



**November 8<sup>th</sup>, 2018  
Office of the State Board of Education  
Len B. Jordan Building  
650 W State Street, 3<sup>rd</sup> Floor  
Boise, Idaho**

**OPEN MEETING**

**Teleconference Number:** (877) 820-7829  
**Public Participant Code:** 9096313

**Thursday, November 8<sup>th</sup>, 2018, 3:30 PM, Mountain Time**

**DEPARTMENT OF EDUCATION**

1. Assessment Item Review (Bias and Sensitivity) Committee Recommendations – Action Item
2. Pending Rule – Docket No. 08-0202-1801, Rules Governing Uniformity, Standards for Initial Certification of Professional School Personnel and Educator Credentials – Action Item

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

1. Pending Rule Docket No. 08-0104-1801 – Residency (Postsecondary Tuition) – Action Item
2. Pending Rule Docket No. 08-0113-1801 – Rules Governing The Opportunity Scholarship – Action Item
3. Pending Rule Docket No. 08-0202-1802 – Rules Governing Uniformity – Alternate Route To Administrator Certification – Action Item
4. Pending Rule Docket No. 08-0202-1803 – Rules Governing Uniformity – Educator Credential Technical Corrections/Clarification – Action Item
5. Pending Rule Docket No. 08-0202-1804 – Rules Governing Uniformity – Professional Endorsement – Action Item
6. Pending Rule Docket No. 08-0202-1805 – Rules Governing Uniformity – Career Technical Educator Certification – Endorsements – Action Item
7. Pending Rule Docket No. 08-0203-1803 – Graduation Requirements – Action Item
8. Pending Rule Docket No. 08-0203-1804 – Rules Governing Thoroughness – Career Technical Education – Content Standards – Incorporated By Reference – Action Item

9. Pending Rule Docket No. 08-0501-1801 – Rules Governing Seed Certification – Action Item
10. Pending Rule Docket No. 47-0102-1801 – Rules Governing Extended Employment Services – Action Item
11. Pending Rule Docket No. 55-0103-1801 – Rules Of Career Technical Schools – Career Technical School Funding Formula – Action Item

**EXECUTIVE SESSION** (closed to the public) - Information Item

To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student.

**DEPARTMENT OF EDUCATION  
NOVEMBER 8, 2018**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>ASSESSMENT ITEM REVIEW (BIAS AND SENSITIVITY) COMMITTEE RECOMMENDATIONS</b>	Motion to Approve
<b>2</b>	<b>PENDING RULE – DOCKET NO. 08-0202-1801, RULES GOVERNING UNIFORMITY, STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL AND EDUCATOR CREDENTIALS</b>	Motion to Approve

**DEPARTMENT OF EDUCATION  
NOVEMBER 8, 2018**

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**SUBJECT**

Assessment Item Review (Bias and Sensitivity) Committee Recommendations

**REFERENCE**

November 2014	The Board appointed thirty (30) committee member for a two (2) or four (4) year term. A list of ninety (90) additional members were appointed to do a one-time review.
February 2015	The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
August 2016	The Board appointed new committee members.
December 2016	The Board approved the removal of the three (3) ELA, on (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.
August 2017	The Board appointed new committee members.
October 2017	The Board approved the removal of one (1) grade 4 ELA item.
August 2018	The Board appointed new committee members.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-134, Idaho Code – Assessment Item Review Committee

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: A Well Educated Citizenry, Objective D: Quality Education

**BACKGROUND/DISCUSSION**

In accordance with Section 33-134, Idaho Code, the Board approved a review committee of thirty (30) individuals from each of the six (6) educational regions in the state, representing parents of students, teachers, administrators, and school board members in Idaho's public education system. The committee reviews the computer adaptive test questions on the summative Idaho Standards Achievement Test (ISAT) developed by the Smarter Balanced Consortium, in English Language Arts (ELA)/Literacy and Math, for bias and sensitivity.

The committee is authorized to make recommendations to the Board and the State Department of Education to revise or eliminate summative computer adaptive test questions from the assessment forms. The Board shall make the final determination regarding the adoption or rejection of the committee's recommendations.

The Bias and Sensitivity Committee is recommending the removal of the One (1) Grade 5 ELA Item (Item number 130300) from the 2019 ISAT by Smarter Balanced Assessment pool.

**DEPARTMENT OF EDUCATION  
NOVEMBER 8, 2018**

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**IMPACT**

As a result of previous recommendations by the Bias and Sensitivity Committee and approval of these recommendations, Idaho requires a separate item configuration for the online delivery of the ELA assessment. The ongoing costs associated to generate the separate test configuration is \$57,000 annually. The recommendation from the 2018 review committee does not incur additional costs.

**ATTACHMENTS**

- Attachment 1 – 2018 Bias and Sensitivity Committee Report
- Attachment 2 – Bias and Sensitivity Training
- Attachment 3 – LABS Guidelines
- Attachment 4 – Content Rater and Rules

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-134, Idaho Code, the Assessment Item Review Committee (commonly referred to as the Bias and Sensitivity Committee) is charged with reviewing all summative computer adaptive test questions for bias and sensitivity, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status.

The Idaho Standards Achievement Test developed by the Smarter Balanced Assessment Consortium is refreshed each year through the addition of new assessment items. As part of Idaho's participation in the consortium we have access to the refreshed assessment and new assessment items. The committee reviews only the new items that are added each year. Items are added in both mathematics and English language usage. In 2015 361 combined items were added, in 2016 798 items were added and in 2017 1,051 items were added.

Assessment items are confidential and available for use by all states participating in the Smarter Balanced Assessment Consortium. Publically disclosing the assessment item would compromise its validity for use by other states. To maintain the integrity of the assessment items the specific item being requested for removal has been made available to Board members prior to the Board meeting and are not available to the public for review.

**BOARD ACTION**

I move to approve the recommendation of the Assessment Review Committee and remove one (1) Grade 5 ELA item (Item number 130300) from the 2019 item pool of the Idaho Standards Achievement Test.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**DEPARTMENT OF EDUCATION  
NOVEMBER 8, 2018**

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**OR**

I move to reject the recommendation from the Assessment Review Committee and retain all new items in the 2019 item pool of the Idaho Standards Achievement Test English Language Arts assessment.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

STATE DEPARTMENT OF EDUCATION  
SEPTEMBER 18-19, 2018

**Background and Introduction**

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the American Institutes for Research (AIR) and the Idaho State Department of Education (SDE) established a review committee intended to ensure that stakeholders of Idaho’s public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee of thirty individuals representing each of the six education regions of the state annually review all summative computer adaptive test questions for possible issues of bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the State Department of Education regarding the revision or elimination of summative computer adaptive test questions from the state assessments. According to the law, the committee is to consist of 30 Idaho residents and shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors.

In 2018, pursuant to this law, 3,475 items (1,650 English Language Arts/Literacy and 1,825 Mathematics) items required committee review. Following recommendations by the Idaho Technical Advisory Committee (TAC), a process was established by which each item was reviewed by three committee members, chosen at random from the overall committee pool. Small group discussions ensued for items that were “flagged” as displaying bias and sensitivity issues by 2/3 of the committee members. General, large group discussions ensued for items that were “flagged” as displaying bias and sensitivity issues by 1/3 of the small group discussion participants.

After being trained by AIR staff in how to identify items displaying bias and sensitivity concerns (Attachments 2 and 3), committee participants were asked to call out (“flag”) items for possible small group discussion. Figure 1 illustrates the Content Rater Interface (a software application) in which panelists would view the item, “flag” it if necessary, and add a comment. In Round Two, the panelists discussed the multi-flagged items in small groups and then the panelists individually voted on the items again. Items which were flagged by 2/3 (14 members) of the committee moved onto Round Three, which consisted of large group discussions designed to determine the final list of items that would be recommended to the State Board of

Education for their review. The State Board would consider rejecting these flagged items from the spring 2019 summative computer adaptive tests.

This year's committee of twenty-three (23) members included five (5) teachers, six (6) administrators, seven (7) parents and five (5) school board members.

### **Process and Training**

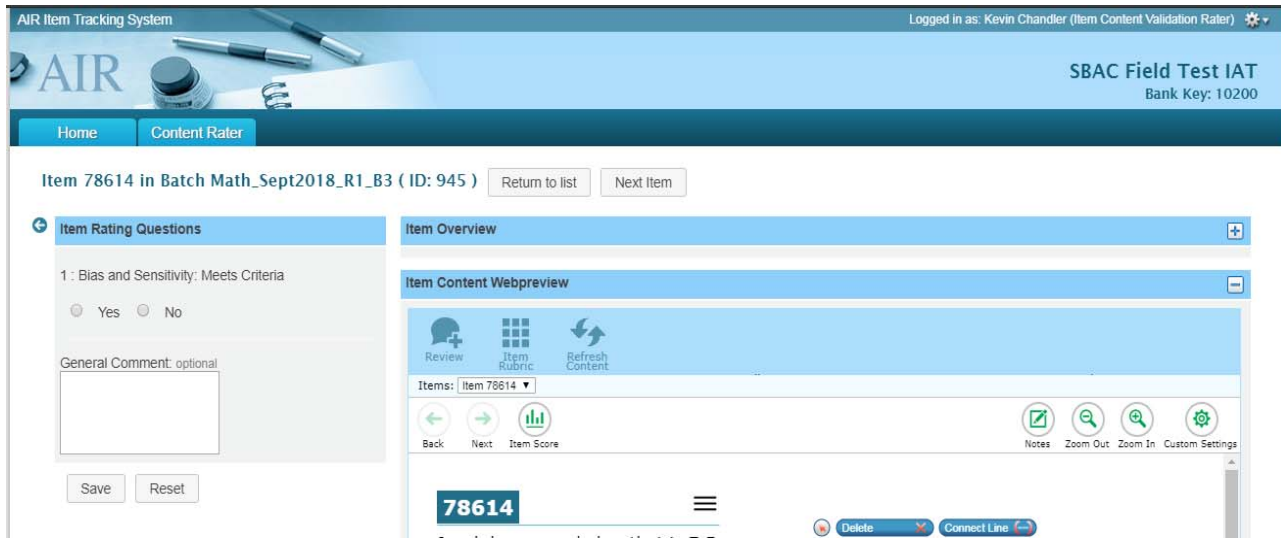
For ease of assignment and review by the committee, AIR organized the items into batches broken down by subject. There were 42 English Language Arts/Literacy (ELA/L) batches and 46 Mathematics batches were created by AIR prior to the committee meeting. The 1,650 ELA/L items were assembled into 42 batches. Each batch contained between 11 and 41 items. Each of the 42 ELA/L batches was then assigned to three different committee members at random. The 1,825 Mathematics items were assembled into 46 batches. Each batch contained between 25 and 40 items. Each of the 46 Mathematics batches was then assigned to three different committee members at random.

AIR configured its Item Tracking System software to create a "Bias and Sensitivity (BnS) Survey" in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 1, the user interface for Content Rater displayed each item with a "click-to-enlarge" box that contained the "Item Rating Question" (with comment boxes for feedback), an "Item Overview" dialog pane, which included information about the content alignment of the item, and an "Item Content Web Preview" dialog pane, which presents a rendering of the item as it would appear to a student taking an actual administration. The Content Rater application contained a single question for the committee to answer: "Bias and Sensitivity: Meets Criteria." A response of "Yes" or "No" was required for this question on each item that an individual reviewed. If a participant determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation, and as per standing AIR L.A.B.S. guidelines (i.e., the item **did** display a bias and sensitivity concern; see Attachment 3), then the panelist would select "No." A "No" response from a panelist would require a comment explaining the panelist's reasoning.

Prior to the committee meeting, AIR created usernames and passwords for each committee member within the Item Tracking System. AIR loaded and pre-assigned (randomly) one batch for each committee member to review. Participants were instructed to ask for additional batches as they completed and submitted their initial assignments.



Figure 1. Content Rater Interface



In order to train the committee on identifying possible bias and sensitivity concerns in items, AIR created and presented the “Idaho Bias & Sensitivity Review” PowerPoint presentation that is shown in Attachment 2. Additionally, AIR provided a handout entitled “Summary of Language Accessibility, Bias, and Sensitivity (L.A.B.S.) Guidelines” (Attachment 3) that committee members were able to reference during their reviews.

Upon completion of the Bias and Sensitivity training, the committee was trained on how to log into the Item Tracking System to use Content Rater to submit their feedback on each item electronically.

