140
<u>Elementary Education</u>	47	<u>-Physics</u>	141
<u>English Language Arts</u>	51	<u>Social Studies</u>	144
<u>Gifted & Talented</u>	56	<u>-Economics</u>	147
<u>Health</u>	68	<u>-Geography</u>	149
<u>Literacy</u>	72	<u>-Government/Civics</u>	152
<u>Mathematics</u>	78	<u>- History</u>	155
<u>Online Teacher</u>	83	<u>-Social Studies</u>	158
<u>Physical Education</u>	89	<u>Special Education</u> <u>Generalist</u> <u>Exceptional Child</u> <u>Generalist</u>	159
<u>Pre-Service Technology</u>	94	<u>-Blind & Visually Impaired</u>	167
<u>Professional-Technical</u>	101	<u>-Deaf & Hard of Hearing</u>	172
<u>-Agriculture Science & Technology</u>	107	<u>Teacher Leader Standards</u>	177
<u>-Business Technology</u>	110	<u>Teacher Librarians</u>	182
<u>-Family & Consumer Sciences</u>	112	<u>Visual/Performing Arts</u>	191
<u>-Marketing Technology</u>	117	<u>-Drama</u>	195
<u>-Technology Education</u>	119	<u>-Music</u>	198

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

		<u>-Visual Arts</u>	201
		<u>World Languages</u>	204
		<u>Other Endorsement Areas</u>	211

Pupil Personnel Standards (non-teaching)	Page #
<u>School Administrators</u>	212
- <u>School Superintendents</u>	221
- <u>Special Education Directors</u>	225
<u>School Counselors</u>	229
<u>School Nurses</u>	238
<u>School Psychologists</u>	242
<u>School Social Workers</u>	252

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

Overview of the Past Standards

The 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 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 completers gain certification reciprocity opportunities with other states.

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

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

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:

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- 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.

Revised Idaho Core Teacher Standards (InTASC 2011)

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 manual. 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. The summary of each standard is:

***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.*

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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 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) continuously 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.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).

Idaho Core Teaching 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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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*

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

The teacher respects families' beliefs, norms, and expectations and seeks to work

2. 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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 evolution, research, and current federal and state legal mandates of bilingual and ENL education.
2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.
3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).
5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).
6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.
7. (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 articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of 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 between forms, functions, and contextual usage of social and academic language.
5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

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 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 of language and culture 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.

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 learning disabilities/giftedness and second language development.
4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.
2. The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.
3. The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and 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 adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and 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, 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.

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

Performance

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.
2. The teacher collaborates with colleagues to promote opportunities for language learners.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

3. The teacher assists other educators and students in promoting cultural respect and validation 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 mechanism by which the sounds of a language are produced-

Bilingual Education Program

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

Biliteracy

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)

English as a New Language (ENL)

Refers to the teaching of English to speakers of other languages

Inflectional Endings

Grammatical markers or suffixes used in standard conventional language production

Primary Language

An individual's most developed language-

Register

The usage of language in a particular social context

ADDITIONAL RESOURCES

National Clearinghouse for English Language Acquisition

www.ncele.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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

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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 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.
5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, 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 that 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

** These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.*

The Learner and 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.

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).
3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard #2: Learning Difference - 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.

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

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.

Performance

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Content Knowledge

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.

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.

3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.
4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

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.

Performance

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Instructional Practice

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Performance

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.
4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

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.

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

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.

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.

Professional Responsibility

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.

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

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.

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Idaho Standards for Gifted and Talented Education Professionals

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 Professional Standards are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, his/her 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 in 2013, and has been adopted verbatim.*

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. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.
2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.
4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.
5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.
6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

Performance

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.
2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.
3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.
4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

Supporting Explanation for Standard #1:

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

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. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.
2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Supporting Explanation for Standard #2:

Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual's gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

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. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.

Performance

1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.
2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.
3. Beginning gifted education professionals match their communication methods to an individual's language proficiency and cultural and linguistic differences.

Supporting Explanation for Standard #3:

Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students' gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of acquired skills across environments and subjects. They match their communication methods to an individual's language proficiency and cultural and linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

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. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

Performance

1. Beginning gifted education professionals organize content knowledge, integrate cross – disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.

Supporting Explanation for Standards #4 & #5:

The professional knowledge base in general education has made clear that the educators' understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject-matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

- Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.
- Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.
- Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

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. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Performance

1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.
2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

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. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments.
2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

Performance

1. Beginning gifted education professionals use pre-assessment and formative /summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents
2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents
3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents
4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives
5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Supporting Explanation for Standard #6:

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.

Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals' constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long-range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

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. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.
2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.
3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.
2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.
3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

Supporting Explanation for Standard #7:

In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual's abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator's development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

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. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents
3. Beginning gifted education professionals emphasize the development, practice, and transfer of advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.
4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.
5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Supporting Explanation for Standard 8:

Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21st Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

Standard #9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to evaluate continually 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. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.
2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

Performance

1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.
3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

Supporting Explanation for Standard #9:

Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.

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. Beginning gifted education professionals understand the theory and elements of effective collaboration.
2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.
3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

Performance

1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.
2. Beginning gifted education professionals serve as a collaborative resource to colleagues.
3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.
4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.
5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.
6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.
8. Beginning gifted education professionals match student needs with appropriate program options and services.

Supporting Explanation for Standard #10:

One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learner outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.

Glossary

General Curricula:

As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

Specialized Curricula:

As used “specialized curricula,” means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

Special Education Services:

Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

Individuals with Exceptionalities:

Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Instructional Strategies:

Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.

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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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

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

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

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health and the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.
2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury.
3. The teacher understands the relationship between health education content areas and youth risk behaviors.

4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).
5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).

Performance

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

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

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

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

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

Knowledge

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

Performance

1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.
2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

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

Knowledge

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

Performance

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

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

Knowledge

1. The teacher understands the differing community health values and practices.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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).

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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 Literacy 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 Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

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

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.
3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

Performance

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
2. Modify the arrangements to accommodate students’ changing needs.
3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.
4. Create supportive environments where English learners are encouraged and given many opportunities to use English.
5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

Performance

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.
6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.
7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

Knowledge

1. Understands how literacy (reading and writing) occurs across all subject disciplines

Performance

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.
2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Incorporates all aspects of literacy across content areas for instructional planning.

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.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

Performance

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
8. Demonstrate the ability to communicate results of assessments to teachers and parents.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

Performance

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.
2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.
3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.
5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Performance

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.
2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

Performance

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
2. Demonstrate effective use of technology for improving student learning.

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.
2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Performance

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

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

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

Knowledge

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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]).

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Suggested Artifact(s)

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

Standard #9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching, including the ethical, legal and responsible use of technology.

Performance

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

Suggested Artifact(s)

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

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

Performance

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

Suggested Artifact(s)

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

Idaho Foundation Standards for Professional-Technical Teachers

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

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.
2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.
3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.
4. The teacher understands industry trends and labor market needs.
5. The teacher understands workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher understands the importance of student leadership qualities in technical program areas.

Performance

1. The teacher maintains current technical skills and seeks continual improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.
4. The teacher 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 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 understands the entry-level skills in the occupation.
2. The teacher understands workplace culture and ethics.
3. The teacher understands how to provide students with 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 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 understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Performance

1. The teacher 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 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 secondary and postsecondary technical curricula.
2. The teacher knows how to identify community and industry expectations and access resources.

Performance

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.
2. The teacher designs 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.
3. 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 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 collaborates with an administrator to create a professional development plan.
2. The teacher evaluates and reflects on his or her 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 state-approved PTSOs.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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 incorporates an active 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 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 understands safety requirements necessary to conduct laboratory and field activities.
6. The teacher 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 instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.
3. The teacher demonstrates effective management skills 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.
2. The teacher understands the issues of balancing work and personal responsibilities.
3. The teacher understands how to promote career awareness.

Performance

1. The teacher designs instruction that addresses employability skills and related workplace issues.
2. The teacher discusses how to balance demands between work and personal 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.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 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 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

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- b. Agricultural equipment and supplies
 - c. 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. Small animal production and care
5. The teacher 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 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).

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.
2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.
3. The teacher possesses knowledge of appropriate technology.
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 industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.
2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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 the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, 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 affect individuals, families, community, and the workplace.
5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, 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, families, and industry.
9. The teacher understands consumer economic issues 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 and secondary school levels.
2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.
2. The teacher possesses knowledge in areas related to marketing, 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 industry-standard skill levels—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

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 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; 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 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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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

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

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

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

Knowledge

1. The teacher knows the history and nature of science and scientific theories.
2. The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.

3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.
7. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.
8. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Performance

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

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

Knowledge

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

Performance

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

Standard 3: Modifying Instruction for Individual Needs - 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.
2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

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

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

Knowledge

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

Performance

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

4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

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

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

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

Knowledge

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

Performance

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

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

Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

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

Performance

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

8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

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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 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

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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 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

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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 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

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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 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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, commonalities, and interrelationships.
3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

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

Knowledge

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

Performance

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

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

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

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

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

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

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

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

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

Idaho Standards for Economics Teachers

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

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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).

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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~~ Exceptional Child 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~~ exceptional child 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~~ Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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

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

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

~~Knowledge~~

- ~~1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.~~
- ~~2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

~~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).~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

~~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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- ~~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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

~~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, prereferral 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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

~~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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

~~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.~~

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
3. The teacher understands how exceptionalities can interact with development and learning.

Performance

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).

Performance

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
2. The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.
3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.
4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Performance

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.
2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.
3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.
4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.
6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Performance

1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.
2. The teacher gathers background information regarding academic, medical, and social history.
3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
5. 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 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

1. The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.
9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Performance

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
3. The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.
4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.
5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

1. The teacher understands how foundational knowledge and current issues influence professional practice.
2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Performance

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.
3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

exceptionalities and their families.

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

1. The teacher understands the theory and elements of effective collaboration.
2. The teacher understands how to serve as a collaborative resource to colleagues.
3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
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 about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.
3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

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

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Performance

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

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

Knowledge

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

Performance

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

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

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

Knowledge

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

Performance

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

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

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

Knowledge

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

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.

Performance

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

Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a 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: 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:

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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 Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

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. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the *Idaho Standards for Library Science Teachers* (2007) and the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010).

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 librarian is an effective teacher with knowledge of learners and learning.
2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.
2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.
3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.
4. The teacher librarian, independently and in collaboration with other teachers, 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.

Knowledge

1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.
2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.
3. The teacher librarian recognizes the importance of culturally significant learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.
2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

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 librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.
2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance

1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.
2. The teacher librarian supports flexible, open access for library services.
3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.
4. The teacher librarian facilitates access to information in a variety of formats.
5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.
6. The teacher librarian provides a respectful, positive, and safe climate.
7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.
8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

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 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).

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

3. The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.
4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.
5. The teacher librarian understands the process of information retrieval and resource sharing.
6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.
7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.
8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Performance

1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.
2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).
3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
4. The teacher librarian catalogs and classifies library materials using professional library standards.
5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.
6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

7. The teacher librarian administers and trains staff to ensure an effective school library program.
8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.
9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.
10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

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 librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.
2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

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 models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.
3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.
4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

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 librarian understands many methods of assessing the library program.
2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Performance

1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.
2. The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.
3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

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 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.
2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.
3. The teacher librarian acknowledges the importance of participating in curriculum development.

Performance

1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.
3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.
4. 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.
5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.
6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.
7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

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 librarian understands how twenty-first century literacy skills support the learning needs of the school community.
2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Performance

1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.
2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.
3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.
4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.
5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.
6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.
7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.
8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.
9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

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 librarian understands the documents and policies that promote intellectual freedom and freedom of expression.
2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

3. The teacher librarian understands confidentiality issues related to library records.
4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Performance

1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.
2. The teacher librarian educates the school community on the ethical use of information and ideas.
3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.
4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.
5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

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 librarian understands various communication and public relations strategies.
2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
3. The teacher librarian recognizes the value of sharing expertise with others in the field.

Performance

1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.
2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.
3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.
4. The teacher librarian advocates for the school library program and the library profession.
5. The teacher librarian participates in decision-making groups to continually improve library services.
6. 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.
7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.
8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.
9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.
10. The teacher librarian advocates for school library and information programs, resources, and services.
11. The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. 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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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 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). 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 World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

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. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.
2. The teacher knows the target culture(s) in which the language is used.
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.
4. The teacher knows the history, arts, and literature of the target culture(s).

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

5. The teacher knows the current social, political, and economic realities of the countries related to the target language.
6. The teacher understands how the U.S. culture perceives the target language and culture(s).
7. The teacher understands how the U.S. is perceived by the target language culture(s).
8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

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.
3. The teacher promotes the value and benefits of 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 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.

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 cultural knowledge is essential for the development of second language acquisition.
3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed 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. 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 languages methodologies continue to change in response to emerging research.
2. The teacher understands instructional practices that balance 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
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 to assess 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 world languages.
2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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 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.
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.
4. 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 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

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 the Preparation of 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. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.

Knowledge: The School Administrator:

1. Understands the importance of eliciting feedback that measures the school and community perceptions.
2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.
3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4. Understands methods for responding to conflict.

Performance: The School Administrator:

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.
2. Demonstrates ability to proactively engage staff in conflict resolution.
3. Demonstrates ability to establish rules and related consequences designed to keep students safe.
4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.
5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.
6. Demonstrates ability to use data to monitor and improve school climate.
7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Knowledge: The School Administrator:

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.
2. Understands effective communication strategies.
3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Performance: The School Administrator:

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.
2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.
4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Knowledge: The School Administrator:

1. Understands the importance of inviting community input and using the input to inform decisions
2. Understands cultural diversity and its importance in the schools learning community.

Performance: The School Administrator:

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.
2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Knowledge: *The School Administrator:*

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.
2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.
3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Performance: *The School Administrator:*

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.
2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge: *The School Administrator:*

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.
2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.
3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.
4. Understands the importance of clear and consistent processes and systems to manage change.
5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Performance: The School Administrator:

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.
2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

1. Understands emerging issues and trends impacting families, school, and community.
2. Understands available resources in the community.
3. Understands the value of transparency regarding decision making and the allocation of resources.
4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Performance

1. Provides rationale for decisions regarding the allocation of resources.
2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: The School Administrator:

1. Understands the roles of leadership.
2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.
3. Understands the political, social, cultural, and economic systems and processes that support and impact education.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Performance: *The School Administrator:*

1. Creates and implements an individual professional learning plan.
2. Enhances leadership skills through collaboration with colleagues and professional development.
3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.
4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.
5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

1. Understands operational policies and procedures.
2. Understands human resources management.
3. Understands sound fiscal operations principles and issues.
4. Understands facilities maintenance and principles regarding use of space and educational suitability.
5. Understands legal issues impacting personnel, management, and operations.
6. Understands ethical frameworks and perspectives.
7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.
8. Understands policies and laws related to school and district.

Performance: The School Administrator:

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.
2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
3. Understands student growth and development.
4. Understands adult learning and professional development.
5. Understands the change process for systems, organizations, and individuals.
6. Understands the essential role of technology in education.

Performance: The School Administrator:

1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.
2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.
3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.
2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.

3. Understands the effective use of assessment and evaluation.
4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Performance: The School Administrator:

1. Provides time, space, and opportunities for instruction.
2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.
3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.
4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

1. Understands the difference between, and the appropriate use of formative and summative assessments.
2. Understands the process for developing common formative benchmark assessments or rubrics.
3. Understands how to use data to guide student instruction and tiered intervention.
4. Understands how to identify at risk students.
5. Understands the laws and regulations associated with special student populations.
6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.
7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.
8. Understands various intervention strategies to be implemented to close achievement gaps.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.
10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.
11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance: The School Administrator:

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.
2. Has used observation and evaluation methods to supervise instructional personnel.
3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:

1. Understands that the evaluation process is used to improve instructional practice.
2. Understands the use of multiple measures of student performance data to improve classroom instruction.
3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Performance: The School Administrator:

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.
2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.
3. Uses data to inform school wide professional development.

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

1. Understands laws and policies governing staff evaluation.
2. Understands the Idaho adopted framework for teaching.
3. Understands differentiated tools for evaluation of all staff.
4. Understands effective instructional supervision, evaluation, and due process.

Performance: The School Administrator:

1. Assesses all staff performance with accuracy and consistency.
2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

1. Understands laws regarding highly qualified requirements for teachers.
2. Understands laws and policies governing hiring and retaining personnel.
3. Understands multiple interview strategies and techniques for hiring teachers.
4. Understands the process and research based practices of mentoring.

Performance: The School Administrator:

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.
2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.
3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.