### **Round One—Specific Procedure and Results**

AIR set up computers in a classroom-style room arrangement in order to facilitate individual reviews by the panelists. In order to monitor the committee’s progress, AIR provided daily progress reports to SDE for review each evening. At the conclusion of Round One, all 3,475 items were reviewed by at least three committee members. In order to determine which items would move on to Round Two for small group discussion, AIR identified which Item IDs had been flagged by two or more committee members. Specifically, an item was flagged when a committee member answered “No” to the “Bias and Sensitivity: Meets Criteria” question. Therefore, an item with “Zero Flags” means that none of the committee members answered “No.” An item with “One Flag” means that one of the committee members answered “No.” An item with “Two Flags” means that two of the committee members answered “No.” An item with “Three Flags” means that three of the committee members answered “No.” As advised by

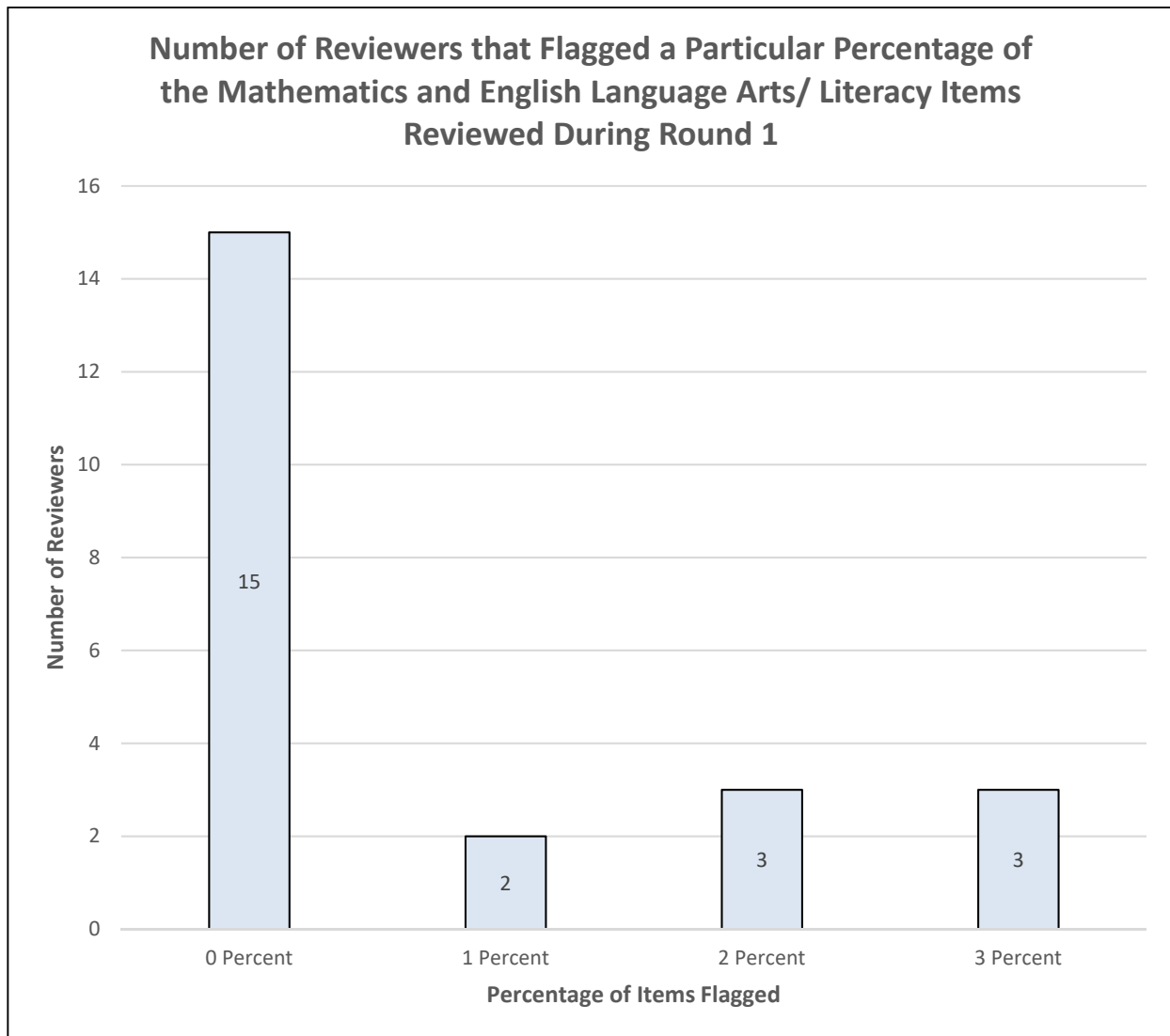
Idaho’s TAC, only the items with two or more flags would move on to Round Two. A detailed summary of results of Round One is given below in Table 1.

**Table 1. Results of Round One**

	<b>Total Items Reviewed</b>	<b>Number of Items with Zero Flags</b>	<b>Number of Items with One Flag</b>	<b>Number of Items with Two Flags</b>	<b>Number of Items with Three Flags</b>
<b>ELA</b>	<b>1,650</b>	1,586	59	5	0
<b>MATH</b>	<b>1,825</b>	1,813	12	0	0
<b>TOTAL</b>	<b>3,475</b>	<b>3,470</b>	<b>71</b>	<b>5</b>	<b>0</b>

Figure 2 below is a graph of the number of reviewers that flagged a particular percentage of the ELA/L and Mathematics items they reviewed during Round One. From the graph, it can be noted that the majority of the panelists flagged between zero and one percent of the items (15 and 2 panelists, respectively).

**Figure 2. Number of Reviewers that Flagged a Particular Percentage of Items**



**Round Two—Specific Procedure and Results**

For Round 2, the committee was asked to conduct another individual review on each item that was flagged by two or more members from Round 1, then discuss the item(s) in small group break-out session. Prior to the small group discussions, all committee members were given the opportunity to view each item/passage that was advanced to Round 2. At the end of the small group discussions, the committee members were asked to vote individually on the multi-flagged items a second time. Round 1 had multi-flagged a total of 5 ELA/L items, zero ELA/L passages, and zero math items for review by the smaller group and one batch of the multi-flagged items was created. The small group committee members used the same Content Rater Interface and were asked to answer the same “Bias and Sensitivity: Meets Criteria” question. A response of “Yes” or “No” was required for each item; if

individuals determined the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and the L.A.B.S. guidelines, then he/she answered the “Bias and Sensitivity: Meets Criteria” question “No,” and entered a comment explaining his/her reasoning.

A detailed summary of the results of Round 2 is below in Table 2 (ELA/L).

**Table 2. Results of Round Two Analysis – ELA/L Items**

ITS ID	ELA	
	Yes	No
63690	21	2
106917	19	4
130266	17	6
130300	13	10
130320	20	3

Following the same 1/3 vote rule that was established for moving items from Round Two to Round Three as was implemented during the 2015 and 2016 Bias and Sensitivity Committee Review meetings, AIR analyzed the multi-flagged items that were flagged by 1/3 of all committee members after Round Two. Based on this information, the group of 23 committee members, would review 1 ELA/L item during Round Three.

**Round Three—Specific Procedure and Results**

During Round Three, the committee reconvened in a large group setting to discuss the one multi-flagged item. The item that received a 2/3 vote at the end of this final round would be sent to the State Board of Education for consideration in removing from the summative computer adaptive test as required by Idaho Code § 33-134. As detailed in below in Table 3, the committee found Bias and Sensitivity concerns with one ELA/L item. This ELA/L item is not associated with a passage; it is considered a “discrete” item.

**Table 3. Results of Round 3 Analysis – ELA Item**

Item ITS ID	ELA	
	Yes	No
130300	6	17

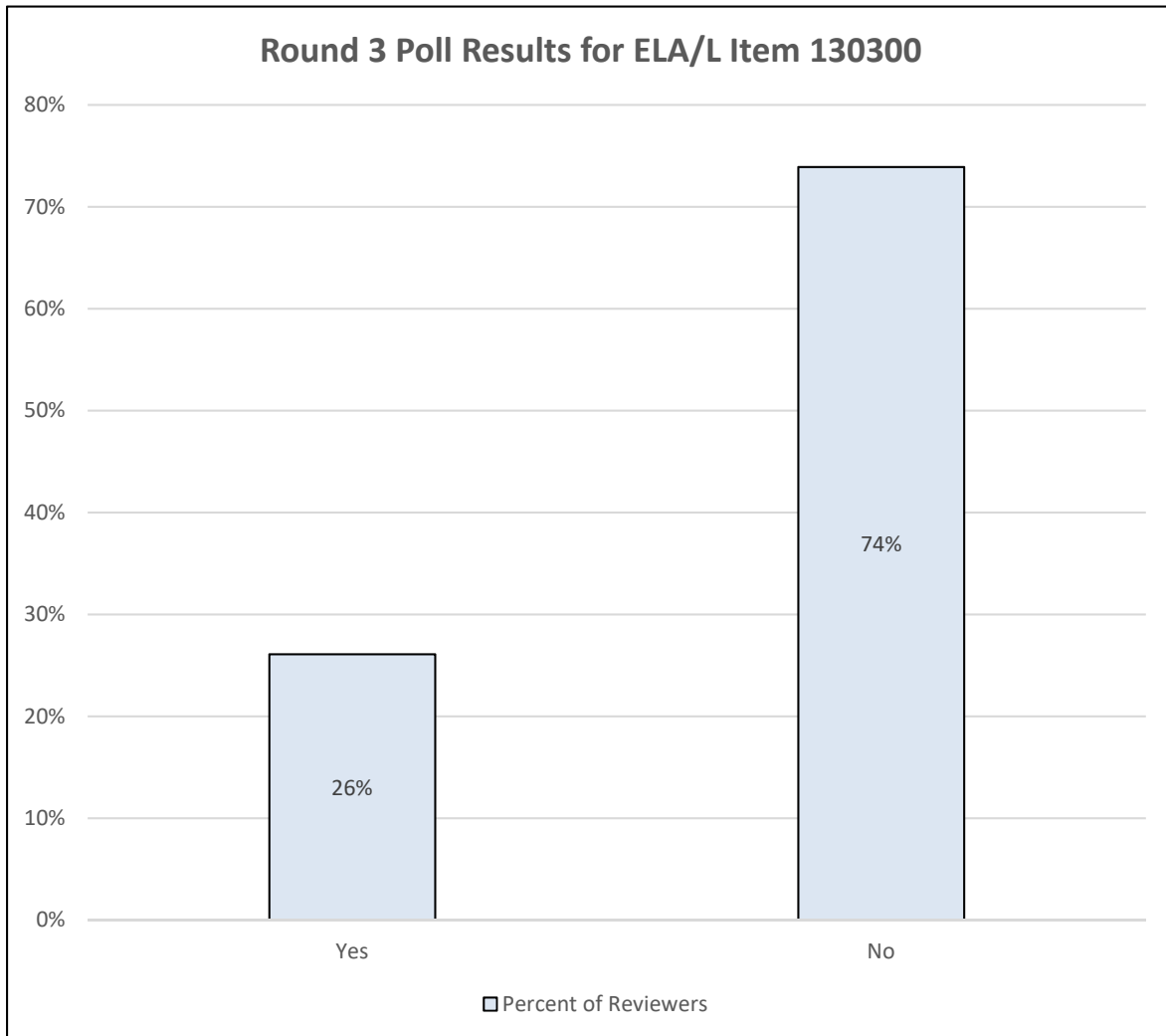
**Final Result**

Of the 3,475 items that required review by this committee per Idaho Code § 33-134, one grade 5 ELA/L item was determined as having concerns with Bias or Sensitivity according to a 2/3 committee vote. This item has been sent to the Idaho State Board of Education for

consideration of rejection from the operational 2019 Grade 5 ELA assessment. Detailed results for this item are presented below.

The committee determined the ELA/L grade 5 item ID 130300 did not pass guideline #7 (language accessibility). As seen in Figure 3, 100% of the committee voted that this item does not meet the Bias and Sensitivity guidelines.

**Figure 3. Round 3 Poll Results for ELA/L item 130300**



**Implications of Rejecting the Proposed Item**

AIR has completed the analysis of the impacted Item Bank pools to determine risks associated with rejecting the single item identified by the 2018 Bias and Sensitivity Committee. Based on the State Board of Education’s decision last year to reject all items and passages recommended by the Bias and Sensitivity Committee, Idaho has a separate item configuration for the online delivery of the ELA/L assessments. That work requires a continual fee of \$57,000

on an annual basis. Rejection of the single item proposed by the 2018 Bias and Sensitivity Committee will not incur additional costs by the Idaho State Department of Education.

For additional questions, please contact Karlynn Laraway, Director of Assessment, at the Idaho State Department of Education, 208-332-6976, or [klaraway@sde.idaho.gov](mailto:klaraway@sde.idaho.gov).

# Idaho Bias & Sensitivity Review

Mathematics & English Language Arts/ Literacy  
Tuesday, September 18<sup>th</sup> and Wednesday,  
September 19<sup>th</sup>, 2018  
Boise, Idaho



## Introductions

- SDE Personnel
  - Karlynn Laraway
  - Vickie Holbrook
- AIR Personnel
  - Kayla Convery
  - Diana Tenzer
  - Kevin Chandler
  - Kam Mangis de Mark



## What is Bias & Sensitivity Review?

- The committee, known as the Bias and Sensitivity Committee, was created by the Idaho Legislature in 2014 through Idaho Code 33-133.
  - SB1396. Adds to existing law to establish a review committee and to provide that the committee will review certain test questions and make recommendations.
- The review increases test validity by removing features of a test that are construct-irrelevant, that is, features that could unfairly interfere with a test-taker's performance.



## AIR Fairness Guidelines

1. Stereotypes
2. Inflammatory or Controversial Material
3. Advice
4. Dangerous Activities
5. Population Diversity
6. Topic Familiarity
7. Language Inclusiveness
8. Linguistic Features/ Language Accessibility





## 1. Stereotypes

- Tests must not use stereotypes, which are standardized mental pictures held about members of a group that represent an oversimplified opinion, affective attitude, or uncritical judgment.



## Examples of Stereotyping

- Boys outscoring girls in math & reading
- Men hunting & women cooking
- Men as doctors & women as nurses
- African Americans as urban dwellers
- Asian Americans as restaurant owners



## “Loaded” Words to Avoid

- Backward
- Crafty
- Inscrutable
- Miserly
- Savage
- Superstitious



## Example Item - Stereotyping

There are 15 boys and 10 girls in Mr. Granger’s math class. On the last test, 87% of the boys and 20% of the girls received an A.

How many students in all received an A?

- A. 10
- B. 15
- C. 20
- D. 25



## 2. Inflammatory or Controversial Material

- Tests must avoid topics that are upsetting, divisive, and unrelated to the content under measurement.



## Emotional Topics to Avoid

- Abortion
- AIDS/ other STDs
- Animal Rights/ Abuse
- Birth Control
- Car Accidents
- Child Abuse
- Colonialism
- Death
- Divorce
- Drugs/ Alcohol/ Tobacco
- Euthanasia
- Gambling
- Gangs
- Guns/ Gun Control
- Hate
- Homelessness
- Hunting
- Incest
- Murder
- Nuclear Energy
- The Occult
- Oppression
- Politics
- Racism
- Rape
- Religion
- Religious Holidays
- Sex/ Sexuality
- Sexual Preference/ Orientation
- Slavery
- Suicide
- Teen Pregnancy
- Terrorism
- Torture
- Violence
- War



## Examples of Specific Topics to Avoid

- Racial composition of a team or a classroom
- Descriptions of physical characteristics of students (e.g., eye color, weight)
- Descriptions of car accidents
- Units of food offered or served
- Graphic descriptions of specific weather or other natural disasters



## Example Item - Inflammatory or Controversial Material

Mark created a survey to see whether the war in Iraq or the American economy is most important in determining a candidate for the upcoming election. Which sample should Mark use to get the most valid results?

- A. All registered Republicans
- B. All registered Democrats
- C. All registered voters
- D. All war veterans



### 3. Advice

- Tests must not advise on matters pertaining to health and well-being about which there is not universal agreement.



### Examples of Advice to Avoid

- Diet
- Health
- Religion
- Sex
- Wellness



## Example Item - Advice

Mary is 5 foot 6 inches tall and weighs 175 pounds. She should weigh 145 pounds.

If Mary can lose 1 pound every 2 days. How long will it take for Mary to reach her target weight?



## 4. Dangerous Activities

- Tests must not contain content that portrays people engaged in, or explains how to engage in, dangerous activities.