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

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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, drawing from systems and organizational theory.
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.
11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.
12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
13. The superintendent understands the importance of developing and fostering a productive relationship with the board.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

14. The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Performance

1. The superintendent promotes district-wide innovation and change through the application of a systems approach.
2. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.
3. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.
4. 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 and provides/encourages ongoing professional development.
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.
10. The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Idaho Standards for Special Education Directors

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

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

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge

1. The special education director knows about curriculum, 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 manage workflow and access resources to meet the needs of staff, students, and parents.
4. The special education director understands the use of technology in referral processes, IEP Individual Education Plan development, and records management.

Performance

1. The special education director advocates for and implements curriculum, 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 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

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 targeted 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 engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

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.
6. The special education director understands statewide assessment policies.

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 and assessment of special populations.

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote, ~~and enhance, and maximize~~ 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 domains follow the 2012 American School Counselor Association (ASCA) model and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, ~~but though~~ not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- ~~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 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

2. The organizational structure and components of an effective school counseling program.
3. Barriers to student learning and use of advocacy and data-driven school counseling practices.
4. Leadership principles and theories.
5. Individual counseling, group counseling and classroom instruction.
6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.
7. Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, and advocacy.
8. Assessments relevant to K-12 education.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Planning, organizing, implementing and evaluating a school counseling program.
2. Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.
3. Using technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.
4. Multicultural, ethical and professional competencies.
5. Identification and expression of professional and personal qualities and skills of effective leaders.
6. Advocacy for student success.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

7. Collaboration with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.

~~**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 2: Foundations - School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.**~~

~~**Knowledge - School counselors should articulate and demonstrate an understanding of:**~~

- ~~1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.~~
- ~~2. Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

3. Learning theories.
4. History and purpose of school counseling, including traditional and transformed roles of school counselors.
5. Human development theories and developmental issues affecting student success.
6. District, state, and national student standards and competencies.
7. Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.
8. The three domains of academic achievement, career planning and personal/social development.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.
2. The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.
3. Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.
4. Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.
5. Practices within the ethical and statutory limits of confidentiality.

Standard 3: Academic/Technical Development Domain – The school counselor understands and uses strategies that assist students in achieving academic/technical success and satisfaction.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Leadership principles, including sources of power and authority, and formal and informal leadership.
2. Organization theory to facilitate advocacy, collaboration and systemic change.
3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.
4. Time management, including long- and short-term management, using tools such as schedules and calendars.
5. Data-driven decision making.
6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Self-evaluation of his/her own competencies in order to formulate an appropriate professional development plan.
2. The ability to access or collect relevant data to monitor and improve student behavior and achievement.
3. The capability to create calendars to ensure the effective implementation of the school counseling program.
4. Coordination of activities that establish, maintain and enhance the school counseling program.

~~**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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

~~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 4: Delivery - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The distinction between direct and indirect student services.

2. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.

3. Classroom management.

4. Principles of career and post-secondary planning.

5. Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs (IEP and 504 Plans), religion, gender and income.

6. Responsive services (counseling and crisis response) including grief and bereavement.

7. The principles of academic and behavioral interventions.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

8. How diagnoses and/or medication affects the personal, social, and academic functioning of students.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.

2. Classroom management and instructional skills.

3. Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.

4. The ability to build effective, high-quality student support programs.

5. Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.

6. The capability to provide responsive services, such as individual/small-group counseling and crisis response.

7. Participation as member of the crisis team providing assistance to the school and community in a crisis.

8. Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.

9. Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.

10. The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

11. Understanding and knowledge regarding how to provide supervision for school counseling interns consistent with the principles.

12. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement.

~~**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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- ~~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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- ~~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.~~

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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- ~~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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- ~~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.**~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

~~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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. 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.

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.

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.

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.

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4. The school psychologist knows current federal statutes and state statutes and regulations as they relate to students.
5. The school psychologist understands processes and procedures for public policy development.
6. The school psychologist knows methods to evaluate personal needs for continuing professional development.

Performance

1. The school psychologist is aware of current practices in related fields.
2. The school psychologist adheres to best practices of the profession.
3. The school psychologist uses knowledge of legal requirements to advocate for the rights and welfare of children and families.
4. The school psychologist promotes the improvement of public policies and practices in schools and related settings.
5. The school psychologist maintains certification and continues professional development.
6. The school psychologist identifies and pursues professional growth resulting in acquisition of new skills.

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 biases.
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).
2. The school psychologist knows how to use new technologies to enhance student services.
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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.
4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and families.
5. The school psychologist accesses available resources to address behavioral, learning, mental, and physical needs.

Standard 9: Prevention, Crisis Intervention, and Mental Health - The school psychologist understands human development and psychopathology biological, cultural, and social influences on human behavior.

Knowledge

1. The school psychologist knows current theory, research and best practice concerning child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; drug and alcohol influences; crises in schools, families, and

communities.

2. The school psychologist has knowledge of antecedents and consequences that influence students' learning and behavior problems.
3. The school psychologist understands strategies to address students' learning and behavior problems.
4. The school psychologist knows various prevention programs and crisis intervention procedures.
5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug and alcohol abuse, smoking, and stress-related disorders).

Performance

1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the antecedents to students' learning and behavior problems.
2. The school psychologist participates in crisis prevention, intervention, and response and collaborating with students, school personnel, families and the community.
3. The school psychologist participates in and promotes physical and mental health programs for children in schools and related agencies.
4. The school psychologist facilitates environmental and/or educational changes that support the physical and mental health of students.
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 view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

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

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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

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.)

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

OPERATING PROCEDURES

For Idaho Public Driver Education Programs

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State Board
—March 20, 2014—

(
Mr. Tom Luna
State Superintendent of
Public Instruction

Table of Contents

1.0	PUBLIC DRIVER EDUCATION STUDENT REQUIREMENTS	
1.1	Enrolled Students	4
1.2	Transfer Students From Out Of State	4
1.3	Student Withdrawals	4
1.4	Failure/Removal from a Public Driver Education Program	5
1.5	Students with Special Needs	5
2.0	PUBLIC DRIVER EDUCATION INSTRUCTIONAL REQUIREMENTS	
2.1	Classroom Environment	5
2.2	Minimum Hours and Days	6
2.3	Behind the Wheel Driving Time	6
2.4	Observation Time	6
2.5	Vehicle Occupants	7
2.6	Multiple-Car Driving Range	7
2.7	Simulation Instruction.....	7
2.8	Distance Learning Courses	7
3.0	PUBLIC DRIVER EDUCATION INSTRUCTOR REQUIREMENTS	
3.1	Definition of a Public Driver Education Instructor	8
3.2	Age	8
3.3	Driver's License	8
3.4	Education	8
3.5	Medical Examination	9
3.6	Professional Development	9
3.7	License Renewal	10
3.8	Criminal History Check	10
3.9	Driving Under the Influence	10
4.0	PUBLIC DRIVER EDUCATION COURSE ADMINISTRATION	
4.1	Application to Operate Classes.	10
4.2	Student Lists	11
4.3	Reimbursement	11
4.4	Students Outside a School District	11
4.5	Student Records	11
4.6	Collision/Incident Report	12
4.7	Driving Logs	12
4.8	Instructor Cell Phone and Mobile Device Use During Instruction	12
4.9	Assessments	13
4.10	Parental Involvement	13
4.11	Make Up Policy	13
4.12	Curriculum	13
4.13	Lesson Plans	14

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4.14	Student Instructional Materials	14
4.15	Idaho Driver's Manual	14
4.16	Practice Guide/Log	14
5.0	PUBLIC DRIVER EDUCATION VEHICLE REQUIREMENTS	
5.1	Vehicle Type	14
5.2	Vehicle Use	14
5.3	Annual Vehicle Inspection	15
5.4	Required Vehicle Equipment	15
5.5	Vehicle Insurance	16
6.0	MONITORING AND REVIEWING PUBLIC DRIVER EDUCATION PROGRAMS	16
7.0	PUBLIC SCHOOL DISTRICTS CONTRACTING WITH A PRIVATE DRIVING SCHOOL	16

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PUBLIC DRIVER EDUCATION

All Idaho public Driver Education programs operated by a public school district comply with the requirements in this document. Sections one (1) through six (6) only apply to those programs that public school districts operate directly and do not apply to any public school district that contract with a private driving business licensed by the Idaho Bureau of Occupational Licensing. Section seven (7) only applies to public school districts that contract with private driving businesses licensed by the Idaho Driving Businesses Licensure Board.

1.0 PUBLIC DRIVER EDUCATION STUDENT REQUIREMENTS

1.1 Enrolled Students

- 1.1.1 An individual between the ages of 14 ½ and 21 may enroll in an Idaho public driver education and training program.
- 1.1.2 Students under the age of 18 must provide a *Verification of Compliance Form* from their school to prove that they are currently enrolled in school.
- 1.1.3 An Idaho driver training permit must be purchased before the student participates in any instruction.
- 1.1.4 Students enrolled in a home school program must be in compliance with the requirements of the Idaho State Department of Education. The student must be in a home school program for at least (1) year prior to obtaining a driver education permit.

1.2 Transfer Students From Out Of State

- 1.2.1 Students completing driver education in another state must have met or exceeded Idaho's minimum requirements of thirty (30) classroom hours, six (6) behind-the-wheel hours, and six (6) observation hours to qualify for or to complete the six (6) month supervised instruction period in Idaho. The documentation must be on an official school form, signed by the instructor or administrator.
 - 1.2.1.1 Online coursework is not transferable unless it meets or exceeds INACOL standards (International Association for K-12 Online Learning). On-line coursework can only replace the (30) classroom hours. Driving and observation time cannot be replaced with simulated driving or on-line classroom hours.
- 1.2.2 Students who have completed thirty (30) hours of classroom instruction in another state but fewer than six (6) hours of in-car instruction and less than six (6) hours of observation may complete the in-car instruction and observation in Idaho.

1.3 Student Transfers

- 1.3.1 If a student transfers out with a valid reason (illness, injury, etc.), the student list must show the student as "transferred out" to keep the permit valid. The school must hold onto the permit until that student can be "transferred in" to another class.

1.4 Failure/Removal from a Public Driver Education Program

- 1.4.1 Students may be removed from or fail a Public Driver Education program for reasons that include, but are not limited to, the following:
 - 1.4.1.1 Not having purchased a permit before any instruction takes place.
 - 1.4.1.2 Excessive tardiness or absences.
 - 1.4.1.3 Attitude and/or behavior that detracts from safe driving or a positive driver education classroom environment.
 - 1.4.1.4 Cheating (whether sharing or receiving answers or work without permission.)
 - 1.4.1.5 Violation of Idaho's alcohol/age laws during driver education, while driving or not, will cancel the instruction permit and result in failing driver education.
 - 1.4.1.6 Any violation of the driver education permit including driving without the instructor during the period of time the course is being offered.
 - 1.4.1.7 Use of a mobile or electronic device during instruction without the instructor's permission.
 - 1.4.1.8 A student in violation of any school or district policy shall not be permitted to enroll or complete driver education.

1.5 Students with Special Needs

- 1.5.1 If a student has an Individualized Education Program (IEP), the IEP team should develop goals and objectives to determine if the student will need special accommodations in driver education and training. Once enrolled, every effort should be made to adapt lesson materials to the student's specific needs (Individuals with Disabilities Education Act, IDEA; PL101-476). Students not eligible for special education services should consult with the district's school staff responsible for determining under the IDEA if the student could qualify and receive services under Section 504.
- 1.5.2 Public driver education programs will have procedures in place to assist instructors in identifying students with special needs.
- 1.5.3 The school shall provide appropriate accommodations when necessary. No accommodations can be made that compromise public safety.

2.0 PUBLIC PROGRAM INSTRUCTIONAL REQUIREMENTS

2.1 Classroom Environment

- 2.1.1 If the classroom is not located in a public school building, a *Certificate of Maximum Occupant Load* from the state fire marshal, local fire department, or local planning and zoning agency must be submitted. The classroom must, in addition to fire and safety approval, meet the standards required by the American with Disabilities Act.
- 2.1.2 The classroom environment will be conducive to learning, free from any disturbing influences and used exclusively for driver education instruction during the classroom period.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

2.2 Minimum Hours and Days

- 2.2.1 All Idaho public driver education and training courses shall include a minimum of thirty (30) clock hours of classroom instruction, six (6) clock hours of behind-the-wheel instruction and six (6) clock hours of observation.
- 2.2.2 With the exception of the approved Idaho INACOL online course, the thirty (30) clock hours of classroom instruction requires face-to-face interaction with the instructor.
- 2.2.3 Homework assignments completed outside the classroom shall not be counted in the thirty (30) clock hours of classroom instruction.
- 2.2.4 Students shall be regularly scheduled for concurrent and sequential classroom and behind-the-wheel instruction. Every student will receive instruction for the required number of hours.
- 2.2.5 Each behind-the-wheel lesson shall be taught in the classroom prior to practicing the lesson during behind-the-wheel instruction.
- 2.2.6 Classroom instruction shall not be substantially completed or completed before starting in-car practice.
- 2.2.7 Before students begin behind the wheel instruction on a public roadway, they will first be given classroom instruction for the basics of: approaching the vehicle with awareness; orientation to controls; use of vision to control the vehicle; proper use of the steering wheel; accelerator and brake control; turning left and right; signs, signals, and markings; and rules of the road.
- 2.2.8 A maximum of thirty-six (36) students shall be scheduled per class.
- 2.2.9 Classroom instruction shall not exceed ten (10) hours in a seven day period.
- 2.2.10 Classroom instruction shall not exceed three (3) hours and twenty (20) minutes per day.
- 2.2.11 Instruction shall not begin earlier than 6 a.m. or end later than 10 p.m.

2.3 Behind the Wheel Driving Time

- 2.3.1 The optimum time each student will be behind the wheel is sixty (60) minutes or less per day.
 - 2.3.1.1 When it is in the best interest of the program, students may drive a maximum of ninety (90) minutes per day in two forty-five (45) minute intervals. These intervals must be separated by a break or period of observation of at least forty-five (45) minutes.
- 2.3.2 Each student shall not receive more than three (3) hours of in-car instruction in a seven day period.
- 2.3.3 Behind the wheel lessons shall not begin earlier than 6 a.m. or end after 10 p.m.
- 2.3.4 Drive time shall not include time spent driving to pick up or drop off students unless the route meets the objective of the drive lesson.
- 2.3.5 Each drive must have specific, written objectives.
- 2.3.6 Detailed feedback will be provided to each student after each drive.

2.4 Observation Time

- 2.4.1 Students may observe from the rear seat for a maximum of three (3) hours per day.

- 2.4.2 Instructors will provide lessons to engage observing students in each drive lesson.
- 2.4.3 Students may complete the observation time with a parent or legal guardian when the instructor and parent/guardian agrees that it is in the best interest of the student.

2.5 Vehicle Occupants

- 2.5.1 Only the instructor and student driver may occupy the front seats.
- 2.5.2 In-car instruction shall include not less than two (2) or more than three (3) students in the car.
 - 2.5.2.1 While not recommended, one student may be scheduled for in-car instruction when it is determined to be in the best interest of the student. This exception shall have prior written permission from the parent or legal guardian.
- 2.5.3 No person shall occupy a rear seat unless involved as a student, parent/guardian, instructor or student enrolled in a driver education teacher preparation course, translator, administrator or designee, or supervisor of the driver-training program.

2.6 Multiple-Car Driving Range

- 2.6.1 Two (2) hours of driving on a multiple-car driving range may be substituted for one (1) hour of behind the wheel instruction. Multiple-car instruction may be substituted for not more than three (3) of the total six (6) hours required for behind-the-wheel hours.

2.7 Simulation Instruction

- 2.7.1 Simulators may be used for supplemental instruction only and not for any part of the six (6) hours of behind-the-wheel or observation time.

2.8 Distance Learning Courses

- 2.8.1 Students taking the classroom portion of Driver Education online must find and hire a local certified in-car instructor prior to beginning the course.
- 2.8.2 Students must purchase a permit before being allowed to participate in any classroom or in-car instruction.
- 2.8.3 Approved online Driver Education courses must meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho State Department of Education.

3.0 PUBLIC PROGRAM INSTRUCTOR REQUIREMENTS

3.1 Definition of a Public Driver Education Instructor

- 3.1.1 A public driver education instructor is an individual who is licensed by the Idaho State Department of Education to teach the classroom instruction and behind-the-wheel phase of driver education in the public school system.

3.2 Age

- 3.1.1 Idaho public driver education instructors must be at least twenty-one (21) years of age.

3.3 Driver's License

- 3.2.1 Applicants for an original or renewal public driver education instructor license shall possess a valid class A-D driver license and have a satisfactory driving record. A driving record will be determined satisfactory only if the applicant has not:
- received a court suspension or revocation that is not traffic related.
 - been convicted of a traffic violation that carries a mandatory suspension or revocation of the driver's license within the preceding thirty-six (36) months.
 - been convicted of more than one (1) occasion of any moving traffic violation within any twelve (12) month period of the previous thirty-six (36) months.
 - been convicted for any moving traffic violation causing a fatal traffic collision.
 - been convicted for driving while his/her driver's license was revoked or suspended within the past five (5) years.
 - been convicted for driving under the influence of a controlled substance within the past five (5) years.
- 3.2.2 Out-of-state residents working in the Idaho public school system must submit a state-issued copy of their driving record from their home state.