## Examples of Dangerous Activities to Avoid

- Binging and purging
- Drinking alcohol to excess
- Driving while intoxicated
- Not using a car seatbelt
- Riding a bicycle without a helmet
- Smoking
- Using legal or illegal drugs (marijuana, prescriptions)
- Using weapons



## Example Item – Dangerous Activities

Martina's bathroom is very dirty. To get it as clean as possible, she is mixing in a bucket her glass cleaning liquid with a tile cleaner.

What kind of change is taking place with the liquids?



## 5. Population Diversity

- Tests should reflect in a positive fashion the racial and ethnic composition of the testing population.
- Tests must avoid ethnocentrism.



## Reflect the Diversity of the Population

- Use materials written by members of diverse groups.
- Use material that reflects the experiences of diverse groups.
- Portray people in positive, nontraditional roles.
- Be accurate when referring to population subgroups.
- Consider factors such as names, cultural references, pictures, and roles.





## Appropriate References

- Be as specific as possible.
- Use the term people use to refer to themselves.



## 6. Topic Familiarity

- Tests must avoid words, phrases, concepts, and beliefs that are irrelevant to the testing domain and are likely to be differentially familiar to groups (gender, racial, geographical, socioeconomic, religious, ethnic, disability) of the testing population.



## Examples of Topics with Differential Familiarity

- Agriculture
- Construction
- Finance
- Law
- Military
- Politics
- Sports
- Technology
- Transportation



## Socioeconomic Status-Related Concerns

- Possessions
- Financial concepts
- Leisure activities
- Social functions

However, incidental reference to commonly accessible, middle-class concepts (car, TV, cell phone, home computer) are permitted.



## Regional Concerns

- Weather
- Geographical features
- Occupations
- Ethnic groups



## Underlying Assumptions

- Be aware of cultural assumptions that underlie the content of a passage or an item.



## Example Item - Topic Familiarity

According to the passage, buying stocks, bonds and commodities in one market and selling them to traders at an increased price in **another** is known as arbitrage.

What does the word **another** refer to?

- A. stocks
- B. commodities
- C. traders
- D. market



## 7. Language Inclusiveness

Language must be inclusive as possible.

### **Avoid "man" words**

- Generic "he"
- Mankind
- Known to man
- Manmade
- manpower

### **And Female Stereotypes**

- Old maid
- Old wives' tale
- Pollyanna



## Use Equal Pairs

- Husband and wife (*not* man and wife)
- John and Abigail Adams (*not* John Adams and his wife)
- Condoleezza Rice and John Kerry (*not* Rice and Kerry)



## Avoid Regional Vocabulary

- Soft drink (*not* pop, soda, or tonic)
- Sandwich (*not* submarine, hoagie, hero or grinder)
- Water fountain (*not* bubbler)
- Stream (*not* brook, creek or rill)
- Mountain lion (*not* cougar, panther, or puma)



## 8. Linguistic Features/ Language Accessibility

- Tests must be free of language that could unfairly hinder the performance of nonnative speakers of nonstandard dialects of English, and people with language disorders.



## Three Categories

- Style
- Grammar
- Vocabulary



## Style Issues to Avoid

- Wordiness
- Multiple Subordinate Clauses
  - A group of words that has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence.
  - e.g., She said that I don't know what I want Bill to do.
- Unnecessary and unclear passive construction
  - A passive construction occurs when you make the object of an action into the subject of a sentence.
  - e.g., Why was the road crossed by the chicken?



## Style Issues to Avoid

- Unnecessary conditionals
  - The conditional mood of the verb.
  - e.g., Water boils when it will reach 100°C.
- Idioms
  - a group of words established by usage as having a meaning not deducible from those of the individual words
  - e.g., raining cats and dogs



## Style Issues to Avoid

- Too many words between subject and verb
  - e.g., Farmers that understand the difference between the soil requirements of plants when they are seedlings and their requirements when they are mature are in high demand.
- Negative stems
  - e.g., Which organism would *not* live in a forest ecosystem?



## Grammar Issues to Avoid

- Rarefied structures
- Missing or unclear antecedents
  - an expression (word, phrase, clause, etc.) that gives its meaning to a pro-form (pronoun, pro-verb, pro-adverb, etc.).
- Grammatical double negatives
- Incorrect grammar





## Vocabulary to Avoid

- Inappropriate register
  - e.g., academic language, language that is too familiar or conversational
- Unnecessary jargon
- Long compound nouns and adjectives
- Gratuitous synonyms



## Vocabulary to Avoid

- Words with several meanings
- Unusual or low-frequency words
- Dialect and regionalisms
- Words, phrases, and names with secondary meanings that are sexual or naughty



## In Conclusion

- Questions about Policy for SDE
  - Ask during Breaks
- Paperwork
  - Sign Non-Disclosure & Submit to Kayla **Before** Starting
  - Remaining Paperwork to SDE (via USPS)
- Training on How to Use Content Rater
  - Is the next training in this room



**DEPARTMENT OF EDUCATION  
NOVEMBER 8, 2018  
SUMMARY OF LANGUAGE ACCESSIBILITY, BIAS, AND SENSITIVITY  
GUIDELINES**

**ATTACHMENT 3**

### **1. STEREOTYPING**

Testing materials should not present persons stereotyped according to the following characteristics:

- Age
- Disability
- Gender
- Race/Ethnicity
- Sexual orientation

### **2. SENSITIVE OR CONTROVERSIAL SUBJECTS**

Controversial or potentially distressing subjects should be avoided or treated sensitively. For example, a passage discussing the historical importance of a battle is acceptable whereas a graphic description of a battle would not be. Controversial subjects include:

- |                      |                  |
|----------------------|------------------|
| • Death and Disease  | • Race relations |
| • Gambling*          | • Religion       |
| • Politics (Current) | • Sexuality      |
|                      | • Superstition   |
|                      | • War            |

(References to gambling should be avoided in Mathematics items related to probability.)

### **3. ADVICE**

Testing materials should not advocate specific lifestyles or behaviors except in the most general or universally agreed upon ways. For example, a recipe for a healthful fruit snack is acceptable but a passage recommending a specific diet is not. The following are categories of advice to be avoided completely:

- Religion
- Sexual preference

### **4. DANGEROUS ACTIVITIES**

Care should be taken not to present dangerous activities in such a way as to make them seem appealing or acceptable.

## **5. POPULATION DIVERSITY, REPRESENTATIVENESS, AND ETHNOCENTRISM**

Testing materials should:

- Reflect the diversity of the testing population
- Use stimulus materials (such as works of literature) produced by members of minority communities
- Use personal names from different ethnic origin communities
- Use pictures of people from different ethnic origin communities
- Avoid ethnocentrism (the attitude that all people should share a particular group's language, beliefs, culture, or religion)

## **6. DIFFERENTIAL FAMILIARITY: ELITISM AND DIF**

Specialized concepts and terminology extraneous to the core content of test questions should be avoided. This caveat applies to terminology from the fields of:

- |                |                   |
|----------------|-------------------|
| • Construction | • Military topics |
| • Finance      | • Politics        |
| • Sports       | • Science         |
| • Law          | • Technology      |
| • Machinery    | • Agriculture     |

## **7. LANGUAGE ACCESSIBILITY**

Language should be as direct, clear, and inclusive as possible. The following should be avoided or used with care:

- Passive constructions
- Idioms
- Multiple subordinate clauses
- Pronouns with unclear antecedents
- Multiple-meaning words
- Nonstandard grammar
- Dialect
- Jargon

## **8. GRAPHICS**

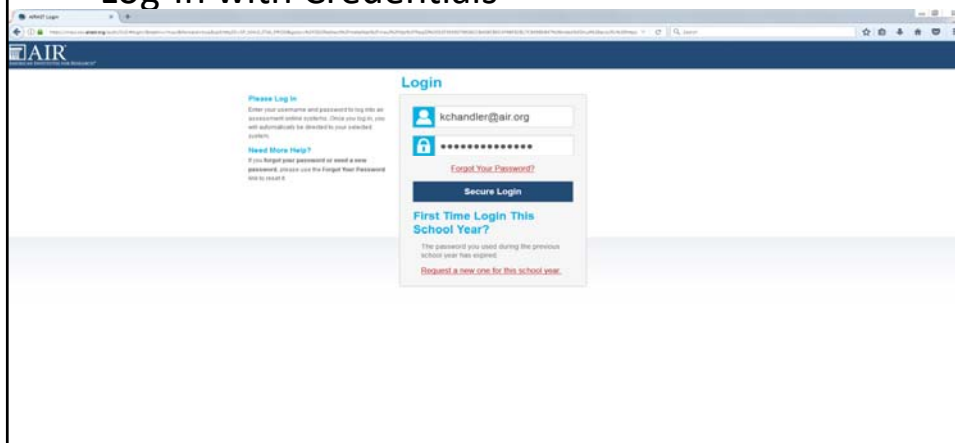
All of the relevant foregoing standards apply to graphics.

# SBAC Field Test Content Rater

Idaho Stakeholder Bias & Sensitivity Meeting  
Tuesday, September 18<sup>th</sup> – Wednesday,  
September 19<sup>th</sup>, 2018

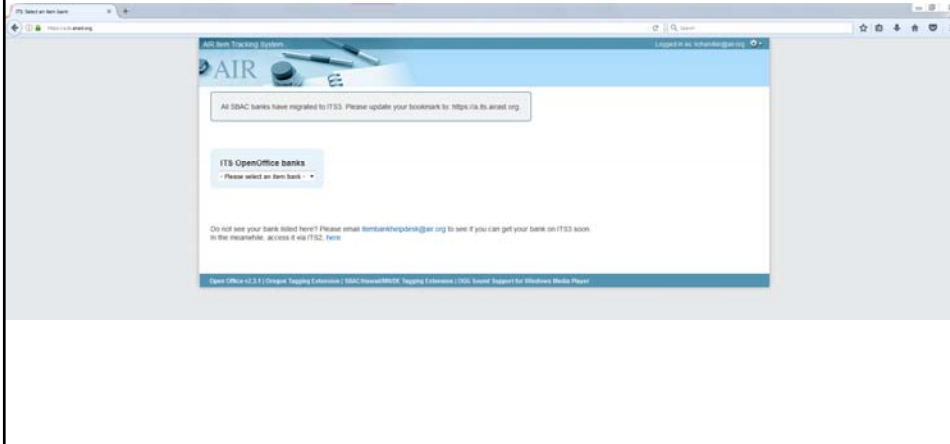
## Idaho Stakeholder Bias & Sensitivity Meeting

- Open Mozilla Firefox
- Log-In with Credentials



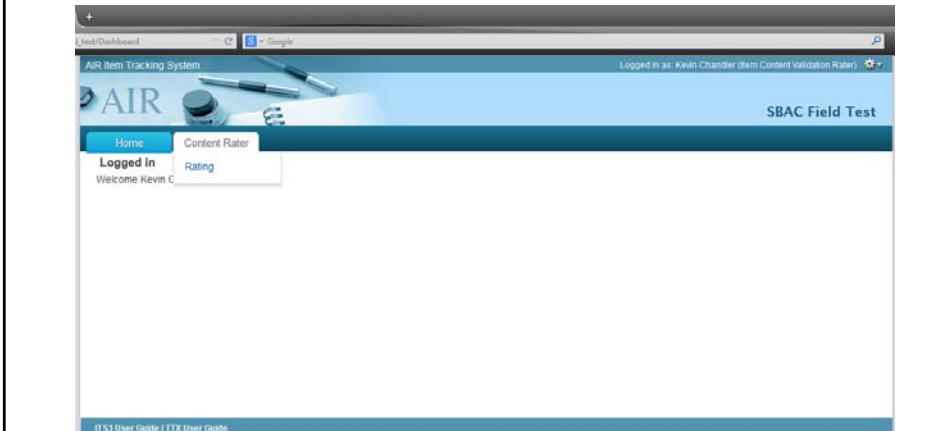
## Idaho Stakeholder Bias & Sensitivity Meeting

- Choose “SBAC Field Test IAT” Bank



## Idaho Stakeholder Bias & Sensitivity Meeting

- “Item Content Validation Rater” access
- Content Rater > Rating



## Idaho Stakeholder Bias & Sensitivity Meeting

- Assigned Incomplete Batches Shown

The screenshot shows the AIR Item Tracking System interface. At the top, it says 'AIR Item Tracking System' and 'SBAC Field Test'. The user is logged in as 'Kevin Chandler (Item Content Validation Rater)'. Below the header, there are 'Home' and 'Content Rater' buttons. The main content area is titled 'Incomplete Batches' and contains two tables. Each table has columns for 'Start', 'Submit', 'Batch Title', and 'Batch ID'. Below each table, there is a detailed view with columns for 'Item ID', 'Status', 'Stimulus', and 'Comment'. The first table shows items 34632 through 36683, and the second table shows items 12974 through 25687. All items in both tables have a status of 'Incomplete'.