3.4 Education

- 3.4.1 Applicants for an original public driver education instructor license must have completed at least four (4) semester credit hours in a state-approved driver education licensing course.
- 3.4.2 Applicants for an original public license must have a valid Idaho educator credential or verified previous instructor experience.
- 3.4.3 Licensed instructors moving to Idaho from another state must take and pass the State of Idaho Driver Education Certification Exam with a grade of 80% or higher. If an applicant fails the exam, the Idaho Driver Education Licensing course must be taken.
- 3.4.4 Idaho public driver education instructors who have let their licenses lapse must either attend fifteen (15) hours of driver education professional development or take and pass the Idaho Driver Education Licensing Course's final exam with a grade of 80%, if the applicant fails the written final exam, they must retake the Idaho Driver

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

Education Licensing Course or wait to attend fifteen (15) hours of driver education professional development.

- 3.4.5 New public driver education instructor applicants must submit a sealed Idaho Transportation Department (ITD) skills test that has been administered by an ITD skills tester within the past twelve (12) months, with a passing score of not more than seven (7) penalty points. The applicant must wait three (3) days before retesting.
 - 3.4.5.1 At the discretion of the Idaho State Department of Education, a re-examination of a knowledge or skills test may be required for a license renewal.
- 3.4.6 Instructors who once had a valid teaching credential may continue to teach driver education without having to keep their teaching credential current.

3.5 Medical Examination

- 3.5.1 Public driver education and training instructors shall have a medical examination that meets the Federal Motor Carriers Safety Regulations (49 CFR 391.41-391.49).
- 3.5.2 The medical examination shall be completed within three (3) months preceding the application.
- 3.5.3 The medical examination report must indicate whether the applicant has any ailment, disease, or physical or mental disabilities that may cause momentary or prolonged lapses of consciousness or control, which is or may become chronic. Applicants must not be suffering from a physical or mental disability or disease that may prevent the applicant from maintaining reasonable and ordinary control over a motor vehicle or that could impair the applicant's ability to drive safely or instruct automobile drivers.
- 3.5.4 The medical examination must be renewed upon expiration, and a copy of the official form sent to the Idaho State Department of Education.
- 3.5.5 Public driver education instructors who cannot pass a physical may request permission to teach the classroom portion of the course only when they turn in a copy of their medical exam.

3.6 Professional Development

- 3.6.1 Public driver education instructors must complete eight (8) hours of professional development training every year. Professional development hours will be accepted if for the purpose of enhancing instructional knowledge and skills in support of teaching best practices.
- 3.6.2 Professional development training, other than state offered workshops, must be pre-approved by the Idaho State Department of Education and may be obtained through a state agency, college or university, or professional education organization. Professional development training may be selected from independent study courses and may also include Continuing Education Units (CEUs) approved by the Idaho State Department of Education.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

3.7 License Renewal

- 3.7.1 The School district must submit the Public School Annual Program Plan Packet listing all instructors to be licensed for their district to teach driver education. Instructors are licensed each July 1st for a period of twelve (12) months.
- 3.7.2 Instructors are responsible to make sure their licensing requirements, including medical exam and professional development, are current.

3.8 Criminal History Check

- 3.8.1 Anyone affiliated with teaching public driver education must have a current criminal history check on file at the Idaho State Department of Education on an official SDE form.
- 3.8.2 If an employee remains continuously employed with a district, an additional criminal history check is not required. However, when a person begins employment with another district or if there is a break in service, a new criminal history check is required.
- 3.8.3 If an instructor works for two or more districts at the same time and a criminal history check has been done within the past three (3) months, an SDE *Multiple Assignment Form* may be filled out and one background check used for all schools on the form.
- 3.8.4 An individual convicted of a misdemeanor or felony crime against a child is not eligible for public driver education licensing.
- 3.8.5 A public driver education instructor convicted of a misdemeanor or felony crime against a child will lose his or her current driver education license.

3.9 Driving Under the Influence (D.U.I.)

- 3.9.1 If a public driver education instructor is convicted of a D.U.I. while holding a public driver education instructor's license, the license will be immediately revoked for a period of not less than five (5) years from the date of conviction.
- 3.9.2 If a conviction for D.U.I. has occurred within the past five (5) years, the individual with the conviction will not be eligible for a public driver education instructor's license until five (5) years from the date of conviction.
- 3.9.3 Refusal to take an evidentiary test will result in instructor license revocation for a period of five (5) years.
- 3.9.4 An individual with more than one D.U.I. is not eligible for a public driver education instructor's license.

4.0 PUBLIC PROGRAM COURSE ADMINISTRATION

4.1 Annual Application to Operate Packet

- 4.1.1 All public driver education programs, including those contracting with a private driving school, must submit an *Annual Program Plan* to the Idaho State Department of Education for approval no less than thirty (30) days prior to the start of the first class of the fiscal year.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4.2 Student Lists

- 4.2.1 All public driver education programs must submit a *Final Student List* provided by the SDE to their local Department of Motor Vehicles (DMV) within three (3) days after a course ends.
- 4.2.2 Course end dates on the final student lists must be the same date students begin their six (6) months of supervised driving.

4.3 Reimbursement

- 4.3.1 All public driver education programs must report all income generated by student fees and district expenses to the Idaho State Department of Education on the *Reimbursement Form*.
- 4.3.2 Public School Programs may choose to file a claim for reimbursement within forty-five (45) days after each class ends or submit all classes at once, annually.
- 4.3.3 Claims for reimbursement must include final student lists with instructors signature for each course taught.
- 4.3.4 Any public driver education program that fails to meet the standards within this document shall not be entitled to reimbursement.
- 4.3.5 Public school districts may include the cost of instructor training and required medical examinations for its instructors on their *Reimbursement Form*.
- 4.3.6 Two or more districts may cooperate in offering driver education and training. However, only one school district may submit a *Reimbursement Form*. All adjustments for payment of expenses will be between the cooperating districts.
- 4.3.7 If a student fails, the student can re-enroll in another class, providing the student purchases a new Driver-Training Permit. The student may again be added to another *Reimbursement Form*.
- 4.3.8 Public schools are eligible for full reimbursement at the current rate for each student that completes the required thirty (30) hours of classroom, six (6) hours of driving, and six (6) hours of observation.
- 4.3.8.1 Public schools will be reimbursed half the current reimbursement rate for students who complete more than fifteen (15) but fewer than thirty (30) hours of classroom.
- 4.3.9 Claims for on-line classroom reimbursement must be an approved online Driver Education course that meet or exceed the INACOL standards (International Association for K-12 Online Learning) for online learning and be approved by the Idaho State Department of Education.

4.4 Students outside a School District

- 4.4.1 Students enrolled in any Idaho public school district may enroll in driver education and training outside their home district with approval from both districts.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

4.5 Student Records

- 4.5.1 At the end of the course, the student's driving logs shall be included in the student's record and maintained by the school. All original student records shall be maintained for a minimum of five years, including students who passed, failed, withdrew, cancelled or transferred. Each student's record shall include:
- student's full name, address, telephone number;
 - driver training permit number;
 - attendance records;
 - behind-the-wheel driving log;
 - quizzes and tests grade results;
 - final grades.
- 4.5.2 Students will be given a certificate of completion upon passing a public Idaho driver education course.
- 4.5.3 Original student records shall be made in ink and updated after each lesson.
- 4.5.4 The original records shall be made available to the Idaho State Department of Education upon request.
- 4.5.5 Loss, mutilation, or destruction of records must be reported immediately to the Idaho State Department of Education by affidavit, stating the date the records were lost, destroyed, or mutilated; the circumstances involving the loss, destruction or mutilation; the agency to which it was reported, name of the law enforcement officer or fire department official, case number, and the date of the report.

4.6 Collision/Incident Report

- 4.6.1 Within two (2) weeks following any incident involving a public driver training vehicle, the school district must submit a current SDE *Collision/Incident Report Form* to the Idaho State Department of Education.
- 4.6.2 All driver training vehicles involved in a collision will be required to file a report with the appropriate police agency. The school district will provide a copy of the police report to the Idaho State Department of Education.
- 4.6.3 Any student driver who is convicted of a traffic violation resulting in a crash while holding a driver education permit may have their permit revoked. If the license is revoked, the student must purchase another permit and take the class at a later date.

4.7 Driving Logs

- 4.7.1 A driving log for each student shall be maintained by the instructor and include the following minimum information: (1) student name, (2) driver training permit number, (3) home phone number, (4) emergency contact name and phone number, (5) instructor's name, (6) date and clock time of each drive, (7) skills taught, (8) driving time, (9) instructor remarks, (10) student initials verifying time/date for each drive and observation, (11)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

final behind-the-wheel grade, (12) total driving time, and (13) special accommodations if used (hand controls, a seat cushion, etc.).

4.8 Instructor Cell Phone and Mobile Device Use During Instruction

4.8.1 Instructor cell phone use while a student is driving shall be limited to emergency purposes only.

4.9 Assessments

4.9.1 The standards for passing a public driver education and training program shall be clearly set forth in writing to students prior to starting the course of instruction.

4.9.2 Students shall be assessed in the following three (3) areas: knowledge, skills, and attitude. A student who fails in any one of these three areas shall fail the entire course.

4.9.3 Each student shall be assessed for knowledge and understanding of the classroom lessons with quizzes that require students to list, define, describe, identify, demonstrate, explain, compare, predict, estimate, or solve.

4.9.4 Successful completion for the course is earning a grade of 80% or higher.

4.9.5 A final knowledge test will be administered at the completion of the course.

4.9.6 A final behind-the-wheel skills test will be administered that measures the essential skills required for operating a motor vehicle safely on public roadways.

4.10 Parental Involvement

4.10.1 Contact with each student's parent or guardian is required at least once during the course.

4.10.1.1 Contact may be by phone, email, mail, or in person for on-line classes.

4.10.1.2 Instructors will conduct at least one parent night with each driver education class. Parents/Guardian must attend prior to the student receiving their supervised instruction permit.

4.11 Make-Up Policy

4.11.1 The school will have a written policy for missed coursework and driving.

4.11.2 A make-up policy shall ensure that all required hours of instruction and course content are completed. Students will not be allowed to make up missed lessons in a scheduled classroom session unless the lesson missed is being taught. Make-up lessons may be provided on an individual basis.

4.11.3 The school may charge an extra fee for missed coursework and driving.

4.12 Curriculum

STATE DEPARTMENT OF EDUCATION

AUGUST 14, 2014

- 4.12.1 An Idaho public driver education and training program's classroom and behind the wheel essential knowledge and skills shall meet or exceed those in the most recent *Idaho Public Driver Education Curriculum Guide*.
- 4.12.2 Idaho public driver education programs may create their own curricular materials as long as they meet or exceed the most recent *Idaho Public Driver Education Curriculum Guide*.
- 4.12.3 Idaho public driver education programs must meet or exceed the most current *Idaho Teen Driver Education and Training Program Content Standards and Benchmarks*.
- 4.12.4 The *Idaho Public Driver Education Curriculum Guide* will be based on nationally accepted standards and best practices.
- 4.12.5 A school's curriculum may be audited as part of a regular review.

4.13 Lesson Plans

- 4.13.1 Each instructor shall have lesson plans for the lesson they are teaching in the classroom and/or behind the wheel based upon the program's approved curriculum content outline. Lesson plan content shall meet or exceed the most current *Idaho Public Driver Education Curriculum Guide*.

4.14 Student Instructional Materials

- 4.14.1 Each student shall have access to instructional materials to read and study during the course. The instructional material shall be equal to or exceed the content of current state-adopted driver education textbooks and be compatible with the school's curriculum content outline.
- 4.14.2 Textbooks, if used, shall be selected from the list adopted by the Idaho State Department of Education.

4.15 Idaho Driver's Manual

- 4.15.1 Each student shall have access to a current copy of the *Idaho Driver's Manual*. The manual shall not be used as the only source of instructional material, but shall be used as an aid for instruction on Idaho's traffic laws, rules of the road, driver licensing and vehicle registration.

4.16 Practice Guide/Log

- 4.16.1 Each student and their parent or legal guardian shall be informed of the requirements of the Graduated Driver Licensing laws and provided a *Supervised Driving Guide Book* and driving log for their use during the required six (6) months of the Graduated Driver Licensing practice period.

5.0 PUBLIC DRIVER EDUCATION VEHICLE REQUIREMENTS

5.1 Vehicle Type

- 5.1.1 Only passenger vehicles may be used. All motor vehicles used for in-car instruction shall be properly registered in compliance with the Idaho Transportation Department's vehicle registration laws and be maintained in safe operating condition.

5.2 Vehicle Use

- 5.2.1 If any of the mileage will be included for reimbursement and a vehicle is not used exclusively for driver training, the school will maintain a mileage log. The log will remain on file with the driver education program's expenses.

5.3 Annual Vehicle Inspection

- 5.3.1 Before a vehicle is used for instruction, a certified mechanic must inspect the vehicle using the *Vehicle Inspection Form* provided by the Idaho State Department of Education.
- 5.3.2 Vehicles not passing the inspection shall be placed out of service until the needed repairs are made and the vehicle is re-inspected by a certified mechanic using the *Vehicle Inspection Form*.
- 5.3.3 Annual inspections expire on June 30 each year.
- 5.3.4 Inspections serve to verify the integrity of the vehicle's critical safety components that are necessary to ensure that the vehicle is in safe operating condition.
- 5.3.5 Following any motor vehicle crash involving the vehicle, the public driver training school shall withdraw the vehicle from the fleet and not use it for instruction until it has passed a new mechanical inspection. This new inspection must be submitted to the Idaho State Department of Education before the vehicle can be returned to service.
- 5.3.6 Mechanics may use the *Vehicle Inspection Form* provided by the Idaho State Department of Education or their own, provided it meets or exceeds the inspection standards recommended by the American Association of Motor Vehicle Administrators.
- 5.3.7 A dual brake must be included in the inspection.
- 5.3.8 A copy of the Annual Vehicle Inspection must be included in the Annual Program Plan.

5.4 Required Vehicle Equipment

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- 5.4.1 All motor vehicles used to practice driving lessons shall be equipped with a dual control brake pedal within easy reach of the instructor and capable of bringing the vehicle to a stop in accordance with Idaho Code §49-933(7).
- 5.4.2 Driver training vehicles shall be equipped with:
 - Operating safety belts and all occupants in the driver-training vehicle shall be properly secured in a safety belt when the vehicle is moving.
 - An inside rear view mirror for the exclusive use of the instructor.
 - Side-view mirror on each side of the vehicle, adjusted for the driver's use.
- 5.4.3 Signs and/or lettering that can be seen from outside the vehicle to the rear and both sides of the vehicle.
 - 5.4.3.1 The signs and/or letters will be of contrasting colors so as to be clearly readable at one hundred feet in clear daylight.
 - 5.4.3.2 Signs and/or lettering to the rear and sides will have "STUDENT DRIVER," "DRIVER EDUCATION," or "DRIVING SCHOOL" with not less than 2 ½ inch high lettering.
 - 5.4.3.3 Signs and/or lettering to both sides of the vehicle will have the name of the school or school district with not less than two-inch (2) high lettering.
 - 5.4.3.4 All signs and/or lettering must be safely secured while the vehicle is in motion.
 - 5.4.3.5 When replacing worn or installing new signs, the lettering will comply with these standards.
- 5.4.4 Vehicles used on a multiple car, off-street "range" are not required to be equipped with a dual control brake, car signage, or rear-view mirror for the instructor.

5.5 Vehicle Insurance

- 5.5.1 Insurance coverage shall be maintained in full force and effect while the vehicle is used for driver training and will meet the requirements in Idaho Statute §6-924. The current statute states the policy will have a limit of not less than \$500,000 for bodily or personal injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants.

6.0 MONITORING AND REVIEWING PUBLIC DRIVER EDUCATION PROGRAMS

- 6.1 The Idaho State Department of Education may review public driver education classroom and behind-the-wheel instruction and program records for compliance with department instructional, statutory, and regulatory requirements.
- 6.2 Complaints against a public driver education program or instructor will result in an investigation and/or compliance review.
- 6.3 Reviewed public schools and/or instructors will be given feedback in areas they are doing well in and areas they can improve in.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- 6.4 Public schools and/or instructors that are out of compliance with policy will be put on an improvement plan that provides the support and time necessary to make the suggested or required changes that come from a review.
- 6.5 Public schools and/or instructors that refuse or fail to make the necessary changes to be in compliance within the agreed upon timeframe will not be eligible for reimbursement or be able to offer a program until they are back in compliance.