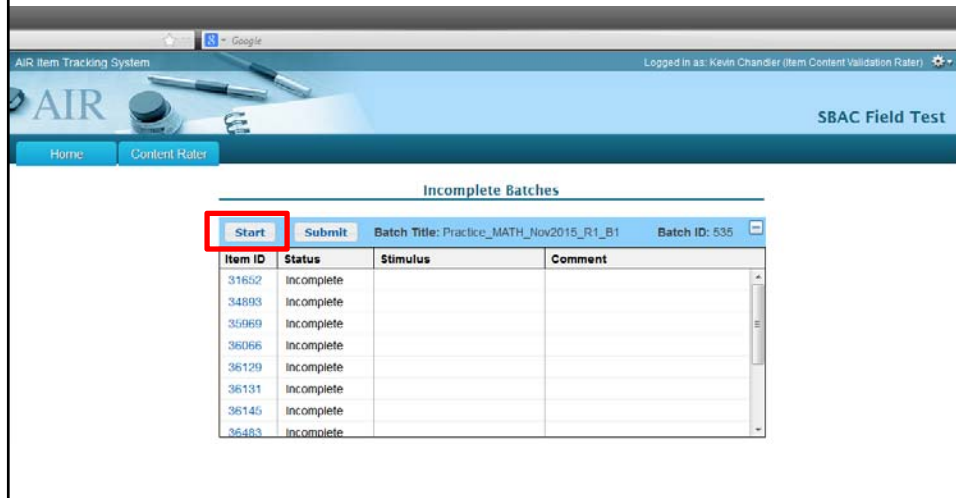
## Idaho Stakeholder Bias & Sensitivity Meeting

- Minimize

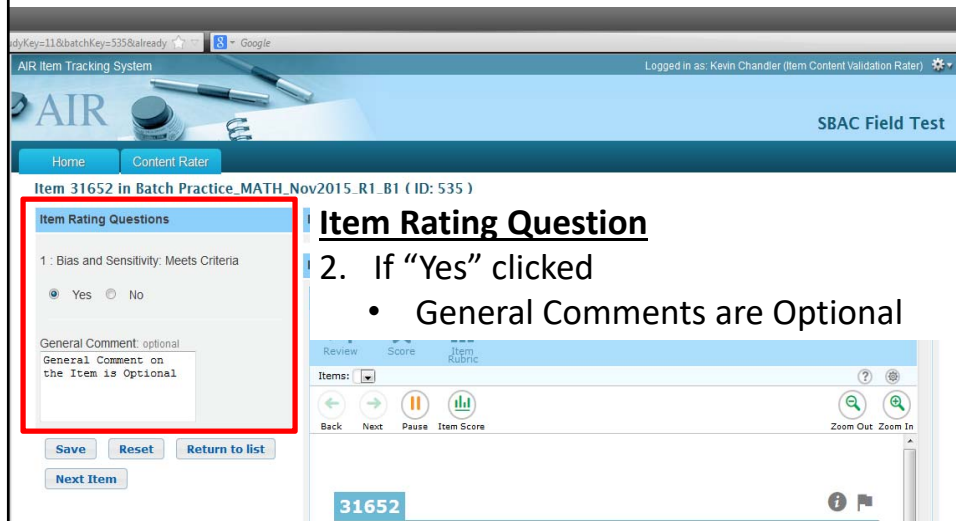
This screenshot is similar to the one above, but it shows a simplified view of the 'Incomplete Batches' section. It features two rows of batch information, each with 'Start' and 'Submit' buttons, 'Batch Title', and 'Batch ID'. A red rectangular box highlights the minimize button (represented by a minus sign icon) located to the right of the 'Batch ID' for the first row.

# Idaho Stakeholder Bias & Sensitivity Meeting

- Click Start

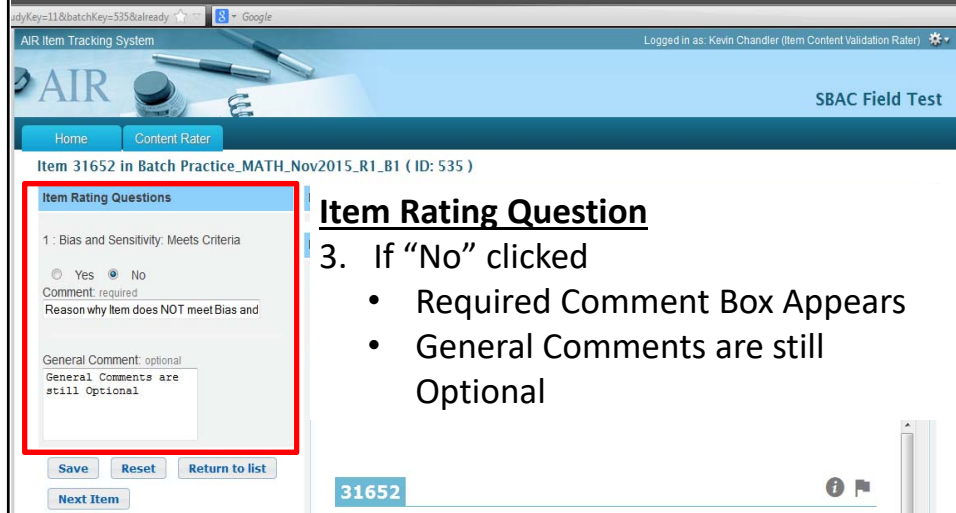


# Idaho Stakeholder Bias & Sensitivity Meeting





## Idaho Stakeholder Bias & Sensitivity Meeting



Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 ( ID: 535 )

**Item Rating Questions**

1: Bias and Sensitivity: Meets Criteria

Yes  No

Comment: required  
Reason why Item does NOT meet Bias and

General Comment: optional  
General Comments are still Optional

Save Reset Return to list

Next Item

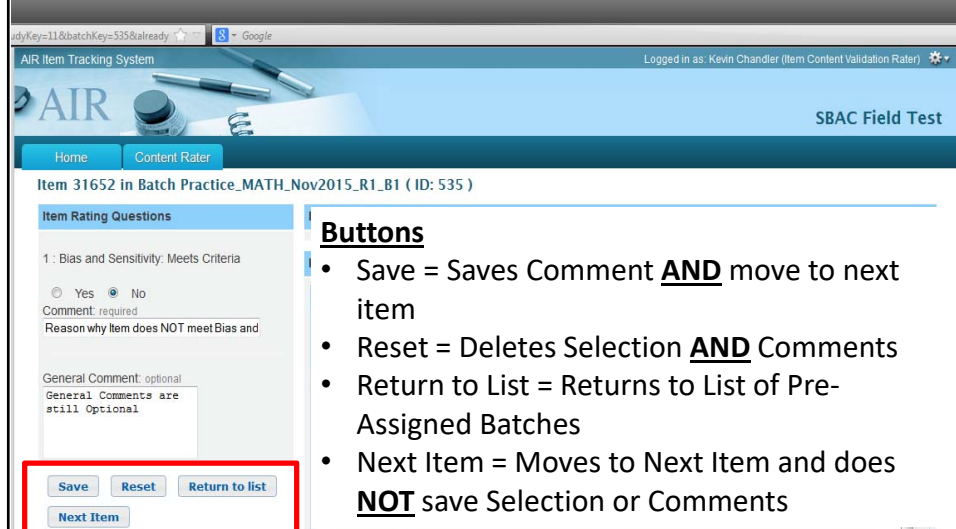
31652

**Item Rating Question**

3. If "No" clicked

- Required Comment Box Appears
- General Comments are still Optional

## Idaho Stakeholder Bias & Sensitivity Meeting



Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 ( ID: 535 )

**Item Rating Questions**

1: Bias and Sensitivity: Meets Criteria

Yes  No

Comment: required  
Reason why Item does NOT meet Bias and

General Comment: optional  
General Comments are still Optional

Save Reset Return to list

Next Item

**Buttons**

- Save = Saves Comment **AND** move to next item
- Reset = Deletes Selection **AND** Comments
- Return to List = Returns to List of Pre-Assigned Batches
- Next Item = Moves to Next Item and does **NOT** save Selection or Comments

## Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

### Item Overview

1. Item Alignment Attributes
2. Can Minimize and Maximize

Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 (ID: 53)

**Item Rating Questions**

1: Bias and Sensitivity: Meets Criteria

Yes  No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

**Item Overview**

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

Items:

Back Next Pause Item Score

Zoom Out Zoom In

31652

## Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

### Item Content Webpreview

1. Item
2. Score button does work

Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 (ID: 53)

**Item Rating Questions**

1: Bias and Sensitivity: Meets Criteria

Yes  No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

**Item Overview**

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

Items:

Back Next Pause Item Score

Zoom Out Zoom In

31652

## Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 50569 in Batch Practice\_MATH\_Nov2015\_R1\_B1

Item Rating Questions

1 : Bias and Sensitivity: Meets Criteria

Yes  No

Comment: required

Reason why Item does NOT meet Bias and Sensitivity: optional

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

Item Content Webpreview

Item 50569

Languages: ENU Preview Content settings

This is the last item in batch: Practice\_MATH\_Nov2015\_R1\_B1

OK

Zoom Out Zoom In

50569

Pop-Up Box Appears on Last Item in Batch  
Click 'OK'  
Will be returned back to Last Item in Batch

## Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 ( ID: 535 )

Item Rating Questions

1 : Bias and Sensitivity: Meets Criteria

Yes  No

Comment: required

Reason why Item does NOT meet Bias and Sensitivity: optional

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

Item Overview

Item Content Webpreview

Item 31652

Languages: ENU Preview Content settings

Review Score Item Rubric

Items:

Click Return to List

Zoom Out Zoom In

31652

## Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System | Logged in as: Kevin Chandler (Item Content Validation Rater) | SBAC Field Test

Status = Completed  
OR  
Status = Incomplete

General Comments Shown

Complete Batches

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535
Item ID	Status	Stimulus	Comment
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Incomplete		
36483	Incomplete		
42051	Incomplete		
42052	Incomplete		

## Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System | Logged in as: Kevin Chandler (Item Content Validation Rater) | SBAC Field Test

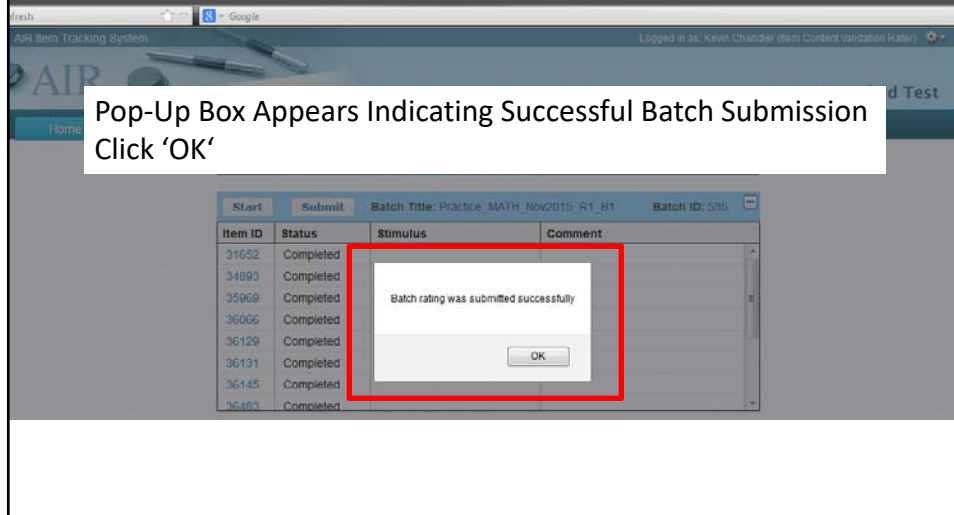
Make Sure Status of ALL Items in Batch is "Completed"

Click "Submit" to Submit Batch

Incomplete Batches

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535
Item ID	Status	Stimulus	Comment
31652	Completed		
34893	Completed		
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Completed		
36483	Completed		

## Idaho Stakeholder Bias & Sensitivity Meeting

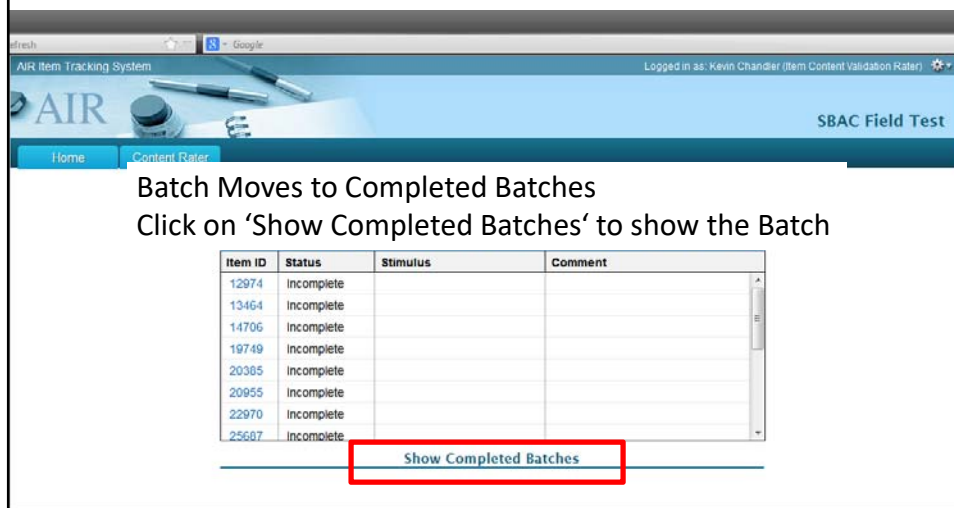


Pop-Up Box Appears Indicating Successful Batch Submission  
Click 'OK'

The screenshot shows the AIR Item Tracking System interface. A pop-up box with the text "Batch rating was submitted successfully" and an "OK" button is centered over a table of batch data. The table has columns for Item ID, Status, Stimulus, and Comment. The batch title is "Practice\_MATH\_Nov2015\_R1\_R1" and the batch ID is "535".

Item ID	Status	Stimulus	Comment
31652	Completed		
34993	Completed		
35069	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Completed		
36403	Completed		

## Idaho Stakeholder Bias & Sensitivity Meeting



Batch Moves to Completed Batches  
Click on 'Show Completed Batches' to show the Batch

The screenshot shows the AIR Item Tracking System interface. A table of batch data is displayed, with all items in an "Incomplete" status. Below the table is a button labeled "Show Completed Batches".

Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25687	Incomplete		

## Idaho Stakeholder Bias & Sensitivity Meeting

Click "Start" to Start next Incomplete Batch

SBAC Field Test

Home Content Rater

Incomplete Batches

Start Submit Batch Title: Practice\_MATH\_Nov2015\_R1\_B2 Batch ID: 536

Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25687	Incomplete		

Show Completed Batches

## Idaho Stakeholder Bias & Sensitivity Meeting

To resume an Incomplete Batch, click on the ITS ID That is marked "Incomplete".

SBAC Field Test

Home Content Rater

Incomplete Batches

Start Submit Batch Title: Practice MATH Batch 49b Batch ID: 526

Item ID	Status	Stimulus	Comment
95337	Completed		General Comment
95340	Completed		General Comment
95342	Completed		General Comment
95344	Incomplete		
95404	Incomplete		

## Idaho Stakeholder Bias & Sensitivity Meeting

Answer Question.  
Enter Comments.  
Click "Save" to Move to Next Item

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

Yes  No

Comment:

General Comment, optional

General Comment:

**Save** Reset Return to list

Next Item

Item Overview

Item Content Webpreview

Item 95344

Languages: ENU Preview Content settings

Previous Next Item reject Score Item Card View Attributes

Items:

Back Next Pause Item Score Zoom Out Zoom In

95344

## Idaho Stakeholder Bias & Sensitivity Meeting

Item Overview

Item Content Webpreview

Item 12974 Languages: ENU Preview Content settings

Review Score Item Rubric

Items:

Back Next Pause **Item Score** Zoom Out Zoom In

12974

Do NOT Click

Idaho Stakeholder Bias & Sensitivity  
Meeting

Questions about Content Rater?

Idaho Stakeholder Bias & Sensitivity  
Meeting – Process & Procedures

September 2018



## Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

- English Language Arts (ELA) Batches
  - 1650 Items *(541 last year)*
    - 645 Discrete Items & 1005 Passage Associated Items
  - Lots of Batches Total
    - Batches “Lots” Items
  - Each ELA Batch Reviewed by 3 Reviewers
    - All Reviewers will review at least 1 ELA Batch
  - Batches Organized by Passage NOT Grade
  - All ELA Batches Reviewed First

## Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

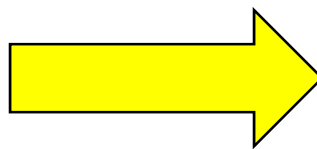
- Mathematics (MATH) Batches
  - 1825 Items *(510 last year)*
    - 1825 Discrete Items
  - Lots of Batches Total
    - Batches of “Lots” of Items
  - Each MATH Batch Reviewed by 3 Reviewers
    - All Reviewers will review at least 1 MATH Batch

## Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Process

- Individual Review
- Three Reviewers for Each Item (Item & Passage)
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria
- IF Two (or More) Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will move on to Round 2

## Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 1 to Round 2

During Round 1  
 $\geq 2$  Individual  
Reviewers  
Answer 'No' to  
'Meets Criteria'  
Question



Round 2

Idaho Stakeholder Bias & Sensitivity  
Meeting – Round 2 Process (If  
Necessary)

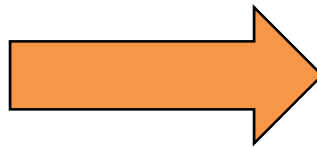
- Small Group Review
- Three Small Groups of ~10 Reviewers
- Each Small Group Reviews ALL Items that were Flagged in Round 1 in Content Rater
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria

Idaho Stakeholder Bias & Sensitivity  
Meeting – Round 2 Process (If  
Necessary)

- Review & Discuss ALL Items in Small Group
- Each Member of the Group Individually Votes on the Item in Content Rater
- IF 1/3 (or More) of Total Number of Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will move on to Round 3

## Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 2 to Round 3

During Round 2  
 $\geq 1/3$  Total  
Number of  
Reviewers  
Answer 'No' to  
'Meets Criteria'  
Question



Round 3

## Idaho Stakeholder Bias & Sensitivity Meeting – Round 3 Process (If Necessary)

- Large Group Review
- One Large Group of ALL Reviewers
- Large Group Reviews ALL Items that were Flagged in Round 2
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria

### Idaho Stakeholder Bias & Sensitivity Meeting – Round 3 Process (If Necessary)

- Items Presented on Projector
- Review & Discuss ALL Items in Large Group
- Each Member of the Group Individually Votes on the Item with paper ballot.
- Results Presented to Large Group
- IF 2/3 (or More) of Total Number of Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will Recommend to BoE for Rejection

### Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 3 to Board of Education

During Round 3  
 $\geq 2/3$  Total  
Number of  
Reviewers  
Answer 'No' to  
'Meets Criteria'  
Question



Recommend  
Rejection to  
BoE

Idaho Stakeholder Bias & Sensitivity  
Meeting

Questions about the Overview  
of Processes & Procedures?

Idaho Stakeholder Bias & Sensitivity  
Meeting

Additional Questions about the Idaho  
Stakeholder Bias & Sensitivity Meeting can  
be directed to Idaho State Department of  
Education

**User Name: ISATID\_Rev1@generic.user**

**Password:**

**<https://its.airast.org/>**

## **SBAC Field Test Content Rater**

Idaho Stakeholder Bias & Sensitivity Meeting  
Wednesday, September 19, 2018

### **Results – Items & Passage Moving to Round 2**

- Math = 0 Items
- ELA = 5 Items
  - Two discrete
  - Three associated to three different passages



## Round 2 Process

- Individual Review of ALL items in Content Rater
  - Review the items with LABs Guidelines in mind
  - Bias & Sensitivity: Meets Criteria: Yes or No (Items)
  - **Do Not Submit**
- Small Group Review of ALL items
  - Share your Opinions on the Items
  - Identifying Specific Guidelines IF Not Met
- Individual Voting of ALL items in Content Rater
  - Submit Round 2 Batch when done

## Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 2 to Round 3

During Round 2  
 $\geq 1/3$  Total Number  
of Reviewers  
Answer 'No' to  
'Meets Criteria'  
Question  
(7 of 23)



Round 3

## Idaho Stakeholder Bias & Sensitivity Meeting

### Questions about Round 2 Processes & Procedures?

## Reviewing PASSAGES Batch

### Incomplete Batches

Item ID	Status	Stimulus	Comment
50475	Incomplete	1586: 8487	
50726	Incomplete	1598: 8514	
123897	Incomplete	4439: 41IS2_A Place for Butterflies	
63305	Incomplete	1507: 8449	

## Idaho Stakeholder Bias & Sensitivity Meeting

The screenshot displays the SBAC Field Test Content Rater interface. At the top, it shows 'Item 50475 in Batch ID\_ELA\_Sept2016\_R2 passages ( ID: 656 )'. Below this, there is a section for 'Item Rating Questions' with a question: '1: Bias and Sensitivity: Meets Criteria'. The 'Yes' radio button is selected. To the right of this section, the text 'Item Rating Question Applies to Item' is underlined. Below the rating question is a 'General Comment, optional' field containing the text 'Passage Concern - Does Not Meet Guideline #4'. A red arrow points from this comment field to the underlined text 'Record Feedback for Passage in General Comments'. At the bottom of the interface, there are buttons for 'Save', 'Reset', 'Return to list', and 'Next Item'. The item ID '50475' is visible in a blue box at the bottom right of the interface.

## SBAC Field Test Content Rater

Idaho Stakeholder Bias & Sensitivity Meeting  
Wednesday, September 19, 2018

### Results – Item(s) Moving to Round 3

ELA ITS IDs	No	Yes	Grand Total
63690	2	21	23
106917	4	19	23
130266	6	17	23
130300	10	13	23
130320	3	20	23
Grand Total	25	90	115

### Round 3 Process

- Display Item on Projector
- Large Group Discussion
- Individual Vote on Paper Ballot
  - YES = Meets Bias & Sensitivity Criteria
  - NO = Does NOT Meet Bias & Sensitivity Criteria
- Tally and Announce the Results

## Round 3 Process

- Display ELA Item on Projector
- Large Group Discussion
- Individual Vote with Clickers
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Item & Repeat Process

## Round 3 Process

- Display ELA Passage on Projector
- Large Group Discussion
- Individual Vote with Clickers
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Passage & Repeat Process

## Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 3 to Board of Education

During Round 3  
 $\geq 2/3$  Total  
Number of  
Reviewers (**14**  
**People**) Answer  
'No' to 'Meets  
Criteria'  
Question



Recommend  
Rejection to  
BoE

## Clicker Instructions

- Press "Ch" (Channel)
- Press "4/D"
- Press "1/A"
- Press "Ch" (Channel) Again
- Press "1/A" or "2/B" to vote
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria

**DEPARTMENT OF EDUCATION  
NOVEMBER 8, 2018**

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Pending Rule, Docket No. 08-0202-1801, Rules Governing Uniformity, Standards for Initial Certification of Professional School Personnel

**REFERENCE**

June 2016	Board approved revisions to the Idaho Special Education Manual and to Proposed Rule Docket No. 08-0203-1604
November 2016	Board approved revisions to the Idaho Special Education Manual and to Pending Rule Docket No. 08-0203-1604
August 2017	Board approved revisions to the Idaho Special Education Manual and to Proposed Rule Docket No. 08-0203-1704
November 2017	Board approved Pending Rule Docket No. 08-0203-1704

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section IV.B.9.b. Standards for the Initial Certification of Professional School Personnel Sections 33-114, 33-130, 33-512, 33-1254, 33-1258, Idaho Code IDAPA 08.02.02, Rules Governing Uniformity

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Effective and Efficient Educational System; Objective A: Quality Teaching Workforce

**BACKGROUND/DISCUSSION**

On June 20, 2018, the Professional Standards Commission (PSC) submitted proposed rule docket number 08-0202-1801 to the State Board of Education (Board) for approval. The proposed rule amended the Standards for the Initial Certification of Professional School Personnel, a document incorporated by reference, and several sections of IDAPA 08.02.02, Rules Governing Uniformity, revising the following certificates and endorsements: school nurse, teacher librarian, teacher leader, gifted and talented, English, online teacher, and literacy. All revisions to standards and endorsements were made to better align with national standards and best practices. In addition, the PSC recommended two new endorsements for middle school composite areas: Middle School Social Studies (5-9) and Middle School Science (5-9). The Board adopted the revised incorporated document and approved proposed rule docket number 08-0202-1801.

**DEPARTMENT OF EDUCATION  
NOVEMBER 8, 2018**

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A Notice of Rulemaking – Proposed Rule was published in the August 1, 2018, Administrative Bulletin. Pursuant to Section 67-5222(1), Idaho Code, a public comment period on the proposed rule was held August 1 – August 22, 2018. Two (2) substantive changes were made in response to public comments. One comment, received during the public comment period, resulted in a change in language to best define continuing education units for Pupil Service Staff Certificate holders: fifteen (15) clock hours are equivalent to one (1) semester credit. Two (2) comments received outside of the public comment period resulted in a change to the Science-Middle Level (5-9) endorsement, replacing “physics” with “physical science” to allow for coursework in chemistry.

**IMPACT**

Updated initial certification standards and endorsements will enable Idaho universities to better prepare teachers.

**ATTACHMENTS**

Attachment 1 – Pending rule docket number 08-0202-1801, Rules Governing Uniformity, with pending changes highlighted

**STAFF COMMENTS AND RECOMMENDATIONS**

Formal negotiated rulemaking requires a notice of intent to promulgate rules. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rule coming forward to the Board for consideration. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21-day public comment period. At the close of the 21-day comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

The Standards for the Initial Certification of Professional School Personnel set out the minimum standards each traditional and non-traditional educator preparation program in Idaho must meet to be considered for approval (or re-approval) as a recognized educator preparation program in Idaho. Board Policy IV.B.9.b. sets out the five (5) year cycle by which the Standards are reviewed and assigns the responsibility for reviewing the standards and bringing recommendations forward to the Board to the Professional Standards Commission. Recommendations provided to the Board from the Professional Standards Commission include an additional review process by the Commissions’ standards review subcommittees prior to the formal negotiated rulemaking process and submittal of the proposed rule to the Board.

Staff recommends approval.



**DEPARTMENT OF EDUCATION  
NOVEMBER 8, 2018**

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**BOARD ACTION**

I move to approve pending rule docket number 08-0202-1801 as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0202-1801  
(Only Those Sections With Amendments Are Shown.)

**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 31, 2017~~ June 20, 2018.** Copies of this document can be found on the Office of the State Board of Education website at <https://boardofed.idaho.gov>. (~~3-28-18~~) ( )

**02. Standards for Idaho School Buses and Operations as approved on November 15, 2017.** 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 <https://boardofed.idaho.gov>. (3-28-18)

**03. Operating Procedures for Idaho Public Driver Education Programs as approved on June 16, 2016.** 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 <https://boardofed.idaho.gov>. (3-29-17)

**(BREAK IN CONTINUITY OF SECTION)**

**007. DEFINITIONS.**

**01. Active Teacher.** K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom or school, either in person or online. (3-29-17)

**02. Alternative Routes.** Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the paraprofessional profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-29-17)

~~**03. Clinical Experience.** Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice as defined in this section. ( )~~

~~**04. Clinical Practice.** Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. Clinical practice includes student teaching and internship. ( )~~

~~**035. Credential.** The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)~~

~~**046. Endorsement.** Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)~~

~~**07. Field Experience.** Early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. ( )~~

~~**058. Idaho Student Achievement Standards.** Standards of achievement for Idaho's K-12 students. See~~

IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

**069. Individualized Professional Learning Plan.** An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-28-18)

**107. Institutional Recommendation.** Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is now being recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (3-28-18)

**11. Internship.** Full-time or part-time supervised clinical practice experience in Pre-K-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. ( )

**0812. Local Education Agency (LEA).** An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

**0913. Orientation.** School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)

**104. Paraprofessional.** A noncertificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)

**a.** To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-29-17)

**i.** Demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (3-29-17)

**ii.** Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (3-29-17)

**iii.** Obtained an associate degree or higher level degree; demonstrate through a state approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (3-29-17)

**b.** Individuals who do not meet these requirements will be considered school or classroom aides. (3-29-17)

**c.** Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-29-17)

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

16. **Practicum.** Full-time or part-time supervised, industry-based experience in an area of intended career technical education teaching field to extend understanding of industry standards, career development opportunities, and application of technical skills. ( )

**127. Student Learning Objective (SLO).** A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-25-16)

18. **Student Teaching.** Extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing to teach. ( )

**139. Teacher Leader.** A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-25-16)

**(BREAK IN CONTINUITY OF SECTION**

**015. IDAHO EDUCATOR CREDENTIAL.**

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

**01. Standard Instructional Certificate.** A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

**a.** Professional education requirements: (3-29-17)

**i.** Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

**ii.** The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

**b.** Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

**c.** Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

**d.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

**e.** The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are

required every five (5) years in order to renew the certificate. (3-29-17)

**02. Pupil Service Staff 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 Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

**a.** School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school 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. 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; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

**b.** School Counselor – Basic (K-12) Endorsement. (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil ~~Personnel Services~~ **Staff** Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (~~3-28-18~~)(      )

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

**c.** 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: (3-25-16)

i. 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; (3-25-16)

ii. 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; (3-25-16)

iii. 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; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

d. 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 015.02.c.i. or 015.02.c.ii. ~~in addition to the requirement of Subsection 015.02.c.iii.~~ (3-29-17)( )

i. The candidate must possess a valid **professional** nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)( )

ii. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing: **have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any other area of pediatric, adolescent, or family nursing experience;** and have completed ~~nine~~ **six (6)** semester credit hours from a university or college in ~~at least three (3)~~ **any** of the following areas: (3-25-16)( )

(1) Health program management; (3-25-16)

(2) ~~Child and adolescent health issues;~~ **Nursing leadership.** (3-25-16)( )

(3) ~~Counseling, psychology, or social work; or~~ **Pediatric nursing or child development.** (3-25-16)( )

(4) ~~Methods of instruction~~ **Population of community health.** (3-25-16)( )

(5) ~~Health care policy, ethics, or cultural competency.~~ ( )