7.0 PUBLIC SCHOOL DISTRICTS CONTRACTING WITH A PRIVATE DRIVING SCHOOL

- 7.1 Public school districts may contract with a private driving school to provide a driver education and training program. ~~To qualify for reimbursement, the district~~ A public school district that qualifies for reimbursement shall have a written contract with the approved private driving school to provide classroom instruction and/or behind-the-wheel instruction. The contract will specify the responsibilities of each party, and be renewed annually. If the value of the contract is in excess of twenty-five thousand dollars (\$25,000) in a fiscal year the school district must procure such services in accordance with Idaho Code 67-2801 through 67-2809.
- ~~7.1.1~~ ~~Contracts must be renewed annually.~~
- 7.2 A copy of the contract shall be included in the annual program plan submitted by the school district to the Idaho State Department of Education at least thirty (30) days prior to a program starting for that fiscal year.
- ~~7.3~~ To be eligible for reimbursement the public school must show a direct expense equal to or greater than the reimbursable amount of \$125 per student and/or show the contractor has a reduced fee for instruction more than or equal to \$125.00 per student. The students' driver education instruction fees must be paid directly to the public school that is requesting reimbursement.
- ~~7.3~~ 7.4 The school district is responsible for ensuring that the contractor is teaching content that meets or exceeds the Idaho State Board of Education approved public driver education content standards and benchmarks.
- ~~7.4~~ 7.5 All private contractors must have a valid license as issued by the Idaho Driving Businesses licensure board.
- ~~7.5~~ 7.6 All record keeping and required reporting to the Idaho State Department of Education shall be completed by the school district.
- ~~7.6~~ 7.7 All student records are the property and responsibility of the school district.
- ~~7.7~~ 7.8 In accordance with the state statute 33-512, schools districts shall ensure that all private driver education instructors who are contracting with a public school and who will have unsupervised contact with students, have a current criminal history check on an official SDE fingerprint card on file at the Idaho State Department of Education. School districts will also be responsible for cross-checking all private driver education instructors working as contractors for the school district against the statewide sex offender register.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to the State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 3326800, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

SUBJECT

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

Proposed standards revisions to the Idaho Standards for Operating procedures
for Idaho Public Driver Education Programs.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1701 through 33-1708, Idaho Code

BACKGROUND/DISCUSSION

A public school district may contract with an approved private driving school to provide a driver education program. In order to assure a quality program, maintain student records and proper reporting to the Idaho State Department of Education, specific wording is being added to the standards regarding contracting.

In the accounting process for fiscal year 2014 it has come to the Department's attention that the rules governing school districts contracting with private driving schools needs to be more specific. We have found several public schools that were not properly bidding their driving education contracts and in most cases not bidding the contract. During the auditing process it was also found that private companies claiming state funds were not holding classes at the contracting public school, not instructing students enrolled at the contracting school, and directly collecting funds from the student.

The intent of state reimbursement for \$125 per student for driver education is to reduce the cost to parents by offsetting the expense the public school incurs that is providing the program. By adding more specific language in the rule the Idaho State Department of Education can guarantee the funding will be used for a public school that incurs an expense for the program and/or directly reduces the fee to parents, thereby making driver education more accessible to all teens.

ATTACHMENTS

Attachment 1 – Temporary Rule changes to IDAPA 08.02.02.004.03, Rules
Governing Uniformity Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules must meet one of three requirements, conveying a benefit, for public good or safety, or to come into compliance with a State or Federal law or requirement. Temporary rules take effect once they are approved by the Board or at a time specified by the Board at the time of approval, they have no public comment period prior to taking effect. The Department would like to implement the proposed changes to the Procedures for Drivers Education Program standards on approval of the Board and is promulgating a separate Temporary Rule to that effect. The changes to the Standards for Initial Certification do not

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

meet the requirements of a Temporary rule, thereby requiring the Proposed and Temporary rule to be approved separately.

BOARD ACTION

I move to approve the Temporary Rule amendment to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.

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

(3-20-14)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on August 15, 2013 August 14, 2014. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/driver_edu/forms_curriculum.htm.
(3-20-14)()

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

SUBJECT

Proposed Rule - IDAPA 08.02.02.027, .028, .030, .047, .076 Rules Governing Uniformity.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1254, 33-1258, and 33-114, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

08.02.02.027.01 PUPIL PERSONNEL SERVICES CERTIFICATE Counselor Endorsement (K-12). 08.02.02.028.02, Early Childhood Special Education Endorsement (Pre-K-3), Hearing Impairment Endorsement (K-12), Visual Impairment Endorsement (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. The following endorsements were reviewed by committees of content experts in the fall of 2013 and the spring of 2014 and are ready for submission: School Counselor, Special Education Blind & Visually Impaired, and Special Education Hearing Impaired. 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 endorsement revisions including renaming the Hearing Impaired standards and endorsement to Deaf/Hard of Hearing to more accurately reflect medical and field terminology.

08.02.02.030. SUPERVISOR/COORDINATOR OF SPECIAL EDUCATION ENDORSEMENT.

This section of rule is being removed. There are no state approved preparation standards for this endorsement, nor are any Idaho Higher Education Institutions preparing candidates to fill this endorsement.

08.02.02.047. ALTERNATIVE AUTHORIZATION – PUPIL PERSONNEL SERVICES.

This clarification to rule is necessary in order to reflect the addition of the Interim Speech Language Pathologist endorsement and to clarify that districts do not need to declare an emergency to request alternative authorization for these interim certificates.

08.02.02.076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

This clarification to rule is necessary to increase clarity regarding the types of inappropriate images covered under this rule.

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

IMPACT

Approval of the proposed changes will update language used in describing the endorsements and update requirements with current best practices. Additional changes to the ethics section add greater clarity to Principle II and Principle X.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02.027, .028, .030, .047, 076.

Page 3

BOARD ACTION

I move to approve the Proposed rule amendments to IDAPA 08.02.02.027, .028, .030, .047, .076 Rules Governing Uniformity, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

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. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). 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: (3-29-12)

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)

d. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-29-12)

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

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

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

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: (4-4-13)

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. Deaf/Hard of Hearing Impairment Endorsement (K-12). Completion of a minimum of thirty-~~three~~ (303) semester credit hours in the area of deaf/hard of hearing impairment with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Deaf/Hard of Hearing Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)(- -)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- 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-~~three~~ (30) semester credit hours in the area of ~~Deaf/Hard 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)~~
- 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. (- -)
- ~~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)(- -)~~
- d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (- -)

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. 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). (4-4-13)

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)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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), 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: (4-4-13)

- i. Assessment of learning behaviors; (4-4-13)
- ii. Individualization of instructional programs based on educational diagnosis; (4-4-13)
- iii. Behavioral and/or classroom management techniques; (4-4-13)
- iv. Program implementation and supervision; (4-4-13)
- v. Knowledge in use of current methods, materials and resources available and management and operation of media centers; (4-4-13)
- vi. Ability in identifying and utilizing community or agency resources and support services; and (4-4-13)
- vii. Counseling skills and guidance of professional staff. (4-4-13)

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. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4-4-13)

- i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)
- 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: (4-4-13)
 - (1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)
 - (2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)
 - (3) Promoting Professional Learning for Continuous Improvement; (4-4-13)
 - (4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)
 - (5) Using Assessments and Data for School and District Improvement; (4-4-13)
 - (6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)
 - (7) Advocating for Student Learning and the Profession. (4-4-13)

d. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (4-4-13)

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)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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. 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: (4-4-13)

i. Structural Components of Mathematics; (4-4-13)

ii. Modeling, Justification, Proof and Generalization; (4-4-13)

iii. Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (4-4-13)

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

c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4-4-13)

i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)

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: (4-4-13)

(1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)

(2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)

(3) Promoting Professional Learning for Continuous Improvement; (4-4-13)

(4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)

(5) Using Assessments and Data for School and District Improvement; (4-4-13)

(6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)

(7) Advocating for Student Learning and the Profession. (4-4-13)

d. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (4-4-13)

030. ~~SUPERVISOR/COORDINATOR OF SPECIAL EDUCATION ENDORSEMENT. (RESERVED)~~

~~**01. Special Education Support.** Supervisors/coordinators of special education support the district administrative team in ensuring that district practice is in compliance with the requirements of the Individuals with Education Disabilities Act. The assigned duties may include the evaluation of related services staff; supervision of the operations of special education programs within a school district; technical assistance and training to district staff and parents; assistance with student placement decisions; and representation for the school district regarding special education matters with other agencies and with the State Department of Education. (4-11-06)~~

~~**02. Endorsement.** To be eligible for this endorsement on the Standard Exceptional Child Certificate or the Pupil Personnel Certificate endorsed for School Psychologist, Speech Language Pathologist or Social Worker, a candidate must complete a master's degree program; have verification of a minimum of three (3) years of experience in a special education setting; and obtain college or university verification of demonstrated competencies~~

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

~~in special education administration, supervision of instruction and counseling parents of exceptional children.~~

(4-11-06)

031. JUNIOR RESERVED OFFICER TRAINING CORPS (JUNIOR ROTC) INSTRUCTORS.

01. List of Names. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (4-11-06)

02. Notarized Copy. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (4-11-06)

03. Authorization Letter. Upon receiving the items identified in Subsections 031.01 and 031.02, the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (4-11-06)

032. POSTSECONDARY SPECIALIST.

A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-26-08)

01. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-26-08)

02. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-26-08)

03. Qualifications. The candidate must: (3-26-08)

a. Hold a masters degree or higher in the content area being taught; (3-26-08)

b. Be currently employed by the post secondary institution in the content area to be taught; and (3-26-08)

c. Complete and pass a criminal history check as required according to Section 33-130, Idaho Code. (3-26-08)

033. ONLINE TEACHER ENDORSEMENT (PRE-K-12).

01. Online-Teacher Endorsement. To be eligible for an Online-Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements: (4-7-11)

a. Meets states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (4-7-11)

b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (4-7-11)

c. Has completed (completes) an eight (8) week online teaching internship in a Pre-K-12 program, or have one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. (4-7-11)

d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

equivalent. (4-7-11)

02. Proficiency in Idaho Standards for Online Teachers. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (4-7-11)

- a. Knowledge of Online Education and Human Development; (4-7-11)
- b. Facilitate and Inspire Student Learning and Creativity; (4-7-11)
- c. Design and Develop Digital-Age Learning Experiences and Assessments Standards; (4-7-11)
- d. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (4-7-11)
- e. Engage in Professional Growth and Leadership. (4-7-11)

034. CERTIFICATION STANDARDS FOR PROFESSIONAL-TECHNICAL EDUCATORS.

Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Secondary Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional-Technical Education, and application processes are managed by the Division of Professional-Technical Education. (3-16-04)

035. DEGREE BASED PROFESSIONAL-TECHNICAL CERTIFICATION.

01. Teacher Preparation Through Degreed Program. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Science; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four-thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization. (3-16-04)

02. Professional-Technical Administrator Certificate. The Professional-Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional-technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional-Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional-Technical Education. (3-16-04)

a. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary teaching credential; (3-16-04)

b. Provide evidence of a minimum of three (3) years' teaching in an occupational discipline; (3-16-04)

c. Hold a masters degree; and, (3-16-04)

d. Completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional-technical education; administration of personnel; and legal aspects of professional-technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

evaluation.

(3-16-04)

e. To renew the Professional-Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional-technical teachers. (3-16-04)

03. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-16-04)

04. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional-Technical Education; and Theories of Occupational Choice. (3-16-04)

036. INDUSTRY BASED PROFESSIONAL-TECHNICAL CERTIFICATION.

Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations Education and to Trades & Industry Education; specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional-technical educators who teach courses to 9-12 students. (3-16-04)

01. General Requirements. Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-16-04)

a. Have sixteen-thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional-technical education program. (3-16-04)

b. Have a bachelor's degree in the specific occupation or related area, plus six-thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (3-16-04)

c. Meet one (1) of the following: (3-16-04)

i. Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; (3-16-04)

ii. Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or (3-16-04)

iii. Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-16-04)

02. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching trades and health occupations in public schools. The certificate is valid for three (3) years. (3-16-04)

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

a. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional-Technical Education and an approved course in professional technical methods and student assessment. (3-16-04)

b. Complete a new-teacher induction workshop at the state or district level. (3-16-04)

c. File a Professional Development Plan with the State Division of Professional-Technical Education. (3-16-04)

d. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education. (3-16-04)

03. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and file of a Professional Development Plan for the next certification period. (3-16-04)

04. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who meet all the requirements outlined below: (3-16-04)

a. Meet the requirements for the Standard Occupational Specialist Certificate; (3-16-04)

b. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-16-04)

c. File a new Professional Development Plan for the next certification period. (3-16-04)

d. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period. (3-16-04)

037. -- 041. (RESERVED)

042. ALTERNATE ROUTES TO CERTIFICATION.

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. (4-4-13)

043. ALTERNATIVE AUTHORIZATION -- TEACHER TO NEW CERTIFICATION.

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)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

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.

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 have completed all of the requirements of a Bachelor's degree except the student teaching or practicum portion. (4-4-13)

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)

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

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. NON-TRADITIONAL ROUTE TO TEACHER CERTIFICATION.

An individual may acquire interim certification as found in Section 015 of these rules through an approved non-traditional route certification program. (3-20-14)

01. Approval of the Program. The State Board of Education must approve any non-traditional route to teacher certification. The program must include, at a minimum, the following components: (3-20-14)

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 non-traditional route to an interim Idaho Teacher Certification. (3-20-14)

03. Requirements for Completion. To complete this non-traditional route, the individual must: (3-20-14)

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 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 complete the mentoring program during the term of the interim certificate. 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. (3-20-14)

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 non-traditional route may be used for first-time

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

certification, subsequent certificates, and additional endorsements.

(3-20-14)

046. (RESERVED)

047. ALTERNATIVE AUTHORIZATION - PUPIL PERSONNEL SERVICES.

The purpose of this alternative authorization is to allow Idaho school districts to request ~~emergency~~ endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for ~~this~~ these endorsements are already defined in Subsection 027.034 and 027.08 respectively, of these rules. ~~(4-2-08) (- -)~~

01. Term of Validity. Alternative authorization in this area is valid for three (3) years and will be reviewed annually and is nonrenewable. (4-2-08)

02. Initial Qualifications. The applicant must complete the following: (4-2-08)

a. Prior to application, a candidate must hold a Masters degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (4-2-08)

b. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

03. Alternative Route Preparation Program. (4-2-08)

a. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. (4-2-08)

b. The 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. (4-2-08)

c. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

d. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

048. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

01. Application for Idaho Certificate. To obtain, renew, or reinstate an Idaho certificate, the applicant will submit an application on a form supplied by the State Department of Education or the State Division of Professional-Technical Education. (3-16-04)

02. State Board of Education Requirements for Professional Growth. (4-1-97)

a. Credits taken for recertification must be educationally related to the professional development of the applicant. (4-1-97)

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

b. Graduate or undergraduate credit will be accepted for recertification. Credit must be college transferable and completed through an accredited college or university. (4-1-97)

c. All requests for equivalent inservice training to apply toward recertification must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Professional-Technical Specialist Certificates must receive State Division of Professional-Technical Education approval of inservice training and course work prior to applying for renewal. (3-16-04)

d. At least fifteen (15) hours of formal instruction must be given for each hour of inservice credit granted. (4-1-97)

e. Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

f. Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement. (4-1-97)

g. All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (5-8-09)

h. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (5-8-09)

03. State Board of Education Professional Development Requirements. (4-1-97)

a. Districts will have professional development plans. (4-1-97)

b. All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-1-97)

c. At least three (3) semester credits will be taken for university or college credit. Verification will be by official transcript. (4-1-97)

061. -- 065. (RESERVED)

066. FEES.

The state department of education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: (3-16-04)

01. Initial Certificate. All types, issued for five (5) years -- seventy-five dollars (\$75). (3-16-04)

02. Renewal Certificate. All types, issued for five (5) years -- seventy-five dollars (\$75). (3-16-04)

03. Alternate Route Authorization. All types, issued for one (1) year -- one hundred dollars (\$100). (3-16-04)

04. Additions or Changes During the Life of an Existing Certificate. Twenty-five dollars (\$25). (3-16-04)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

05. To Replace an Existing Certificate. Ten dollars (\$10). (3-16-04)

067. -- 074. (RESERVED)

075. FINGERPRINTING AND CRIMINAL HISTORY CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).

All certificated and noncertificated employees and other individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a criminal history check. (4-9-09)

01. Definitions. (4-9-09)

a. Applicant. An individual applying for Idaho Certification or a certificated or non-certificated individual applying for employment. (4-9-09)

b. Break-in-Service. A voluntary or involuntary termination in employment, including retirement. (4-9-09)

c. Candidate. An individual attending a postsecondary program. (4-9-09)

d. Certificated Employee. An individual who holds an Idaho education certificate and is employed in a certificated position in a LEA. (4-9-09)

e. Contractor. An agency, company/business, or individual that has signed a contract or agreement to provide services to an LEA and private or parochial school. (4-9-09)

f. Conviction. The final judgment on a verdict or finding of guilty, a plea of guilty, a plea of nolo contendere, or the sentence has been suspended, deferred, or withheld on a felony or misdemeanor as defined by Section 18-110 and Section 18-111, Idaho Code. (4-9-09)

g. Criminal History Check (CHC). A ten (10) finger fingerprint process to determine if an applicant has criminal arrests and convictions in Idaho, any other state, or applicable jurisdictions. (4-9-09)

h. Criminal History Check Result. Information resulting from processing fingerprints through the databases maintained by the Bureau of Criminal Identification (BCI), Federal Bureau of Investigation (FBI) and the Idaho Statewide Sex Offender Registry. (4-9-09)

i. Irregular Contact. Contact that is not on a daily or weekly basis, or has a regular scheduled interaction with students. (4-9-09)

j. Multiple Assignments. When an individual works in two or more LEAs or an LEA and private school simultaneously. (4-9-09)

k. Non-Certificated Employee. An individual employed in a non-certificated position. (4-9-09)

l. Open Date. The date a fingerprint card or scan is entered into the database as an electronic file. (4-9-09)

m. Rejected Fingerprint Cards. A fingerprint card that has been returned by the BCI, FBI or SDE for poor quality prints, lack of signature, card being older than six (6) months, or other incomplete information. (4-9-09)

n. Scan. The process of capturing an individual's fingerprints by an electronic process. (4-9-09)

o. Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of a school district employee on a continuing basis in a K-12 setting. This includes contact or interaction with students in scheduled school activities that occur outside of the school or outside of normal school hours. This

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

excludes extra-curricular trips of one-day length starting during the school day. (4-9-09)

02. Fee. The SDE shall charge a forty dollars (\$40) fee for undergoing a criminal history check. (4-9-09)

03. Rejected Fingerprint Cards or Scans. (4-9-09)

a. When a fingerprint card has been rejected a new completed fingerprint card is required. (4-9-09)

b. The rejected fingerprint card will be sent back to the originating LEA, private or parochial school, contractors, postsecondary program, or individual. (4-9-09)

c. A new fingerprint card must be completed by a law enforcement agency to ensure legible fingerprints. Both the rejected fingerprint card and the new fingerprint card must be returned to the SDE within twenty (20) calendar days. (4-9-09)

d. If the new fingerprint card and rejected fingerprint card are returned after the twenty (20) calendar day time period a forty dollar (\$40) fee is required to be paid. (4-9-09)

04. Secured CHC Website. The SDE will maintain a CHC website listing the CHC results. The LEA, private or parochial school, contractor or postsecondary program may view the results or status of an applicant, employee or candidate. (4-9-09)

a. Upon a signed agreement the SDE will issue a password to access the CHC website. (4-9-09)

b. Each LEA, private or parochial school, contractor and postsecondary program will have access to the CHC secure site listing their employees, statewide substitute teacher list, newly certified list and student teacher list. (4-9-09)

05. Fingerprinting & Criminal History Checks. (4-9-09)

a. The SDE will maintain a list of newly certificated educators. Educators stay on this list for one (1) year from their individual open date. Educators on this list may be employed by a LEA without a new CHC. (4-9-09)

b. The SDE will make the final determination if an applicant is eligible for Idaho certification. (4-9-09)

c. If the SDE makes a determination that the applicant is not eligible for Idaho certification, the SDE may deny the applicant Idaho certification. Upon receiving the written denial the applicant may request a hearing pursuant to Section 33-1209, Idaho Code. (4-9-09)

06. Non-Certificated Employees. Non-certificated employees are required to complete a CHC pursuant to Section 33-130, Idaho Code. The CHC results will be posted on the CHC website for their employer to review. (4-9-09)

07. Substitute Teachers. Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a criminal history check. The SDE shall maintain a statewide substitute teacher list. To remain on the list a substitute teacher shall undergo a criminal history check every five (5) years in accordance with Section 33-512, Idaho Code. Substitute teachers on the list do not need to complete a multiple assignment form nor are subject to break in service provisions. (4-9-09)

08. Break In Service. (4-9-09)

a. When an employee returns to any LEA after a break in service a new criminal history check must be completed. (4-9-09)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

b. When an employee changes employment between LEAs a new CHC must be completed regardless of the most recent CHC. (4-9-09)

09. Postsecondary. (4-9-09)

a. The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for student teaching, internships or practicum. (4-9-09)

b. The SDE will make a preliminary determination based on the CHC result if the candidate is eligible for certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility of their candidate. (4-9-09)

c. The SDE will move a candidate from the student teacher list to the newly certified list when an application for certification is approved. (4-9-09)

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

01. Aspirations and Commitments. (3-20-04)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-20-14)

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-20-14)

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

set forth in Section 33-1208, Idaho Code. (3-20-14)

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)
- b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)
- c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)
- d. Committing any act of harassment as defined by district policy; (4-11-06)
- e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-20-14)
- f. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases); (3-20-04)
- g. Taking or possessing ~~inappropriate~~ images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; ~~(3-20-14)~~ (- -)
- h. Inappropriate contact with any minor or any student regardless of age using electronic media; (4-11-06)
- i. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-20-14)
- j. Conduct that is detrimental to the health or welfare of students; and (3-20-14)
- k. Deliberately falsifying information presented to students. (3-20-14)

04. Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)
- b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)
- c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)
- d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4-11-06)
- e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)

05. Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Fraudulently altering or preparing materials for licensure or employment; (3-20-04)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)

d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-20-14)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (4-11-06)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (3-20-14)

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-20-14)

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-20-14)

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-20-14)

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)

b. Failure to account for school funds collected from students, parents, or patrons; (3-20-14)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)

e. Use of school property for private financial gain; (3-20-14)

f. Use of school computers to deliberately view or print pornography; and, (3-20-04)

g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

07. Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-14)

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-20-14)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-20-14)

08. Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-20-14)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

09. Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-14)

a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency; (3-20-04)

b. Willfully refusing to perform the services required by a contract; and, (3-20-04)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-20-14)

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (4-11-06)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-20-14)

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

b. Committing any act of harassment toward a colleague; (4-11-06)

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)

d. Using institutional privileges for the promotion of political candidates or for political activities,

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

except for local, state or national education association elections; (4-11-06)

- e. Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)

f. Taking or possessing ~~inappropriate~~ images (digital, photographic or video) of colleagues of a
harassing, confidential, or sexual nature; ~~(3-20-14)~~ (- -)

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

SUBJECT

Proposed Rule IDAPA 08.02.02.120, .121 – Rules Governing Uniformity - Educator Evaluations

REFERENCE

August 15, 2013

Board approved revisions to IDAPA 08.02.02.120, and addition of .121 - Educator Evaluations

October 18, 2012

Board approved of ESEA Waiver

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02.120, .121

BACKGROUND/DISCUSSION

In August 2014, the Board approved revisions in IDAPA 08.02.02.120 and a new section of rule, IDAPA 08.02.02.121, in order to meet the required elements of teacher and principal evaluation models in Principle 3 of the ESEA Waiver.

In an effort to clarify the intent of the rule as well as meet the needs of varying situations, the following revisions are proposed for Board approval:

- In IDAPA 08.02.02.120, include the option of one (1) classroom observation in situations where the teacher is unavailable for two (2) classroom observations.
- In IDAPA 08.02.02.121, clarify those responsible for measuring teacher performance.

IMPACT

If the State Board of Education does not approve the changes, Idaho school administrators will be required to include two (2) classroom observations regardless of the situation and specific administrator staff will not be identified as responsible for measuring teacher performance.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.02.02.120, .121 Page 3

BOARD ACTION

I move to approve Proposed Rule amendments to IDAPA 08.02.02.120, .121 as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

120. LOCAL DISTRICT EVALUATION POLICY -- TEACHER AND PUPIL PERSONNEL CERTIFICATE HOLDERS.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-20-14)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a.** Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional Outcomes; (3-20-14)
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. Designing Student Assessments. (3-29-12)
- b.** Domain 2 - The Classroom Environment: (3-29-12)
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- c. Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating with Students; (3-29-12)
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. Using Assessment in Instruction; and (3-29-12)
 - v. Demonstrating Flexibility and Responsiveness. (3-29-12)
- d. Domain 4 - Professional Responsibilities: (3-29-10)
 - i. Reflecting on Teaching; (3-29-10)
 - ii. Maintaining Accurate Records; (3-29-10)
 - iii. Communicating with Families; (3-29-10)
 - iv. Participating in a Professional Community; (3-29-12)
 - v. Growing and Developing Professionally; and (3-29-10)
 - vi. Showing Professionalism. (3-29-10)

02. Professional Practice. For evaluations conducted on or after July 1, 2013, all certificated instructional employees must receive an evaluation in which at least sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition. The measures included within the Professional Practice portion of the evaluation shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations due to situation such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations: (3-20-14)

- a. Parent/guardian input; (3-20-14)
- b. Student input; and/or (3-20-14)
- c. Portfolios. (3-20-14)

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-20-14)

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 16. Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (3-20-14)

05. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement. (3-20-14)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For certificated instructional staff, a minimum of two (2) documented classroom observations shall be included as one (1) source of data. At least one (1) of those observations must be completed prior to January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations due to situation such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. Parent/guardian input, student input and/or portfolios shall be considered as sources of data to support professional practice. (3-20-14)()

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (3-20-14)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings. (3-20-14)

n. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 1, 2013, districts shall have established an individualized teacher evaluation rating system with a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including: (3-20-14)

i. Unsatisfactory being equal to "1"; (3-20-14)

ii. Basic being equal to "2"; and (3-20-14)

iii. Proficient being equal to "3". (3-20-14)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan. (3-20-14)

06. Evaluation Policy - Frequency of Evaluation. The evaluation policy shall include a provision for evaluating all certificated personnel on a fair and consistent basis. (3-20-14)

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

rankings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and pupil personnel certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)

121. LOCAL DISTRICT EVALUATION POLICY - SCHOOL PRINCIPAL.

For principal evaluations conducted on or after July 1, 2014, each school district board of trustees will develop and adopt policies for principal performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. Districts must, at a minimum, pilot such an evaluation during the 2013-2014 school year and report the results of that pilot to the State Department of Education no later than July 1, 2014, in a format determined by the Department. The process of developing criteria and procedures for principal evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. (3-20-14)

01. Standards. Each district principal evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. Those responsible for measuring teacher performance include contracted district leadership such as, principals, assistant principals, special education directors and superintendents. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018. Principal evaluation standards shall additionally address the following domains and components: ~~(3-20-14)~~()

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. (3-20-14)

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. (3-20-14)

ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. (3-20-14)

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (3-20-14)

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program. (3-20-14)

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (3-20-14)

ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. (3-20-14)

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. (3-20-14)

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. (3-20-14)

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. (3-20-14)

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. (3-20-14)

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. (3-20-14)

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. (3-20-14)

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. (3-20-14)

iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. (3-20-14)

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. (3-20-14)

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. (3-20-14)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

02. Professional Practice. For evaluations conducted on or after July 1, 2014, all principals must receive an evaluation in which sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of all principal evaluations, district evaluation models shall also include at least one (1) of the following: (3-20-14)

- a.** Parent/guardian input; (3-20-14)
- b.** Teacher input; (3-20-14)
- c.** Student input; and/or 3-20-14)
- d.** Portfolios. (3-20-14)

03. Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (3-20-14)

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information: (3-20-14)

- a.** Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional leadership, personnel decisions. (3-20-14)
- b.** Evaluation criteria -- statements of the general criteria upon which principals be evaluated. (3-20-14)
- c.** Evaluator -- identification of the individuals responsible for appraising or evaluating principal performance. The individuals assigned this responsibility shall have received training in evaluation. (3-20-14)
- d.** Sources of data -- description of the sources of data used in conducting principal evaluations. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one (1) source of data. (3-20-14)
- e.** Procedure -- description of the procedure used in the conduct of principal evaluations. (3-20-14)
- f.** Communication of results -- the method by which principals are informed of the results of evaluation. (3-20-14)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

g. Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (3-20-14)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluations. (3-20-14)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (3-20-14)

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's principal evaluation system. (3-20-14)

k. Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards and process. (3-20-14)

l. Funding -- a plan for funding ongoing training and professional development for evaluators of principals. (3-20-14)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development for principals. (3-20-14)

n. Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. No later than July 1, 2014, districts shall have established an individualized principal evaluation rating system with a minimum of three rankings used to differentiate performance of principals including: (3-20-14)

i. Unsatisfactory being equal to "1"; (3-20-14)

ii. Basic being equal to "2"; and (3-20-14)

iii. Proficient being equal to "3". (3-20-14)

o. A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. (3-20-14)

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all principals on a fair and consistent basis. All principals shall be evaluated at least once annually no later than May 1 of each year. (3-20-14)

06. Evaluation Policy - Personnel Records. Permanent records of each principal evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation rankings in local

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (3-20-14)

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (3-20-14)

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**STATE BOARD OF EDUCATION
AUGUST 14, 2014**

SUBJECT

Temporary and Proposed Rule - IDAPA 08.02.03.104 - Physical Education and Professional Technical Education

REFERENCE

November 1, 2013

Board approved Pending Rule amending high school graduation requirements

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code, Idaho Administrative Code, IDAPA 08.02.03.104

BACKGROUND/DISCUSSION

IDAPA 08.02.03, subsection 104. sets out other required instruction in elementary schools, middle schools/junior high schools, and high schools. The language pertaining to other instruction in high school was amended in 2006 making it effective for all students who graduated prior to January 1, 2012. These changes were part of the high school redesign efforts by the Board. At the same time subsection 105 was amended to increase the specific credit requirements for graduation and move the required parent-approved student learning plan development to “no later than the eighth grade”. This section also included a further subsection that outlined other required instructional offerings of high schools. When subsection 03. was no longer effective and removed from Administrative Rule, the further subsection was also removed, eliminating the requirement that high schools provide instructional offering in physical education, humanities, professional technical education, family and consumer science, fine and performing arts, and languages of than English. While IDAPA 08.02.03, subsection 105 list specific credit requirements for humanities, including world languages and performing arts, it does not include credit requirements for physical education or professional-technical education.

The proposed rule change will restore language regarding other required instructional offering of the high school to include Physical Education and Professional-Technical Education.

Additionally, at the recommendation of the High Expectations subcommittee, clarifying language is being added to ensure learning plans are reviewed annual throughout a student’s high school career, as intended by the language contained regarding the learning plans in the middle schools/junior high schools section.

IMPACT

Approval of the proposed rule amendments would reinstate the requirement that high schools offer physical education and professional-technical education and clarify that the learning plans created in middle school/junior high must be reviewed annual throughout the student’s high school experience.

**STATE BOARD OF EDUCATION
AUGUST 14, 2014**

ATTACHMENTS

Attachment 1 – Temporary-Proposed changes to IDAPA 08.02.03.104 Page 3

BOARD ACTION

I move to approve the Temporary and Proposed Rule amendments to IDAPA 08.02.03.104 – Other Required Instruction, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE BOARD OF EDUCATION
AUGUST 14, 2014**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

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. A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (3-12-14)

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

a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required provide instructional offerings in:
Physical Education (fitness)
Professional-Technical Education

b. High schools will annually review and update with the student the parent-approved student learning plans outlined in subsection 104.02.a.
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STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

SUBJECT

Temporary Rule - IDAPA 08.02.03.105 – Rules Governing Thoroughness

REFERENCE

November 1, 2013

Board approved Pending Rule amending high school graduation requirements

March 12, 2014

2014 Legislature approved

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code, Idaho Administrative Code, IDAPA 08.02.03.105

BACKGROUND/DISCUSSION

IDAPA 08.02.03.105.01.i: At the request of the Legislature, an addition to the substitution clause for one credit of physical education for graduation is clarified. Student participation in one (1) season in any sport recognized by Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education to include a clause ensuring the student show mastery of the content standards in a format provided by the district.

IDAPA 08.02.03.105.03.b.iii currently states: students may elect an exemption in grade eleven (11) from the college entrance exam requirement if: Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam. This should be corrected from spring to fall. The spring administration is for seniors and the College Board does not allow students to test outside of their grade level group.

IDAPA 08.02.03.105.05: the word “required” is removed because this section applies to any class the student is taking.

IDAPA 08.02.03.105.06 as Idaho continues to transition to higher standards, Idaho’s graduation requirement must be considered. Currently, the State Board of Education requires students to pass the 10th grade Idaho Standards Achievement Tests (ISAT) to graduate. The Board made accommodations for the Class of 2016 as students took the field test. For the class of 2017, the Department recommends students are required to take the test.