(6) ~~Research and/or statistics.~~ ( )

~~iii. Additionally, each candidate must have two (2) years of full time (or part time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)~~

e. Interim Endorsement - School Nurse. This endorsement 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 School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational **or experience** requirements, **or both**, and it is not renewable. (3-29-17)( )

f. 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. The 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. (3-25-16)

g. 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. The 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. (3-25-16)

h. 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 shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)

iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

i. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff 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. (3-28-18)

j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil *Personnel Services Staff* Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (~~3-28-18~~)( )

k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

**03. Administrator Certificate.** Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)

a. School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

- iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)
- iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)
- v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)
- b.** Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)
  - i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)
  - ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)
  - iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)
  - iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)
  - v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)
- c.** Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)
  - i. Hold a master's degree from an accredited college or university; (3-25-16)
  - ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)
  - iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)
  - iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: concepts of least restrictive environment; post-school outcomes and services for students with disabilities ages three (3) to twenty-one (21); collaboration skills for general education intervention; instructional and behavioral strategies; individual education programs (IEPs); assistive and adaptive technology; community-based instruction and experiences; data analysis for instructional needs and professional training; strategies to increase program accessibility; federal and state laws and regulations and school district policies; resource advocacy; and technology skills for referral processes, and record keeping; (3-28-18)
  - v. Have completed an administrative internship/~~practicum~~ in the area of administration of special



education; and

~~(3-28-18)~~ ( )

vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)

**04. Certification Standards For Career Technical Educators.** Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

**05. Degree Based Career Technical Certification.** (3-25-16)

a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; 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 one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may 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 evaluation. (3-28-18)

ii. Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

c. 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 Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: career pathways and career technical guidance;

principles/foundations of career technical education; and theories of occupational choice. (3-28-18)

**06. Industry-Based Occupational Specialist Certificate.** The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

**a.** Be at least twenty-two (22) years of age; document 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, industry 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: (3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

**b.** Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. Pathway I – Coursework: Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

**c.** Standard Occupational Specialist Certificate. (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

- d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who:  
(3-29-17)
  - i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)
  - ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related 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 (3-28-18)
  - iii. Have on file a new professional development plan for the next certification period. (3-28-18)
  - iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**07. Postsecondary Specialist.** A Postsecondary Specialist certificate will be granted to a current academic 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.  
(3-29-17)

**a. 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).  
(3-25-16)

**b. Fees.** The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules.  
(3-25-16)

- c. The candidate must meet the following qualifications: (3-25-16)
  - i. Hold a master's degree or higher in the content area being taught; (3-25-16)
  - ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)
  - iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

**08. American Indian Language.** Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers.  
(3-25-16)

**a.** The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher.  
(3-25-16)

**b.** Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code.  
(3-28-18)

**c.** The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years.

Individuals may apply for a renewal certificate. (3-25-16)

**09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors.** (3-25-16)

**a.** 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. (3-25-16)

**b.** 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. (3-25-16)

**c.** Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

**10. Additional Renewal Requirements.** In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

**a.** Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction," or another State Department of Education approved alternative course, shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the "Mathematical Thinking for Instruction" course or another State Department of Education approved alternative course in order to recertify: (3-28-18)

i. Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-28-18)

ii. Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-28-18)

iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-28-18)

iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher. (3-28-18)

**b.** Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

**c.** Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must

include the following competencies: (3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

**(BREAK IN CONTINUITY OF SECTION**

**021. ENDORSEMENTS.**

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-28-18)

**01. Clinical Experience Requirement.** All endorsements require supervised ~~teaching~~ clinical experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (~~3-28-18~~)(    )

**02. Alternative Authorization to Endorsement.** Candidates shall meet all requirements of the chosen option for the endorsement as provided herein. (3-28-18)

**a.** Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-28-18)

**b.** Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

**c.** Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. (3-28-18)

**d.** Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

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; or (3-28-18)

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.

(3-25-16)

**022. ENDORSEMENTS A - D.**

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

**a.** Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; career technical student organization leadership; plant science; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**032. All Subjects (K-8).** Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (3-29-17)

**023. American Government /Political Science (5-9 or 6-12).** Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and a minimum of three (3) semester credit hours in comparative government. Remaining course work must be selected from political science. Course work may include three (3) semester credit hours in world history survey. (3-28-18)

**04. Bilingual Education (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: upper division coursework in one (1) modern language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages guidelines; cultural diversity; ESL/bilingual methods; linguistics, second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners, biliteracy; at least one (1) semester credit hour in bilingual ~~practicum or~~ clinical field experience. (3-28-18) ( )

**05. Biological Science (5-9 or 6-12).** Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation. (3-29-17)

**076. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3).** The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements. (3-28-18)

**a.** A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-29-17)

**b.** The required credit hours here in, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching (K-3) and field experiences birth to age three (3) programs, and age three (3) to age five (5) programs, and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-29-17)

c. Proficiency in areas noted above is measured by one (1) of the following options: (3-29-17)

i. Option I -- Demonstration of competency within the Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-29-17)

ii. Option II -- Completion of a CAEP accredited program in blended early childhood education/early childhood special education birth through grade three (3). Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-29-17)

**067. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6).** The Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

a. Completion of a program of a minimum of twenty (20) semester credit hours in elementary education coursework to include: methodology (literacy, mathematics, science, physical education, art); content knowledge (mathematics, literacy, science, health, art); technology; assessment; and, field experiences in grades four (4) through six (6). (3-28-18)

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

a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; career guidance; career technical student organization leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; or business management; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**09. Chemistry (5-9 or 6-12).** Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry. (3-29-17)

**10. Communication (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

a. Option I -- Twenty (20) semester credit hours to include methods of teaching speech/communications plus course work in at least four (4) of the following areas: interpersonal communication/human relations; argumentation/personal persuasion; group communications; nonverbal communication; public speaking; journalism/mass communications; and drama/theater arts. (3-29-17)

b. Option II -- Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: interpersonal communication/human relations, public speaking, journalism/mass communications, and methods of teaching speech/communication. (3-29-17)

**11. Computer Science (5-9 or 6-12).** (3-29-17)

a. Twenty (20) semester credit hours of course work in computer science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world; or (3-29-17)

b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

~~12. 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). (3-25-16)~~

~~a. Special Education Consulting Teacher Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (3-28-18)~~

~~i. Education Requirements. Qualify for or hold a Standard Instructional Certificate, 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: (3-28-18)~~

~~(1) Assessment of learning behaviors; (3-25-16)~~

~~(2) Individualization of instructional programs based on educational diagnosis; (3-25-16)~~

~~(3) Behavioral and/or classroom management techniques; (3-25-16)~~

~~(4) Program implementation and supervision; (3-25-16)~~

~~(5) Knowledge in use of current methods, materials and resources available and management and operation of media centers; (3-25-16)~~

~~(6) Ability in identifying and utilizing community or agency resources and support services; and (3-25-16)~~

~~(7) Counseling skills and guidance of professional staff. (3-25-16)~~

~~ii. 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. (3-25-16)~~

~~iii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (3-25-16)~~

~~(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (3-25-16)~~

~~(2) 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: (3-25-16)~~

~~(a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)~~

~~(b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)~~

~~(c) Promoting Professional Learning for Continuous Improvement; (3-25-16)~~

~~(d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)~~



- ~~(e) Using Assessments and Data for School and District Improvement; (3-25-16)~~
- ~~(f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)~~
- ~~(g) Advocating for Student Learning and the Profession. (3-25-16)~~
- ~~iv. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (3-25-16)~~
- ~~b. Mathematics Consulting Teacher Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (3-28-18)~~
- ~~i. Education Requirements. Qualify for or hold a Standard Instructional Certificate 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: (3-28-18)~~
- ~~(1) Structural Components of Mathematics; (3-25-16)~~
- ~~(2) Modeling, Justification, Proof and Generalization; (3-25-16)~~
- ~~(3) Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (3-25-16)~~
- ~~ii. Experience. Completion of a minimum of three (3) years' teaching experience. (3-25-16)~~
- ~~iii. Provides verification of completion of a state approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state approved equivalent. Program shall include: (3-25-16)~~
- ~~(1) Ninety (90) contact hours to include a combination of face to face and field based professional development activities; and (3-25-16)~~
- ~~(2) 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: (3-25-16)~~
- ~~(a) Understanding Adults As Learners to Support Professional Learning Communities; (3-25-16)~~
- ~~(b) Accessing and Using Research to Improve Practice and Student Achievement; (3-25-16)~~
- ~~(c) Promoting Professional Learning for Continuous Improvement; (3-25-16)~~
- ~~(d) Facilitating Improvements in Instruction and Student Learning; (3-25-16)~~
- ~~(e) Using Assessments and Data for School and District Improvement; (3-25-16)~~
- ~~(f) Improving Outreach and Collaboration with Families and Community; and (3-25-16)~~
- ~~(g) Advocating for Student Learning and the Profession. (3-25-16)~~
- ~~iv. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (3-25-16)~~

**132. Deaf/Hard of Hearing (K-12).** Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing 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 a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (3-29-17)

- a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)
- 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 (3-29-17)
- 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; and (3-29-17)
- d. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing and must receive an institutional recommendation specific to this endorsement from an accredited college or university. (3-29-17)

**023. ENDORSEMENTS E - L.**

**01. Early Childhood Special Education (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 Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: (3-28-18)

- 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 student teaching at the Pre-K - 3 grades. (3-29-17)

**02. Earth and Space Science (5-9 or 6-12).** Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology. (3-29-17)

**03. Economics (5-9 or 6-12).** Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of personal finance/consumer economics/economics methods. Remaining course work may be selected from business, economics, or finance course. (3-28-18)

**04. Engineering (5-9 or 6-12).** (3-29-17)

- a. Twenty (20) semester credit hours of engineering course work; or (3-29-17)
- b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**05. English (5-9 or 6-12).** Twenty (20) semester credit hours, including ~~three (3) semester credit hours in Linguistics/~~ coursework in all of the following areas: grammar, ~~three (3) semester credit hours in~~ American literature, ~~three (3) semester credit hours in English~~ British literature, ~~six (6) semester credit hours in multicultural/world literature, young adult literature, and literary theory. Additionally, a course in~~ advanced composition, excluding the introductory sequence designed to meet general education requirements. ~~Remaining credits must be completed in the English department, and must include some course work in Writing Methods for Teachers of Secondary Students.~~ and a course in secondary English language arts methods are required. (3-29-17)( )

**06. English as a Second Language (ESL) (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL ~~practicum or~~ clinical field experience. (3-28-18)( )

**07. Exceptional Child Generalist (K-8, 6-12, or K-12).** The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. 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 student teaching in an elementary or secondary special education setting. To be eligible, a candidate must have satisfied the following requirements: (3-29-17)

**a.** Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program; and (3-29-17)

**b.** Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

**08. Family and Consumer Sciences (6-12).** (3-28-18)

**a.** Thirty (30) semester credit hours to include coursework in each of the following areas: child/human development; human/family relations; directed laboratory experience in childcare; apparel and textiles, cultural dress, fashion design and merchandising; nutrition; food preparation, food production, or culinary arts; housing, interior design, or home management; consumer economics or family resource management; introduction to family consumer sciences; career technical student organization leadership; career guidance; and family consumer science methods; and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Section 015.04 through 015.06. (3-29-17)

**09. Geography (5-9 or 6-12).** Twenty (20) semester credit hours including course work in cultural geography and physical geography, and a maximum of six (6) semester credit hours in world history survey. The remaining semester credit hours must be selected from geography. (3-29-17)

**10. Geology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of geology. (3-29-17)

**11. Gifted and Talented (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Teachers of Gifted and Talented Education Teachers Students, to include ~~semester credit hours~~ coursework in ~~each of~~ the following areas of gifted and talented education: foundations, ~~of Gifted and Talented Education~~; creative and critical thinking, ~~Skills for Gifted and Talented Students~~; social and emotional needs, ~~of Gifted and Talented Students~~; curriculum, instruction, and assessment and identification, ~~for Gifted and Talented Students~~; differentiated instruction and Programing for Gifted and Talented Students; and Practicum and, program design ~~for Gifted and Talented Education. Remaining course work must be in the area of gifted education, and clinical practice.~~ (3-12-14)( )

**12. Health (5-9, 6-12, or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: organization/administration/planning of a school health program; health, wellness, and behavior change; secondary methods of teaching health, to include field experience in a traditional classroom; mental/emotional health; nutrition; human sexuality; substance use and abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary health methods course. (3-29-17)

**13. History (5-9 or 6-12).** Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. history survey and a minimum of six (6) semester credit hours of world history survey. Remaining

course work must be in history. Course work may include three (3) semester credit hours in American government. (3-29-17)

**14. Humanities (5-9 or 6-12).** An endorsement in English, history, music, visual art, drama, or foreign language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: literature, music, foreign language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance. (3-29-17)

**15. Journalism (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

**a.** Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in journalism and six (6) semester credit hours in English and/or mass communication. (3-29-17)

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

**16. Literacy (K-12).** Twenty ~~one~~ (24) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: foundations of literacy (including reading, writing, listening, speaking, viewing, and New Literacies language); development and diversity of literacy learners; literacy in the content area; literature for youth; language development; corrective/diagnostic/remedial reading; ~~and~~ writing Instruction methods; and reading methods. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (~~3-12-14~~) ( )

#### 024. ENDORSEMENTS M - Z.

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

**a.** Twenty (20) semester credit hours to include course work in each of the following areas: marketing; management; economics; coordination of cooperative programs; merchandising/retailing; methods of teaching marketing education; and career technical student organization leadership, with remaining credit hours in entrepreneurship; hospitality and tourism; finance; career guidance; or accounting and occupational teacher preparation pursuant to Subsection 015.05.a.; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

~~032.~~ **Mathematics (5-9 or 6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department. (3-29-17)

~~023.~~ **Mathematics - Basic (5-9 or 6-12).** Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in mathematics content. (3-29-17)

**04. Music (5-9 or 6-12 or K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: theory and harmony; aural skills, music history; conducting; applied music; and piano proficiency (class piano or applied piano), and secondary music methods/materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (3-29-17)

**05. Natural Science (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

**a.** Option I -- Must hold an existing endorsement in one of the following areas: biological science,

chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows: (4-7-11)

i. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: physics, chemistry, and Earth science or geology. (3-29-17)

ii. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology. (3-29-17)

iii. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and Earth science or geology. (3-29-17)

iv. Existing Earth science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and chemistry. (3-29-17)

b. Option II -- Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty-four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: biology, chemistry, Earth science or geology, and physics. (3-29-17)

**06. Online-Teacher (K-12).** To be eligible for an Online-Teacher (K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

a. Meets the state's professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (3-25-16)

b. Provides evidence of online ~~experience or~~ course time *both* as a student ~~and as a learner~~; and demonstrates online learning ~~and teaching proficiency~~ experience. (3-25-16)( )

c. Has completed an eight (8) week online ~~teaching internship~~ clinical practice in a *Pre*-K-12 program, or has 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. (3-25-16)( )

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 equivalent. (3-25-16)

e. Demonstrates proficiency in the Idaho Standards for Online Teachers ~~including the following competencies~~: (3-25-16)( )

~~i. Knowledge of Online Education and Human Development; (3-25-16)~~

~~ii. Facilitate and Inspire Student Learning and Creativity; (3-25-16)~~

~~iii. Design and Develop Digital Age Learning Experiences and Assessments Standards; (3-25-16)~~

~~iv. Model Digital Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (3-25-16)~~

~~v. Engage in Professional Growth and Leadership. (3-25-16)~~

**087. Physical Education (PE) (5-9 or 6-12 or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in sport, movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current CPR and first aid certification. To obtain

a PE K-12 endorsement, applicants must complete an elementary PE methods course.