In 2010, the State Board of Education removed the requirement for students to pass the ISAT science test in 10th grade. At that time, the Department began work on replacing the science test with a more appropriate measure of science knowledge in the form of an end of course assessment. Tests in biology and chemistry were developed and field tested. Starting with the class of 2017 (sophomores in 2014-2015), students will be required to take either biology or chemistry.

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

IMPACT

IDAPA 08.02.03.105.i - The student would be responsible to provide evidence of mastery of the Idaho State Physical Education Standards to receive one (1) Physical Education credit. The district will provide the format appropriate to document the student's mastery of the standards for Physical Education.

IDAPA 08.02.03.105.03.b.iii - If not approved, we will not be in compliance with the College Board.

IDAPA 08.02.03.105.05 – Clarification of the meaning.

IDAPA 08.02.03.105.06 – Continuation of the transition to higher standards as it relates to graduation requirements.

ATTACHMENTS

Attachment 1 – Temporary Rule changes to IDAPA 08.02.03.105

Page 3

BOARD ACTION

I move to approve the Temporary amendments to IDAPA 08.02.03.105, High School Graduation Requirements, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

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-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

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. Six (6) 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. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) 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)

(2) 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)

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

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. 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. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. 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. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Physical Education. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for physical education in a format provided by the school district. (3-12-14) ()

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 grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance or placement examinations before the end of the student's eleventh grade year: SAT, ACT, or Compass. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-12-14)

i. Transferred to an Idaho school district during grade eleven (11); (3-12-14)

ii. Was homeschooled during grade eleven (11); or (3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

medical reasons. (3-12-14)

b. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3-12-14)

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; (3-12-14)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the ~~spring~~ fall statewide administration of the college entrance exam. (3-12-14)()

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

04. Senior Project. 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. (3-12-14)

05. Middle School. A student will have met the high school content and credit area requirement for any ~~required~~ high school course if: (3-12-14)()

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school; and (3-12-14)

c. The course is taught by a properly certificated teacher who meets the federal definition of highly qualified for the course being taught. (3-12-14)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. 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. except as provided in 105.01.d.iii. (3-12-14)

06. Proficiency. Each student must achieve a proficient or advanced score on the grade ten (10) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Students who receive a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirement. 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. (3-12-14)

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

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- 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)
- d.** Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year. (3-12-14)
- e.** Students who graduate in 2017 are required to complete the ISAT in grade eleven (11) in mathematics and English language usage. ()
- f.** Students who graduate beginning in 2017 are required to complete an end of course assessment provided by the state in either biology or chemistry. The end of course assessment must be given at the end of the student's instruction in either biology or chemistry.

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

SUBJECT

Proposed Rule - IDAPA 08.02.03.105 – Rules Governing Thoroughness

REFERENCE

November 1, 2013

Board approved Pending Rule amending high school graduation requirements

March 12, 2014

2014 Legislature approved

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code, Idaho Administrative Code, IDAPA 08.02.03.105

BACKGROUND/DISCUSSION

IDAPA 08.02.03.105.i - At the request of the Legislature, the substitution clause for one credit of physical education for graduation is clarified. Student participation in one (1) season in any sport recognized by Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education to include a clause ensuring the student show mastery of the content standards in a format provided by the district.

IDAPA 08.02.03.105.03.b.iii - The rule currently states: students may elect an exemption in grade eleven (11) from the college entrance exam requirement if: Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam. This should be corrected from spring to fall. The spring administration is for seniors and the College Board does not allow students to test outside of their grade level group.

IDAPA 08.02.03.105.05 - This rule currently contains the word required. It is being removed because it is too vague and this is meant for any class the student is enrolled that meets teacher certification requirements and content standards.

IDAPA 08.02.03.105.06.e-.k - This rule makes changes to high school graduation requirements in regards to testing. This docket adds Idaho Standards Achievement Tests (ISAT) requirements to the previous docket for the class of 2018 and beyond, as well as a graduation requirement for biology and chemistry in the form of End of Course Assessments.

Idaho high school students have been required to pass the ISAT since the class of 2006. The previous requirement was for students to pass the 10th grade ISAT at a proficient level prior to receiving a diploma. The Board passed the requirement in 2003 with Legislative approval in 2004. The graduation requirement was phased in over three years. As Idaho continues to transition to higher standards, Idaho's graduation requirement must be retooled. The new ISAT will be a true college and career ready test and given for graduation in the

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

student's junior year. Previously, the Board made accommodations for the Class of 2016 as students took the field test. For the class of 2017, the Department recommends students are required to take the test in 11th grade and phase in the graduation requirement similar to the phase in when the graduation requirement was initiated in 2006. The class of 2018 will be required to pass the ISAT in math and English language usage at a 9th grade level. The class of 2019 will be required to pass the math and English language usage ISAT at a 10th grade level and then the class of 2020 must pass at the college and career level. The rule also allows for students who are advanced to create a mastery element in the requirement. Therefore, students who can pass the ISAT in 9th or 10th grade at an 11th grade college and career ready level will be except from taking the ISAT in the future and their graduation requirement is met.

In 2010, the State Board of Education removed the requirement for students to pass the ISAT science test in 10th grade. At that time, the Department began work on replacing the science test with a more appropriate measure of science knowledge in the form of an End of Course assessment. Tests in biology and chemistry were developed and field tested. For the class of 2017 (sophomores in 2014-2015) and class of 2018, students will be required to take either biology or chemistry. Beginning in the class of 2019, students will be required to pass the EOC in biology or chemistry.

IMPACT

IDAPA 08.02.03.105.i - The student would be responsible to provide evidence of mastery of the Idaho State Physical Education Standards to receive one (1) Physical Education credit. The district will provide the format appropriate to document the student's mastery of the standards for Physical Education.

IDAPA 08.02.03.105.03.b.iii - If not approved, we will not be in compliance with College Board regulations.

IDAPA 08.02.03.105.05 – Clarification of the meaning.

IDAPA 08.02.03.105.06.e-.k - The class of 2018 and beyond, students must take and pass the ISAT at defined levels for graduation. Students in the class of 2018 are also required to take an end of course assessment (EOC) in biology or chemistry. The class of 2019 will be required to pass the EOC.

ATTACHMENTS

Attachment 1 – Proposed Rule changes to IDAPA 08.02.03.105	Page 3
Attachment 2 – Idaho Exit Exam Flow Chart 1	Page 9
Attachment 3 – Idaho Exit Exam Flow Chart 2	Page 11

BOARD ACTION

I move to approve Proposed Rule amendments to IDAPA 08.02.03.105, High School Graduation Requirements, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

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-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

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. Six (6) 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. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) 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)

(2) 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)

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

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. 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. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. 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. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. (3-12-14) ()

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 grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance or placement examinations before the end of the student's eleventh grade year: SAT, ACT, or Compass. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-12-14)

i. Transferred to an Idaho school district during grade eleven (11); (3-12-14)

ii. Was homeschooled during grade eleven (11); or (3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

medical reasons. (3-12-14)

b. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3-12-14)

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; (3-12-14)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the ~~spring~~ fall statewide administration of the college entrance exam. (3-12-14)()

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

04. Senior Project. 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. (3-12-14)

05. Middle School. A student will have met the high school content and credit area requirement for any ~~required~~ high school course if: (3-12-14)()

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school; and (3-12-14)

c. The course is taught by a properly certificated teacher who meets the federal definition of highly qualified for the course being taught. (3-12-14)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. 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. except as provided in 105.01.d.iii. (3-12-14)

06. Proficiency. Each student must achieve a proficient or advanced score on the grade ten (10) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Students who receive a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirement. 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. (3-12-14)

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

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

- 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)
- d.** Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year. (3-12-14)
- e.** Students who graduate in 2017 are required to complete the ISAT in grade eleven (11) in mathematics and English language usage. ()
- f.** Students who graduate in 2018 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a grade nine (9) proficiency level. ()
- g.** Students who graduate in 2019 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a grade ten (10) proficiency level. ()
- h.** Students who graduate in 2020 are required to pass the ISAT in grade eleven (11) in mathematics and English language usage at a college and career level proficiency of grade eleven (11). ()
- i.** Beginning with the class of 2018, any student who passes the ISAT in mathematics and English language usage at a grade eleven (11) proficiency level while in grade nine (9) or grade ten (10) shall not be required to take the ISAT again. ()

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

j. Students who graduate beginning in 2017 are required to complete an End of Course Assessment (EOC) provided by the state in either biology or chemistry after completion of the course . ()

k. Beginning with the class of 2019, students are required to pass an End of Course Assessment in biology or chemistry. ()

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

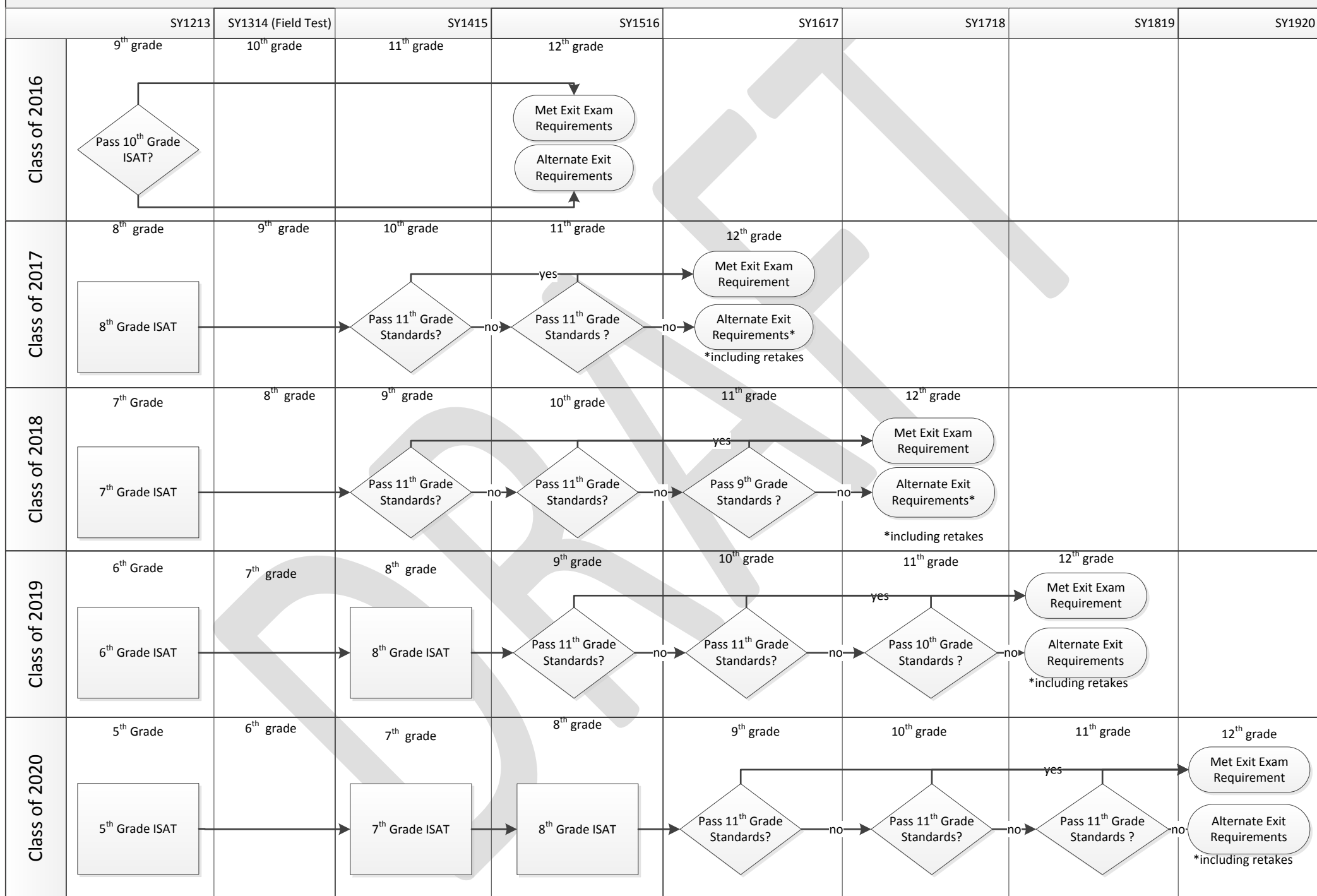
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STATE DEPARTMENT OF EDUCATION

AUGUST 14, 2014

Draft - Idaho Exit Exam ISAT Graduation Requirement Transition Plan

Finalized version will be presented to SBOE.







STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

Idaho Exit Exam EOC Transition Flow Chart - **DRAFT**

Spring SY1213		Fall SY1314	Spring SY1314	Fall SY1415	Spring SY1415	Fall SY1516	Spring SY1516	Fall SY1617	Spring SY1617
Note			Current Contract with DRC ends and EOC Field Test starts		Science EOC starts				
Class of 2015	10 th grade	11 th grade	11 th grade	12 th grade	12 th grade Required to take Science EOC if applicable. Not a graduation requirement.				
Class of 2016	9 th grade	10 th grade	10 th grade	11 th grade	11 th grade Required to take Science EOC if applicable. Not a graduation requirement.	12 th grade Required to take Science EOC if applicable. Not a graduation requirement.	12 th grade Required to take Science EOC if applicable. Not a graduation requirement.		
Class of 2017	8 th grade	9 th grade	9 th grade	10 th grade	10 th grade Required to take and pass Science EOC if applicable	11 th grade Required to (re)take and pass Science EOC if applicable	11 th grade Required to (re)take and pass Science EOC if applicable	12 th grade Required to (re)take and pass Science EOC if applicable	<div>Met Exit Exam Requirement</div> <div>yes</div> <div>Pass Science EOC?</div> <div>no</div> <div>Alternate Exit Requirements or Retake EOC until age 21</div>

College & Career Ready Graduation Requirements

Class of 2017		Takes ISAT in 11 th grade, no passing requirement
Class of 2018		Takes ISAT in 11 th grade, must pass with 9 th grade level
Class of 2019		Takes ISAT in 11 th grade, must pass with 10 th grade level
Class of 2020		Takes ISAT in 11 th grade, must pass with 11 th grade level

***Any student who passes the ISAT in high school at the 11th grade college & career ready level will be exempt from future tests.**

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STATE DEPARTMENT OF EDUCATION

AUGUST 14, 2014

SUBJECT

Temporary and Proposed Rule - IDAPA 08.02.03.111 - Rules Governing Thoroughness.

REFERENCE

May 8, 2009	Board approved Rule for accommodations or adaptations for Limited English Proficient (LEP) students
June 16, 2014	Board approved Proposed Rule amendment for clarification and accuracy of the terms identified by the Smarter Balanced Assessment Consortium. Those terms are designated supports and/or accommodations for LEP students.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03.111

BACKGROUND/DISCUSSION

IDAPA rule 08.02.03.111.04.c – Assessment in the Public Schools. The use of accommodations/adaptions for LEP students must accurately reflect the Designated Supports and Accommodations as referenced in the Smarter Balanced Assessment Consortium (SBAC) guidelines. Changes are made to require that if a need for designated supports and/or accommodation is indicated in the LEP student's Educational Learning Plan (ELP), they will be provided at for the assessment. In addition, science end of course assessments have been added to the list of required assessments.

IMPACT

If approved, students will continue to have an Educational Learning Plan with designated supports and accommodations for use in daily classroom and for the annual ISAT assessment that align with the Smarter Balanced Assessment Consortium guidelines. There will be no noticeable change for students by removing the previous language. In addition, high school students will take an End of Course assessment in biology or chemistry in lieu of the science Idaho Standards Achievement Tests. This will not increase state testing, but will rather replace the previous science test to a more appropriate measure of student understanding.