(3-29-17)

~~098.~~ **Physical Science (5-9 or 6-12).** Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics. (3-29-17)

~~079.~~ **Physics (5-9 or 6-12).** Twenty (20) semester credit hours in the area of physics. (3-28-18)

**10. Psychology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of psychology. (3-29-17)

~~11. Science – Middle Level (5-9). Twenty-four (24) semester credit hours in science content coursework including at least eight (8) credits in each of the following: biology, earth science, and physics/physical science, to include lab components. Science foundation standards must be met. ( )~~

~~112. Social Studies (5-9 or 6-12). Must have an endorsement in history, American government/political science, economics, or geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsement areas: history, geography, economics, and American government/political science. (3-29-17)( )~~

~~13. Social Studies – Middle Level (5-9). Twenty (20) Semester credit hours in social studies content coursework including at least five (5) credits in each of the following: history, geography, and American government/political science, or economics. Social studies foundations must be met. ( )~~

~~124. Sociology (5-9 or 6-12).~~ Twenty (20) semester credit hours in the area of sociology. (3-29-17)

~~135. Sociology/Anthropology (5-9 or 6-12).~~ Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: anthropology and sociology. (3-29-17)

~~16. Teacher Leader. Teacher leaders 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 facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. ( )~~

~~a. Teacher Leader – Instructional Specialist – Eligibility of Endorsement. To be eligible for a Teacher Leader – Instructional Specialist endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: ( )~~

~~i. Education requirement: Hold a Standard Instructional Certificate. Content within coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and have demonstrated competencies in the following areas: providing feedback on instructional episodes; engaging in reflective dialogue centered on classroom instruction, management, and/or experience; focused goal-setting and facilitation of individual and collective professional growth; understanding the observation cycle; and knowledge and expertise in data management platforms. ( )~~

~~ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. ( )~~

~~iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. ( )~~

~~b. Teacher Leader – Literacy – Eligibility for Endorsement. To be eligible for a Teacher Leader – Literacy endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following~~

requirements: \_\_\_\_\_ ( )

i. Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies in the Idaho Literacy Standards. Coursework and content domains required include foundational literacy concepts: fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process, which are all centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners. \_\_\_\_\_ ( )

ii. Experience: Completion of a minimum of three (3) years' full-time certificated experience, while under contract in an accredited school setting. \_\_\_\_\_ ( )

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved literacy content assessment. \_\_\_\_\_ ( )

c. Teacher Leader – Mathematics – Eligibility for Endorsement. To be eligible for a Teacher Leader – Mathematics endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: \_\_\_\_\_ ( )

i. Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching. \_\_\_\_\_ ( )

ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. \_\_\_\_\_ ( )

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved math content assessment. \_\_\_\_\_ ( )

d. Teacher Leader – Special Education – Eligibility for Endorsement. To be eligible for a Teacher Leader – Special Education endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: \_\_\_\_\_ ( )

i. Education Requirements: Hold a Standard Instructional Certificate endorsed Generalist K-12, K-8, or 5-9 and have demonstrated content competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available and management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff; and special education law, including case law. \_\_\_\_\_ ( )

ii. Experience: Completion of a minimum of three (3) years' full-time certificated experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting. \_\_\_\_\_ ( )

iii. Provides verification of completion of a state-approved program of at least twenty (20) post

baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. ( )

**147. Teacher Librarian (K-12).** Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: collection development/materials selection; literature for children and/or young adults; organization of information to include (cataloging and classification); school library administration/management; library information technologies; information literacy; and reference and information service. (3-12-14)( )

**158. Technology Education (6-12).** (3-28-18)

**a.** Twenty (20) semester credit hours to include course work in each of the following areas: communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy and transportation and other relevant emerging technologies; career technical student organization leadership; principles of engineering design; and occupational teacher preparation pursuant to Subsection 015.05.a; or (3-28-18)

**b.** Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (3-29-17)

**169. Theater Arts (5-9 or 6-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (3-29-17)

**170. Visual Arts (5-9, 6-12, or K-12).** Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in: foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary art methods course. (3-29-17)

**181. Visual Impairment (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (3-28-18)

**a.** Completion of a baccalaureate degree from an accredited college or university; (3-29-17)

**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; (3-29-17)

**c.** Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment and must receive an institutional recommendation specific to this endorsement from an accredited college or university; and (3-29-17)

**d.** Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-29-17)

**192. World Language (5-9, 6-12 or K-12).** Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary



methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following: (3-28-18)

a. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and (3-28-18)

b. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment) (3-28-18)

**025. -- 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 Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in Subsection 021.02 of these rules. (3-29-17)

**01. Alternative Authorization -- Teacher To New Certification.** The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

a. Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

b. A candidate must participate in an approved alternative route preparation program. (3-25-16)

i. The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

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

**02. 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 one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-25-16)

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

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching ~~or practicum~~ portion; and (3-29-17)( )

ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need

through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-16)

**b.** Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; (3-29-17)

iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, 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 for annual renewal and to receive a recommendation for full certification; (3-25-16)

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and (3-25-16)

v. 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)

**03. Non-Traditional Route to Teacher Certification.** An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

**a.** Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

**b.** To complete this non-traditional route, the individual must: (3-25-16)

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

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

iii. Complete the Idaho Department of Education background investigation check. (3-28-18)

**c.** 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 Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-28-18)

**d.** 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 a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

e. Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

**04. Alternative Authorization - Pupil Service Staff.** The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Service Staff 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 these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-28-18)

a. Initial Qualifications. The applicant must complete the following: (4-2-08)

i. Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

ii. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

b. Alternative Route Preparation Program. (4-2-08)

i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

ii. 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)

iii. 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)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

**05. Alternate Authorization Renewal.** Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

**043. -- 059. (RESERVED)**

**060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.**

To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (3-29-17)

**01. State Board of Education Requirements for Professional Growth.** (4-1-97)

a. Credits taken for recertification must be educationally related to the individualized professional learning plan or related to the professional practice of the applicant. (3-28-18)

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)
- iv. Credits must be taken during the validity period of the certificate. (3-28-18)

**b.** Graduate or undergraduate credit will be accepted for recertification. Credit must be transcribed and completed through a college or university accredited by an entity recognized by the State Board of Education. For pupil service staff, continuing education units completed and applied to the renewal of an occupational license issued by the Idaho Bureau of Occupational Licenses will be accepted for recertification. The continuing education units must be recognized by the Idaho Bureau of Occupational Licenses. (3-28-18)( )

c. Credits and continuing education units must be taken during the validity period of the certificate. ( )

**ed.** All requests for equivalent in-service training to apply toward recertification, except occupational specialist certificates, 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 Occupational Specialist Certificates must be made through the Division of Career Technical Education. Applicants must receive prior approval of in-service training and course work prior to applying for renewal. All in-service training must be aligned with the individual's individualized professional learning plan or related to professional practice. (3-28-18)

**de.** At least fifteen (15) hours of formal instruction must be given for each hour of in-service credit granted. (4-1-97)

**ef.** Recertification credits may not be carried over from one (1) recertification period to the next. (4-1-97)

**fg.** An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission or the Division of Career Technical Education, as applicable to the certificate type, 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. (3-29-17)

**02. 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 credits 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 may be by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for Idaho Professional Educators. Any such violations may result in disciplinary action. (3-28-18)

d. Pupil Service Staff Certificate holders who hold a professional license through the Idaho Bureau of Occupational Licenses may use continuing education units applied toward the renewal of their professional license toward the renewal of the Pupil Service Staff Certificate. Fifteen (15) continuing education units/contact hours are equivalent to one (1) semester credit. ( )

**(BREAK IN CONTINUITY OF SECTION**

**075. FINGERPRINTING AND BACKGROUND INVESTIGATION CHECKS (SECTIONS 33-130 AND 33-512, IDAHO CODE).**

All individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a background investigation check. (3-28-18)

**01. Definitions.** (4-9-09)

**a.** Applicant. An individual completing a background investigation check as identified in Subsection 075.02 of these rules. (3-28-18)

**b.** Background Investigation Check. The submission of a completed applicant fingerprint card or scan by an authorized entity submitted under an enacted state statute/local ordinance or federal law, approved by the Attorney General of the United States allowing a search of the state and federal criminal history indices for non-criminal justice purposes including employment suitability, licensing determinations, immigration and naturalization matters, and national security clearances. (3-28-18)

**c.** Background Investigation Check Result. The response to a state and federal background investigation check initiated by a fingerprint submission from an authorized entity for non-criminal justice purposes. Results are returned to the submitting authorized entity by the state criminal history repository (Idaho State Police Bureau of Criminal Investigation). (3-28-18)

**d.** Break-in-Service. A voluntary or involuntary termination in employment, including retirement. (4-9-09)

**e.** Candidate. An individual attending a postsecondary program. (4-9-09)

**f.** 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)

**g.** Employee. A person who is hired for a wage, salary, fee, or payment to perform work for an employer. (3-28-18)

**h.** Fingerprint Card or Scan. The process for obtaining impressions of an individual's fingerprint images, both ten (10) individual finger impressions rolled from nail to nail and slap or flat impressions taken simultaneously without rolling. Fingerprints may be recorded utilizing either an inked standard fingerprint card or using a livescan device. Standard fingerprint cards may also be scanned for submission to the state repository for background investigation check purposes. (3-28-18)

**i.** Rejected Fingerprint Cards or Scans. A fingerprint card or scan that has been returned by the Idaho State Police Bureau of Criminal Identification or Federal Bureau of Investigation for poor quality prints. (3-28-18)

**j.** Unsupervised Contact. Direct contact or interaction with students not under the direct supervision of an LEA employee 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. (3-28-18)

**02. Individuals Required to Complete a Background Investigation Check.** (3-28-18)

**a.** All applicants for certificates; (3-28-18)

**b.** Certificated and noncertificated employees; (3-28-18)

**c.** Substitute teachers; (3-28-18)

- d.** Contractors who have unsupervised contact with students in a public K-12 setting, including contractors who are providing student services; (3-28-18)
- e.** Student teachers or any postsecondary candidates who have unsupervised contact with students in a public K-12 setting; (3-28-18)
- f.** Volunteers who have unsupervised contact with students in a public K-12 setting; (3-28-18)
- g.** Any individuals who have unsupervised contact with students in a public K-12 setting. (3-28-18)
- 03. Fee.** The SDE shall charge a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)
- 04. 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, contractor, postsecondary program, or individual. (3-28-18)
- 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 thirty (30) calendar days. (3-28-18)
- d.** If the new fingerprint card and rejected fingerprint card are returned after thirty (30) calendar days, a fee, pursuant to Subsection 075.03 of these rules, is required to be paid. (3-28-18)
- 05. Secured Background Investigation Check Website.** The SDE will maintain a background investigation check website listing the background investigation check results for review by the LEA, private or parochial school, contractor or postsecondary program. Each LEA, private or parochial school, contractor and postsecondary program will have access to the background investigation check secure site listing their employees, statewide substitute teacher list, and student teacher list. (3-28-18)
- 06. Background Investigation Checks for Certification.** (3-28-18)
- a.** The SDE will make the final determination if an applicant is eligible for Idaho certification. (4-9-09)
- b.** 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)
- 07. Substitute Teachers.** Substitute teachers as defined in Section 33-512(15), Idaho Code, must undergo a background investigation check. The SDE shall maintain a statewide substitute teacher list. To remain on the list a substitute teacher shall undergo a background investigation check every five (5) years in accordance with Section 33-512, Idaho Code. (3-28-18)
- 08. Break In Service.** (4-9-09)
- a.** When an employee returns to any LEA, private or parochial school, or contractor after a break in service, a new background investigation check must be completed pursuant to Section 33-130, Idaho Code. (3-28-18)
- b.** When an employee changes employment between LEAs a new background investigation check must be completed pursuant to Section 33-130, Idaho Code. (3-28-18)

**09. Postsecondary.** (4-9-09)

**a.** The postsecondary program will submit a completed fingerprint card or scan for all candidates who are applying for unsupervised contact with students in a public K-12 setting including student teaching, internships, *practicum*, or other types of candidate training. (~~3-28-18~~)( )

**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)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>PENDING RULE DOCKET NO. 08-0104-1801 – RESIDENCY (POSTSECONDARY TUITION)</b>	Motion to Approve
2	<b>PENDING RULE DOCKET NO. 08-0113-1801 – RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP</b>	Motion to Approve
3	<b>PENDING RULE DOCKET NO. 08-0202-1802 – RULES GOVERNING UNIFORMITY – ALTERNATE ROUTE TO ADMINISTRATOR CERTIFICATION</b>	Motion to Approve
4	<b>PENDING RULE DOCKET NO. 08-0202-1803 – RULES GOVERNING UNIFORMITY – EDUCATOR CREDENTIAL TECHNICAL CORRECTIONS/CLARIFICATION</b>	Motion to Approve
5	<b>PENDING RULE DOCKET NO. 08-0202-1804 – RULES GOVERNING UNIFORMITY – PROFESSIONAL ENDORSEMENT</b>	Motion to Approve
6	<b>PENDING RULE DOCKET NO. 08-0202-1805 – RULES GOVERNING UNIFORMITY – CAREER TECHNICAL EDUCATOR CERTIFICATION - ENDORSEMENTS</b>	Motion to Approve
7	<b>PENDING RULE DOCKET NO. 08-0203-1803 – GRADUATION REQUIREMENTS</b>	Motion to Approve
8	<b>PENDING RULE DOCKET NO. 08-0203-1804 – RULES GOVERNING THOROUGHNESS – CAREER TECHNICAL EDUCATION – CONTENT STANDARDS – INCORPORATED BY REFERENCE</b>	Motion to Approve
9	<b>PENDING RULE DOCKET NO. 08-0501-1801 – RULES GOVERNING SEED CERTIFICATION</b>	Motion to Approve
10	<b>PENDING RULE DOCKET NO. 47-0102-1801 – RULES GOVERNING EXTENDED EMPLOYMENT SERVICES</b>	Motion to Approve
11	<b>PENDING RULE DOCKET NO. 55-0103-1801 – RULES OF CAREER TECHNICAL SCHOOLS – CAREER TECHNICAL SCHOOL FUNDING FORMULA</b>	Motion to Approve



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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**SUBJECT**

Pending Rule, Docket 08-0104-1801 – Rules Governing Residency Classification

**REFERENCE**

June 2011	Board approved proposed rule changes to IDAPA 08.01.04 updating residency requirements for special graduate or professional programs.
November 2011	Board approved pending rule changes to IDAPA 08.01.04., updating residency requirements.
August 2016	Board approved proposed rule changes to IDAPA 08.01.04 allowing graduates of an Idaho high school who return to the state within six (6) years of graduation to retain their residency status for tuition purposes
November 2016	Board approved pending rule changes to IDAPA 08.01.04
August 2018	Board approved proposed rule changes updating definition of parental support for dependents and full-time employment and removing obsolete reference to Eastern Idaho Technical College.