ATTACHMENTS

Attachment 1 - Proposed changes to IDAPA 08.02.03.111.04.c

Page 3

BOARD ACTION

I move to approve the Temporary and Proposed Rule change to IDAPA 08.02.03.111 – Assessment in the Public Schools, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (4-2-08)

- 02. Purposes.** The purpose of assessment in the public schools is to: (3-15-02)
- a.** Measure and improve student achievement; (3-15-02)
 - b.** Assist classroom teachers in designing lessons; (3-15-02)
 - c.** Identify areas needing intervention and remediation, and acceleration; (3-15-02)
 - d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)
 - e.** Inform parents and guardians of their child's progress; (3-15-02)
 - f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)
 - g.** Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)
 - h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-29-12)

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (4-2-08)

- a.** All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)
- b.** Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (4-6-05)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

c. Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., ~~who receive a score below the fluent level on the Idaho English Language Assessment and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations as outlined in the ELP. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test and exiting the LEP program. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations.~~ may receive designated supports and/or accommodations for the ISAT assessment, if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports and/or accommodations in an ELP prior to the assessment administration. Designated supports and/or accommodations shall be familiar to the student and used throughout the school year during instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take the IELA in lieu of the ~~reading/ English~~ language arts ~~usage~~ ISAT, but will still be required to take the ISAT ~~(Mathematics and Science)~~. ~~ISAT with accommodations or adaptations as determined by the language proficiency score and ELP.~~ Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.04. However, such LEP students are not required to be counted for ~~AYP accountability purposes in determining proficiency~~, as described in Subsection 112.03. (5-8-09)()

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (4-7-11)

a. Effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (4-7-11)

b. Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (4-7-11)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (4-2-08)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

c. Grade 2 - Idaho Reading Indicator, ~~Grade 2 Idaho Standards Achievement Tests~~, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

e. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

f. Grade 5 - Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

g. Grade 6 - Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

h. Grade 7 - Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

i. Grade 8 - National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

j. Grade 9 - Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-12)

k. Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

l. Grade 11 - High School Idaho Standards Achievement Tests (as applicable), Idaho English Language Assessment, college entrance exam. (3-29-12)()

m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment
.
(4-2-08)

n. Students who complete biology or chemistry are required to take an End of Course Assessment provided by the state and administered by the district. ()

~~**n-o.**~~ Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in their tenth grade year or later are not required to continue taking that portion or portions. (5-8-09)()

07. Comprehensive Assessment Program Schedule. (5-3-03)

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)

b. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

c. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

d. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)

e. The Idaho English Language Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; and (3-29-12)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-29-12)

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

10. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements.

(3-15-02)

11. Test Security, Validity and Reliability. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel.

(4-2-08)

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test vendor to be counted no later than two (2) weeks after the end of the testing window.

(3-20-04)

b. The ISAT will be refreshed each year to provide additional security beginning with grades four (4) eight (8) and ten (10) in 2007. Items will be refreshed for grades three (3) and seven (7) in 2008; grades five (5) and six (6) in 2009; and grades two (2) and nine (9) in 2010.

(3-20-04)

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards.

(4-2-08)

12. Demographic Information. Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status).

(4-2-08)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following:

(3-15-02)

a. The Idaho Standards Achievement Tests (grades 3-9 and High School).

(3-29-12)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired.

(4-6-05)

i. Language Arts/Communications.

(3-15-02)

ii. Math.

(3-15-02)

iii. Science.

(3-15-02)

iv. Social Studies.

(3-15-02)

v. Health.

(3-15-02)

vi. Humanities.

(3-15-02)

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

SUBJECT

Temporary and Proposed Rule - IDAPA 08.02.03.112 – Rules Governing Thoroughness

REFERENCE

April 6 th , 2005	Board approved Rule for definition of Limited English Proficient (LEP)
June 16 th , 2014	Board approved Proposed Rule amendment for clarification and accuracy in definition for Limited English Proficient (LEP)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03.112

BACKGROUND/DISCUSSION

The proposed revisions to IDAPA08.02.03.112.04.d.iv – Accountability, is to clarify that a limited English proficient (LEP) student is a student who does not score “proficient” on the approved test and meets one of the other listed criteria.

IMPACT

If approved, districts will have a uniform definition for LEP students. The impact for students is great, as the current language is arbitrary and could limit the number of students who are identified as LEP.

ATTACHMENTS

Attachment 1 - Proposed Rule changes to 08.02.03.112.04.d.iv

Page 5

BOARD ACTION

I move to approve the Temporary and Proposed rule amendment to IDAPA 08.02.03.112. – Accountability, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

112. ACCOUNTABILITY.

The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the state of Idaho accountability requirements. (3-20-04)

01. ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Subsection 004.05. (4-2-08)

02. IELA Language Proficiency Levels. There are five (5) levels of language proficiency for students testing on the Idaho English Language Assessment: beginning, 2 advanced beginning, intermediate, early fluent, and fluent. Definitions for these levels of language proficiency are adopted by reference in Subsections 004.02 and 004.04. (4-2-08)

03. Adequate Yearly Progress (AYP). (3-20-04)

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)

b. The State Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts at least one (1) month prior to the first day of school. (4-7-11)

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period.

04. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)

a. Full Academic Year (continuous enrollment). (3-20-04)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved AYP in proficiency. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. (4-7-11)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (4-2-08)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved AYP. (4-2-08)

b. Participation Rate. (3-20-04)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-20-04)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (4-6-05)

(2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (4-7-11)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)

c. Schools. (3-20-04)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (4-6-05)

iii. A high school is any school that contains grade twelve (12). (3-20-04)

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)

v. A “new school” for purposes of accountability is a wholly new entity receiving AYP determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (4-7-11)

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)

iv. Limited English Proficient - individuals who do not score proficient on the state-approved language proficiency test and meet one of the following criteria: ~~(4-6-05)~~(____) (4-6-05)

(1) Individuals whose native language is a language other than English; or (4-6-05)

(2) Individuals who come from environments where a language other than English is dominant; or (4-6-05)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (4-6-05)

e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subpopulations listed in Subsection 112.04.d. in the event the “safe harbor” is invoked by the school/district. (4-7-11)

f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in Subsection 112.04.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target.

05. Annual Measurable Achievement Objectives (AMAOs). Local school districts are responsible for ensuring district progress of Limited English Proficient (LEP) students in their acquisition of English. Progress and proficiency are measured by the IELA and determined based on three (3) AMAOs: (4-2-08)

a. Annual increases in the percent or number of LEP students making progress in acquiring English language proficiency; (4-2-08)

b. Annual increases in the percent or number of LEP students attaining English language proficiency by the end of the school year; and (4-2-08)

c. Each school district must make Adequate Yearly Progress for LEP students on the spring ISAT. (4-2-08)

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STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

SUBJECT

Temporary and Proposed Rule IDAPA 08.02.03.115 – New student data elements for inclusion in the state student data system

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-133, Idaho Code

BACKGROUND/DISCUSSION

During the 2014 Legislative Session, Senate Bill 1372 was passed that included an emergency clause, becoming Section 33-133, Idaho Code. The law provides the following criteria for student data elements proposed for inclusion in the student data system: (1) any new student data collection proposed by the Idaho State Board of Education becomes a provisional requirement to allow districts and their local data system vendors the opportunity to meet the new requirement; and (2) the Idaho State Board of Education must submit any new provisional student data collection to the governor and the legislature for their approval within one (1) year in order to make the new student data a permanent requirement through the administrative rule process.

The data elements necessary for inclusion in the 2014-2015 school year are all additions to the monthly Idaho System for Educational Exchange (ISEE) data upload. One is an addition to the “Student Demographics” file and the other four are additions to the “Student Course Enrollment File.” Four of the five proposed data elements support the changes made within the Advanced Opportunities (previously titled Dual Credit for Early Completers) program outlined in Section 33-1626, Idaho Code, which is designed for students who have completed the state high school graduation requirements, with the exception of the senior project and math in the final year of high school, by no later than the beginning of the their final semester or trimester.

Advanced Opportunities

Specific data elements include:

1. New field in the Student Demographics file to indicate if the student is private or home schooled. This new field is a yes/no flag indicating if the student is private or home schooled for the majority of their education and also currently enrolled taking one or more courses at a school district.
2. New field in the Student Course Enrollment file to indicate the name of the provider school.
3. New field in the Student Course Enrollment file to indicate the name of the instructor.
4. New field in the Student Course Enrollment file to indicate if the course provides an examination that provides college credit bearing qualifications at the end of the course.
5. New field in the Student Course Enrollment file to indicate what type of college credit bearing examination is taken for the course.

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

Private or Home Schooled Flag:

The purpose for the addition is to separate the current “PH” (indicating the student was a private or home schooled student) grade level option set so that students can be identified as whether they are a private/homeschooled student as well as the proper grade level for testing. This additional item is requested by the Public School Finance Team for correct allocation of funds.

Provider School Name:

The purpose for the addition is to indicate the name of the institution that is providing instruction of a non-regular course, i.e. virtual or distance education. The field is necessary to collect the public or private out-of-state or private in-state institutions where students may be taking courses under the dual credit and/or \$200/\$400 reimbursement programs. Institutions issuing credit must be accredited by a recognized higher education accrediting body. This addition item has been required by the Advanced Opportunities team for use in accurate calculation of payments for the programs.

Provider Instructor Name:

The purpose for the addition is to indicate the name of the actual instructor within an institution that is providing instruction of a non-regular course, i.e. virtual or distance education. The field is necessary to collect the public or private out-of-state or private in-state institutions where students may be taking courses under the dual credit and/or \$200/\$400 reimbursement programs. Not only must institutions issuing the credit must be an accredited institution, but also the actual instructor must be highly qualified to instruct the class and have the necessary articulation agreements in place to issue college credits. This additional item is required by the Advanced Opportunities team for use in accurate calculation of payments for the programs.

Examination to be taken flag:

The purpose for the addition is to add a flag (yes/no) to indicate if a course has a specific examination that requires payment to sit for the examination. The field is necessary to identify and calculate the examination reimbursement payments for dual credit and/or the \$200/\$400 reimbursement programs. This additional item is required by the Advanced Opportunities team for use in the accurate calculation of payments for the program.

Examination Type:

The purpose for the addition is to add a field that will collect the type of college credit bearing examination that a student is taking. An option set has been established for districts to choose which type of examination is associated with a specific Advanced Opportunity course. The field is necessary to identify the type of examination and the payment necessary for the students taking the examination. This additional item is required by the Advanced Opportunities team for use in the accurate calculation of payment for the program.

STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

IMPACT

The new data elements will provide the information necessary to accurately identify students, staff and educational institutions participating in various programs offered by the Idaho State Department of Education. It will also provide the information necessary to calculate the accurate payments to be sent to the school districts to reimburse students and/or parents for the associated costs with the programs.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.03.115

Page 5

Attachment 2 – New Items Excel Spreadsheet

Page 7

BOARD ACTION

I move to approve the Temporary and Proposed rule amendments to IDAPA 08.02.03, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 –RULES GOVERNING THOROUGHNESS

115. DATA COLLECTION.

The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The ~~enrollment data collection will~~ shall contain all data as listed on the State Department of Education's website under "required data elements" ~~information about the enrollment of the student attributes such as unique student identifier, active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status.~~ The collection ~~will be done~~ shall be submitted monthly for any period of time in which students are receiving educational instruction or services provided by a state public school and/or charter. in mid October, early February, and May (end of the testing window). Each participating school is required to verify and assure the accuracy and completeness of the data submitted in the files.
(5-8-09)()

01. NEW DATA ELEMENTS IN STATE STUDENT DATA SYSTEM

To meet the requirements of Idaho Code 33-133.3 the following data elements will be added to the monthly ISEE data upload beginning in the 2014-2015 school year. ()

- a. **Private or Home Schooled Flag in the Student Demographics File.** To indicate if the student is Private or Home Schooled as well as proper grade level for testing for use in correct allocation of funds. ()
- b. **Provider School Name Field in the Student Course Enrollment File.** To indicate the name of the institution providing instruction of a non-regular course, i.e. virtual or distance education. For use in accurate calculation of payment for Advanced Opportunity Program payments. ()
- c. **Instructor Name Field in the Student Course Enrollment File.** To indicate the name of the actual instructor within an institution that is providing instruction of a non-regular course, i.e. virtual or distance education. For use in accurate calculation for Advanced Opportunity Program payments. ()
- d. **Examination to be Taken Flag in the Student Course Enrollment File.** To indicate if a course has a specific examination that requires payment to sit for the examination. To identify and accurately calculate the examination reimbursement payments for the Advanced Opportunities Program. ()
- e. **Examination Type Field in the Student Course Enrollment File.** To collect the type of college credit bearing examination that a student is associated with a specific Advanced Opportunity course to identify the type of examination and the payment necessary as part of the Advanced Opportunity Program to accurately calculate payment for the program. ()

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STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

ISEE	File Location	Description	Field Name	Definition	Type	Option Set	Requirement
ISEE	Student Demographics	Is Private or Home Schooled	phSchool	A flag indicating if student is private/home schooled while currently enrolled in courses at the local School District.	Option Set	Yes/No	Required

Purpose for addition: To separate the PH grade level option set so that students could be identified as whether they were a private/homeschooled student as well as the proper grade level for proper testing grade level assessments. Previously, they could only select one or the other. This item was requested by Wendy Lee, SDE Public School Finance.

ISEE	Student Course Enrollment	Provider School Name	providerSchoolName	The name of the institution providing instruction of a non-regular course, i.e. virtual or distance learning. Use this for	varchar		Conditional
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Purpose for addition: To collect the Public/Private out of state and/or Private in-state, institution provider names, used in dual credit \$200/\$400 reimbursement calculations. This item was requested by Matt McCarter and Jennifer Caprile

ISEE	Student Course Enrollment	Provider Instructor Name	providerInstructorName	The Name of the teacher of the course. This is the employee of the provider school. Only applies to non-regular course, for	varchar		Conditional
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Purpose for addition: To collect the Public/Private out of state and/or Private in-state, provider instructor names, used in dual credit \$200/\$400 reimbursement calculations. This item was requested by Matt McCarter and Jennifer Caprile

ISEE	Student Course Enrollment	Exam Course	examCourse	Is this course following a curriculum with students expected to be prepared to take a college credit bearing exam at the end of the	Option Set	Yes/No	Required
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Purpose for addition: Needed for identifying and calculating exam reimbursement payments for the dual credit, \$200/\$400 program. This item was requested by Matt McCarter and Jennifer Caprile

ISEE	Student Course Enrollment	Exam Type	examType	The type of college credit bearing exam to be or has been taken.	Option Set	Course Exam Type	Conditional
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Purpose for addition: Needed for identifying different exam types and calculating exam reimbursement payments for the dual credit, \$200/\$400 program. This item was requested by Matt McCarter and Jennifer Caprile

ISEE	Student Course Enrollment	Certification or Licensure Type	examCertType	The type of cerfication or licensure to be issued upon successfully passing exam.	Option Set	Course Exam Cert License Type	Conditional
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Purpose for addition: Needed for identifying the exam certification or licensure type. Used for calculating exam reimbursement payments for the dual credit, \$200/\$400 program. This item was requested by Matt McCarter and Jennifer Caprile

ISEE	Student Course Enrollment	Exam Result	examResult	What is the current status/results of the exam?	Option Set	Course Exam Results Status	Conditional
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Purpose for addition: Needed for identifying the passing results of the exam. Used for additional calculation and monitoring exam reimbursement payments for the dual credit, \$200/\$400 program. This item was requested by Matt McCarter and Jennifer Caprile

ISEE	Student Course Enrollment	Exam Cost	examCost	The cost of the exam; The cost incurred by the Student/School for the exam.	Integer		Conditional
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Purpose for addition: Needed for identifying, calculation and monitoring of exam reimbursement payments for the dual credit, \$200/\$400 program. This item was requested by Matt McCarter and Jennifer Caprile

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**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

SUBJECT

Proposed Amendments to Idaho's ESEA Flexibility Amendment

REFERENCE

February 16, 2012	State Board Approval of First Draft of ESEA Waiver
October 17, 2012	The U.S. Department of Education approves Idaho's ESEA Waiver
February 18, 2014	The U.S. Department of Education approved a one-year waiver for 2013-2014 to allow all schools to field test.
June 19, 2014	State Board Approves Idaho's revisions to the ESEA Waiver as it relates to educator evaluations and school improvement plans.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.112 - Accountability

BACKGROUND/DISCUSSION

On February 18th, 2014 the US Department of Education approved a one-year waiver for 2013-2014 to allow schools to field test all students, except those eligible for alternate assessments based on alternate achievement standards, on assessments developed by the Smarter Balanced Assessment Consortium in lieu of Idaho Standards Achievement Tests which were no longer in aligned to current standards. Because the field test was intended for cut-score setting, no scores and proficiency levels were provided for 2013-2014.

Star Rating System and School Improvement Status

The Elementary Secondary Act (ESEA) Flexibility Waiver was initially approved by the US Department of Education in 2012. The waiver allowed Idaho to create a new accountability system, a Five-Star Rating system, to measure school performance based on multiple measures including growth to standards.

The possible impact of missing 2013-2014 scores on the system has been discussed with the Star Rating Committee, comprised of 17 stakeholders including principals, superintendents, and testing coordinators. The committee has met multiple times over the past year and has reviewed the proposal the Board is now considering.

Because of the missing scores, annual student growth percentiles (SGP) cannot be calculated, although technically biennial growth (using two years of data) can be calculated. However, evaluating annual school performance using biennial growth was determined to be neither preferable, nor acceptable because of multiple factors. Additionally, removing the growth to standards measure from

**STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014**

the system, due to the missing annual student growth could result in loss of system credibility. As a result, the Star Rating Committee and the Department recommended that no star rating to be calculated in 2014-2015. This will allow star ratings to reset in 2015-2016 when both adequate yearly growth and student growth can be calculated.

Even with the suspension of Star Rating determinations, Idaho will maintain a single accountability system for all schools, see Attachment 1. Priority, Focus, and High Achieving Reward schools will continue to be identified in 2014-2015. All schools are still held accountable of meeting Annual Measurable Objectives (AMOs), Annual Achievement Gaps (AAGs), 95 percent participation rates, and new cohort graduation rate target. Based on the school improvement status, schools are required to write and implement different levels of plans.

There will be public reporting of all other elements in the star rating including proficiency, graduation rates, advanced opportunities, and SAT scores.

If approved, the plan will be sent to the US Department of Education as a waiver to Idaho's approved ESEA Flexibility Waiver. In addition, the Department continues to meet with the Star Rating Committee and will bring changes to calculations to the 2015-2016 Star Rating system to the State Board of Education in October.

IMPACT

If not approved by the State Board of Education, Star Ratings will be invalid as adequate growth will not be able to be calculated, which could result in loss of system credibility.

If approved, cut scores will be gradually introduced for graduation requirement purposes.

ATTACHMENTS

Attachment 1 – School Improvement Status Flowchart	Page 3
Attachment 1 – Waiver Request Letter	Page 13
Attachment 1 – Star Rating Committee List	Page 15

BOARD ACTION

I move to approve Idaho's addendum for the ESEA Flexibility Waiver as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Accountability SY 2014-2015



**Divisions of Assessment, Accountability and
School Improvement**

Proposed Star Rating and Growth Recommendations

- No Star Rating Calculation for SY1516
 - Allows for resetting the star rating to align to the new standards and new assessments
- No Star Rating Carryover from SY1213
 - This rating reflects old standards and the old tests
- Calculate Biennial SGP (Student Growth Percentile)
- Create Student Growth Report
- Equate Smarter Balanced Scores to ISAT



Growth



Growth Review - SGP

- With 2015 Smarter Balanced scores,
 - Biennial Student Growth Percentile (SGP) can be calculated
 - Peers are formed based on previous years' ISAT math and reading test scores
 - Correlation of 0.93 between ISAT reading and ISAT Language Usage
 - Some states have always calculated biennial growth between 8th and 10th grade



Growth Review - AGP

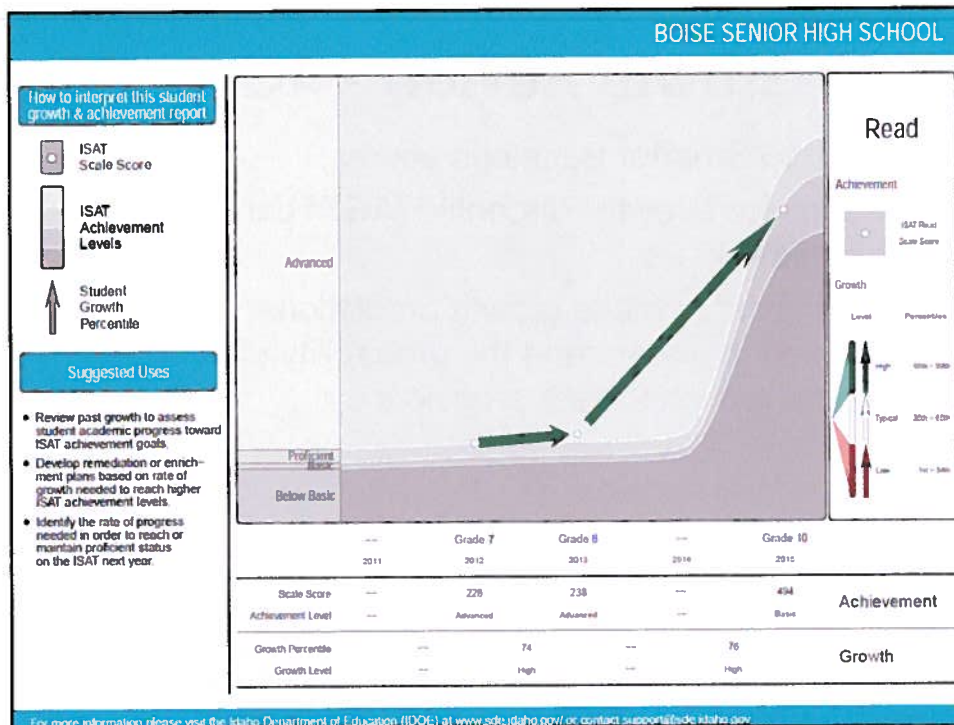
- With 2015 Smarter Balanced scores,
 - Adequate Growth Percentile (AGP) cannot be calculated
 - In order to make growth predictions, we first need to understand the probability distribution and growth toward proficiency



Calculating Biennial SGP

- Pros:
 - Positive Growth (1st through 99th Percentile)
 - Progress Indicator of Idaho Core Implementation
 - Independent from Score and Proficiency Level
- Cons:
 - Challenging Interpretation
 - Possible Misuse of Data due to Missing Year and Changing Assessments
 - i.e. Use for Teacher Evaluation, Accountability Ratings
 - Possible Technical Difficulties
 - i.e. Measurement Bias, Floor Effect, Subject Changes



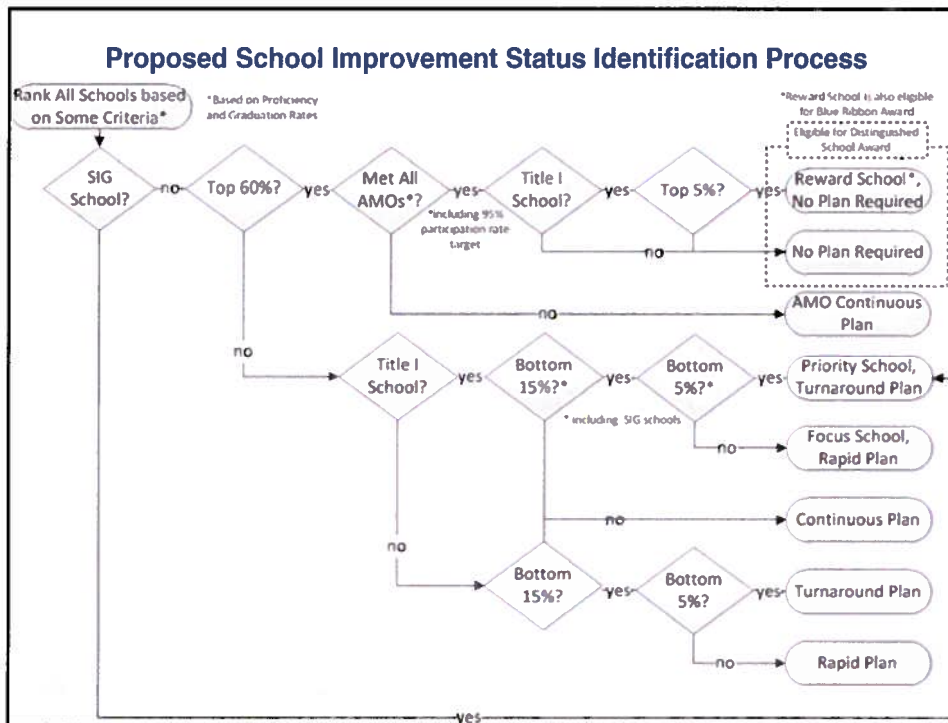


School Improvement Status, Priority/Focus/Reward Schools



School Improvement Status Requirements

- Reward: Top 5% of Title I Schools
- Priority: Bottom 5% of Title I Schools
- Focus: Bottom 10% of Title I Schools
- Bottom 40% of all schools will submit a Continuous, Rapid, or Turnaround plan
- Top 60% of all schools that miss the AMO Target(s) will write an AMO Continuous plan



Other Accountability Discussions



Review of Other Previous Recommendations

- Publish Post Secondary Data on Report Card
 - Graduation Rates, SAT/ACT; Dual Credit/AP, etc.
- Calculate AMO/AAG Targets based on SY1415 ISAT (Smarter Balanced)
 - Annual Measurable Objectives
 - Annual Achievement Gaps



Proposed SY1415 Testing Grade Recommendations

- Grades 3-10 in Math and English language arts
 - This would include a combined score of the computer adaptive test and the performance tasks
- Grade 3-8 and 11 for ISAT-Alt
- Grade 5, 7, for ISAT and ISAT-Alt Science
- EOCs in biology/chemistry



Optional Grade 11 Testing SY1415

- Grade 11 Smarter Balanced
 - Optional for SY14/15
 - College and Career Readiness Measure
 - College Remediation (or not)
 - Peer comparisons across states, not just within Idaho
 - Opportunity for schools to evaluate implementation of standards and preparation of students



College & Career Ready Graduation Requirements

Class of 2017 → Takes ISAT in 11th grade, no passing requirement

Class of 2018 → Takes ISAT in 11th grade, must pass with 9th grade level

Class of 2019 → Takes ISAT in 11th grade, must pass with 10th grade level

Class of 2020 → Takes ISAT in 11th grade, must pass with 11th grade level

***Any student who passes the ISAT in high school at the 11th grade college & career ready level will be exempt from future tests.**

Next Steps



Next Steps - 2014

- Present at Superintendents' Meeting (August 7th)
- August 13, 14 State Board Meeting
- Waiver Addendum (due in early Fall 2014)
- Graduation Rate Goals/Targets Setting (August 2014)
- Achievement Level Setting (October 2014)



Next Steps - 2015

- AMOs/AAGs Targets and Goal Setting (June 2015)
- Equating Smarter Balanced Scores (July 2015)
- Appeals for Accountability (July 2015)
- Release ISAT Scores and ISRs with Growth Reports and Equating Tables (August 2015)
- Update of Report Card Website to Reflect Accountability Changes (August 2015)



Questions?

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STATE DEPARTMENT OF EDUCATION

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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

July 30, 2014

Deborah Delisle
Assistant Secretary
400 Maryland Ave., SW
Washington, DC 20202

Dear Assistant Secretary Delisle,

I am writing on behalf of the Idaho State Board of Education (Idaho SBOE) to request to waive certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA). Specifically, the Idaho SBOE is asking that instead of assigning a Star Rating (Five Star Scale) based on the Spring 2015 Smarter Balanced Assessment (SBA) but that it identify Reward, Focus and Priority Title I schools based on the required achievement expectations as well as report on performance against Annual Measureable Objectives as expected in ESEA sections 1111(h)(1)(C)(ii) and 1111(h)(2)(B). School Improvement expectations going into the 2015-2016 would be based achievement and a chart identifying plan types on the criteria established within Idaho's Waiver as approved July 15, 2014 (Chart I Attached). Idaho's Star rating system is based on having Student Growth Percentiles (SGP) and comparing those to Adequate Growth Percentile (AGP) and while the SBA will provide the SGP for individual students the concern for assigning AGP based on two years is a concern for establishing credibility with the system. Idaho State Department of Education will follow ESEA section 1111(b)(3)(C)(xii), which requires the provision of individual student interpretive, descriptive and diagnostic reports that include information regarding achievement on State assessments to parents, teachers and principals as soon as is practically possible after an assessment is given.

Idaho SBOE ensures that at least 95% of all students in tested grades will participate in the SBA or the current alternate assessment for students with the most significant cognitive disabilities in the tested grades. Idaho will also properly notify all LEAs and schools how they will be identified for school improvement for the 2015-2016 school year. In regards to School Improvement plans all Title and Non-Title schools are under one system in Idaho but Title I schools that fall into certain categories are identified as follows in accordance with ESEA Flexibility guidance for Priority, Focus and Reward schools. Chart I that is attached identifies schools in the top 60% based on achievement ranking of the SB Math and English/Language Arts assessments. If you have any questions or would like to have a narrative of the chart and how improvement plans are determine, Idaho would be willing to comply within the Accountability Addendum as well as answer any questions.

Greg Alexander
Director, Statewide System of Support
Idaho State Department of Education

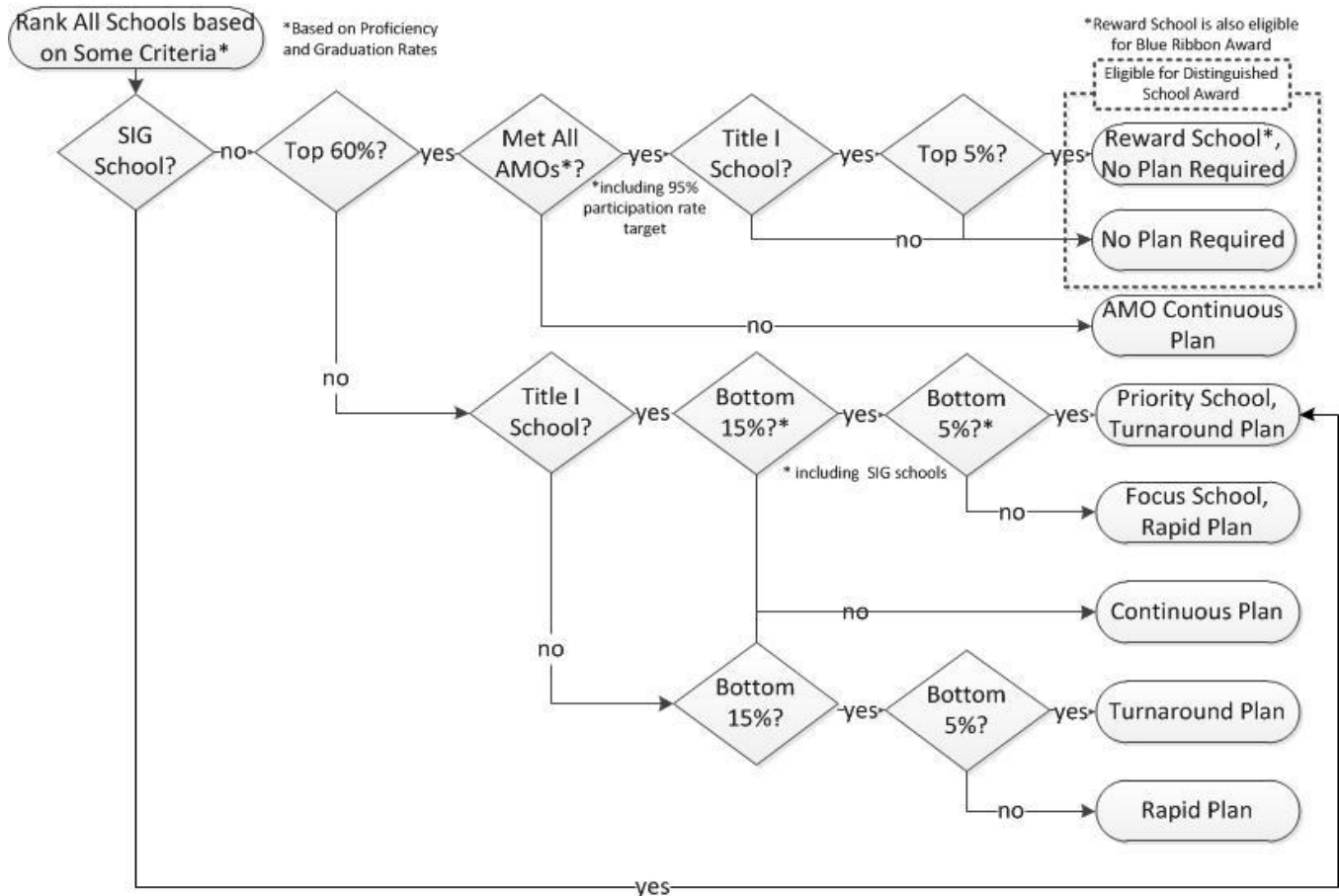


STATE DEPARTMENT OF EDUCATION

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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Chart I
Proposed School Improvement Status Identification Process 2015-2016
Based on 2015 Smarter Balanced Math and ELA assessments



STATE DEPARTMENT OF EDUCATION
AUGUST 14, 2014

Star Rating Committee

1. Dr. Don Coberly – Boise School District
2. Marjean McConnell – Bonneville School District
3. Dr. Pat Charlton – Vallivue School District
4. Joel Wilson – Preston School District
5. Matthew Handelman - Coeur d'Alene School District
6. Wendy Moore – Genesee School District
7. Andy Wiseman – Castleford School District
8. Mark Jones – Boise School District
9. Randy Jensen – American Falls Joint School District
10. Sheryl Brockett – Pocatello School District
11. Steve Young – Jefferson County Jt. School District
12. Kristina Brinkerhoff – Lewiston Independent School District
13. Randy Jensen – American Falls Joint School District
14. Kasey Teske – Twin Falls School District
15. Kevin Carey – South Fork Elementary
16. Laurie Wolf – Idaho Distance Education Academy
17. Jackie Thomason – Meridian School District
18. Michelle Clement-Taylor – SDE
19. Angela Hemingway – SDE
20. Ayaka Nukui – SDE
21. Tom Luna – SDE
22. Greg Alexander - SDE

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