**APPLICABLE STATUTES, RULE OR POLICY**

Section 33-3717B, Idaho Code  
Idaho Administrative Code, IDAPA 08.01.04, Residency

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 2: Educational Attainment, Objective A: Higher Level of Educational Attainment

**BACKGROUND/DISCUSSION**

During the 2018 legislative session House Bill 631 created additional provisions for graduate students who had not previously established domicile to be considered resident students in Section 33-3717B, Idaho Code. Additional amendments expanded the time high school graduates have to return to the state and maintain residency from six (6) years to eight (8) Staff worked with the institutions to identify any changes that were needed in IDAPA 08.01.04. Residency to bring it into alignment with the provisions added to Section 33-3717B, Idaho Code. As part of this process no changes were identified that conflicted with the new provision of Section 33-3717B, Idaho Code; however, simplification of two provisions and technical corrections were identified and are being brought forward at this time for consideration.

The proposed amendments include removing the obsolete reference to Eastern Idaho Technical College, simplifying the definition of “support” for determining if a

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

student is a dependent of a parent or guardian and removing an undefined reference to “hourly equivalent” in reference to full-time employment.

**IMPACT**

The approval of proposed amendments will update and simply references for determining student residency for tuition purposes.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket 08-0104-1801

**STAFF COMMENTS AND RECOMMENDATIONS**

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts a 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rule prior to entering the pending stage. All pending rules are brought back to the board for approval prior to re-submittal to the Department of Administration for publication as a pending (final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the legislative session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Pursuant to Section 67-5220(1), Idaho Code, negotiated rulemaking was conducted. The Notice of Intent to Promulgate Rules – Negotiated Rulemaking was published in the July 4, 2018, Idaho Administrative Bulletin, Vol. 18-7. The proposed rule was published in the October 3, 2018, Idaho Administrative Bulletin, Vol 18-10. The public comment period ended on October 24, 2018. No comments were received during the 21-day comment period. No changes have been made between the proposed and pending rule.

Staff recommends approval.

**BOARD ACTION**

I move to approve pending rule Docket No. 08-0104-1801, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

IDAPA 08  
TITLE 01  
CHAPTER 04

08.01.04 – RESIDENCY

**000. LEGAL AUTHORITY.**

This chapter is adopted under the legal authority of Section 33-3717B, Idaho Code. (5-8-09)

**001. TITLE AND SCOPE.**

**01. Title.** The title of this chapter is Residency. (3-29-17)

**02. Scope.** This chapter governs residency classification for tuition purposes for the four-year institutions ~~and Eastern Idaho Technical College~~ under the governance of the State Board of Education and the Regents of the University of Idaho pursuant to Section 33-3717B, Idaho Code. (3-29-17)

**002. WRITTEN INTERPRETATIONS -- AGENCY GUIDELINES.**

Written interpretations to these rules in the form of explanatory comments are available from the Office of the State Board of Education, 650 West State Street, Room 307, Boise, Idaho 83720. (1-1-94)

**003. ADMINISTRATIVE APPEALS.**

Unless otherwise provided for in the rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (3-29-17)

**004. INCORPORATION BY REFERENCE.**

There are no documents incorporated by reference into these rules. (3-29-17)

**005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.**

The principal place of business of the State Board of Education is in Boise, Idaho. (3-29-17)

**01. Mailing Address.** The mailing address is PO Box 83720, Boise, Idaho 83720-0037. (3-29-17)

**02. Street Address.** The State Board of Education's street address is 650 West State Street, Room 307, Boise, Idaho 83702. (3-29-17)

**03. Office Hours.** The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (3-29-17)

**006. PUBLIC RECORDS ACT COMPLIANCE.**

This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record. (3-29-17)

**007. -- 009. (RESERVED)**

**010. DEFINITIONS.**

**01. Accredited Secondary School.** An Idaho secondary school accredited by a body recognized by the State Board of Education. (3-29-17)

**02. Armed Forces.** The United States Army, Navy, Air Force, Marine Corps, Coast Guard, and their reserve forces. It does not include the National Guard or any other reserve force. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

**03. Continuously Resided.** Physical presence in the state for twelve (12) consecutive months. Absence from the state for normal vacations, family travel, work assignments, short-term military training, and similar occasions during the twelve-month (12) qualifying period, in and of itself, will not be regarded as negating the continuous residence of the individual. (3-29-17)

**04. Full-time Employment.** Employment consisting on average of at least thirty (30) hours of service per week, or one hundred twenty (120) hours of service per month. (3-29-17)

**05. Full-time Student.** A student taking the number of credits set by the State Board of Education to constitute a full course load. (3-29-17)

**06. Support.** "Support" means financial support given to the student during the twelve (12) months preceding the opening date of the term for which resident status is requested, but shall not include educational scholarships or grants provided to the student to attend a postsecondary educational institution. Any student who receives less than fifty percent (50%) support may demonstrate this by showing that ~~he the student~~ is not claimed as a dependent by a parent or guardian for income tax purposes ~~or that a parent or guardian provides less than fifty percent (50%) of the cost of attending an institution according to the financial aid office of that institution or that other similar evidence exists of parental support such as dental bills, medical bills, etc.~~ (5-8-09)

**011. -- 099. (RESERVED)**

**100. RESIDENT CLASSIFICATION BY ALL INSTITUTIONS.**

Any student classified as a resident student for purposes of tuition by one of the institutions ~~or Eastern Idaho Technical College~~ shall be considered a resident by all other institutions. (3-29-17)

**101. RESIDENCY CLASSIFICATION PROCESS.**

All requests for residency reclassification must be submitted by the student to the institution by the 10th day of the term in which reclassification is sought. Each institution shall develop its own procedures to determine the residency status of applicants, disseminate information about the classification process, and determine the documentation required of each applicant to the institution. The institution may require whatever records, documents, or affidavits it deems necessary to classify each applicant correctly. It is the responsibility of the institution to notify the student in a timely manner of the documentation required for the classification process, and it is the responsibility of the student to provide the documentation by the deadline established by the institution. Each student shall be notified in writing of the residency classification decision within fifteen (15) days of such determination being made. (3-29-17)

**102. FACTORS FOR DETERMINING DOMICILE.**

The following, if supported by documentation, support a claim of domicile in Idaho. (3-29-17)

**01. Tax Returns and Employment.** Both of the following, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational: (3-29-17)

**a.** Filing of Idaho state income tax returns covering a period of at least twelve (12) months before the term in which the student proposes to enroll as a resident student; and (3-29-17)

**b.** Full-time employment ~~or the hourly equivalent~~ in Idaho. (3-29-17)

**02. Multiple Factors.** Five (5) of the following factors, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational: (3-29-17)

**a.** Ownership or leasing of a residence in Idaho. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

- b. Registration and payment of Idaho taxes or fees, other than sales ~~or income~~-tax, including registration and payment of Idaho taxes or fees on a motor vehicle, mobile home, travel trailer, or other item of personal property for which state registration and the payment of state tax or fee is required. (3-29-17)
- c. Registration to vote for state elected officials in Idaho at a general election. (1-1-94)
- d. Holding of an Idaho driver's license or state-issued identification card. (3-29-17)
- e. Evidence of the abandonment of a previous domicile. (1-1-94)
- f. The establishment of accounts with financial institutions in Idaho. (3-29-17)
- g. Other similar factors indicating intent to be domiciled in Idaho and the maintenance of such domicile. Factors may include, but are not limited to, enrollment of dependent children in Idaho elementary or secondary schools, establishment of acceptance of an offer of permanent employment for self in Idaho, documented need to care for a relative in Idaho, utility statements, or employment documentation. Multiple factors under this category may be used. (3-29-17)

**04. Idaho Elementary and Secondary Students.** If a student meets the requirements set forth under Idaho Code, Section 33-3717B(1)(c), that student shall not be required to meet the twelve-~~month~~-(12) month requirement for establishing domicile. (3-29-17)

**103. INDEPENDENT STUDENTS AND DOMICILE.**

Domicile in the state of Idaho primarily for purposes other than education includes a domicile in Idaho that was established by the student prior to pursuing higher education in Idaho unless the student's Idaho domicile was thereafter interrupted by an intervening change of domicile. (3-29-17)

**104. APPEALS PROCEDURE.**

Any student who contests the residency classification decision made by the institution may appeal the decision. The student shall be informed of his right to appeal by the institution at the time the student is notified of the residency classification decision. The student must request the appeal in writing and agree to the release of information provided to determine residency to the review body, and comply with deadlines established by the institution for requesting such appeal. (3-29-17)

**01. Institution Appeal.** The chief executive officer of each institution or his designee shall appoint or cause to be appointed a committee of no less than three (3) no more than five (5) members who represent faculty and administration and who will constitute a residency review committee. Within thirty (30) days following receipt of the student's written request to appeal the residency classification decision, the committee must meet and review the ruling. The student appealing is responsible for presenting such evidence as the committee may request and such other evidence as the student may deem pertinent to his residency status. The individual responsible for the initial residency classification decision may be present, if requested by the committee, to answer questions from the committee. The student must be notified in writing of the committee's decision. The decision of the committee is final unless the student elects to appeal the decision to the State Board of Education. (3-29-17)

**02. Board Appeal.** Any student who contests the decision of the residency review committee may appeal to the State Board of Education. In such case, the student must advise the chief executive officer of the institution, in writing, of his request to submit an appeal. The chief executive officer will submit the request to the Office of the State Board of Education for review by the Board or the Board's designated representatives. The decision of the State Board of Education is the final determination and is binding on all parties concerned, subject to the student's statutory right to appeal the final determination to district court. (3-29-17)

**105. -- 999. (RESERVED)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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**SUBJECT**

Pending Rule – Docket No. 08-0113-1802, Rules Governing the Opportunity Scholarship Program

**REFERENCE**

August 2015	Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015	Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship.
August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship, making technical corrections and clarifying that GPAs of more than one decimal place will be rounded up.
November 15, 2017	Board approved pending rule Docket 08-0113-1701.
April 2018	Board approved temporary rule Docket 08-0113-1801, establishing provision for the Opportunity Scholarship to be used for “Adult Learners”.
August 2018	Board approved proposed rule Docket 08-0113-1802, incorporating provisions for the Adult Learner Opportunity Scholarship into Administrative Code.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program  
Section 33-4303, Idaho Code, Opportunity Scholarship

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Educational Attainment and Objective C: Access

**BACKGROUND/DISCUSSION**

IDAPA 08.01.13 sets out the eligibility and application requirements for the Opportunity Scholarship, as authorized by Section 33-4303, Idaho Code. Senate Bill 1279 (2018), amended Section 33-4303, Idaho Code, authorizing the State Board of Education to award up to 20% of the funds appropriated for the Opportunity Scholarship to individuals with 24 or more postsecondary credits. Additionally, the 2018 Legislature appropriated an additional \$3.5M ongoing funds in FY19 for the Opportunity Scholarship Program.

The proposed rule amends the student eligibility and application requirements to allow for a portion of the Opportunity Scholarship awards to be used for individuals who have earned 24 or more postsecondary credits. Proposed amendments would include:

- Lowering the minimum GPA to 2.7;

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

- Allowing students who have earned 24 or more credits to apply up to three-weeks prior to the start of the term;
- Require these students to have “stopped out” for 24 or more months;
- Allow students to attend part-time;
- Pro-rate the amount of the award based on the number of credits attempted down to a minimum of six (6) credits;
- Require institutions to discuss opportunity for receive credits through prior learning assessments; and
- Require students to show progress on their educational plan to maintain scholarship eligibility.

The proposed rule amendments are based on research from other states which have implemented similar scholarships, feedback received from Idaho postsecondary institutions and feedback received from the Legislature during the 2018 Legislative Session.

**IMPACT**

The proposed rule will start the process for making the rule amendments approved by the Board at the April 2018 Board.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket No. 08-0113-1802

**STAFF COMMENTS AND RECOMMENDATIONS**

The Notice of Intent to Promulgate Rules was published in the July 4, 2018 (Vol 18-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the negotiated rulemaking process for Docket 08-0113-1802. The proposed rule was published in the October 2, 2018 Administrative Bulletin and the public comment period ended on October 24, 2018. One public comment in favor of the proposed rule was received through this process.

Board staff met with the postsecondary institutions Financial Aid Directors in early August to discuss the implementation of the scholarship on the campuses and gather early feedback. As part of this process the Financial Aid Directors provided two additional comments on the proposed rule. The comments requested specific language regarding the processing of the Adult Learner applications by Board staff and for the Board to consider the adding additional language regarding the credit hour requirements (IDAPA 08.01.13.302) for continued eligibility of the “traditional” Opportunity Scholarship applicants. Staff have incorporated one change in the pending rule in response to the application processing deadline. The original Notice of Intent was specific to technical corrections and provisions for the Adult Learner Opportunity Scholarship, therefore, the credit hour requirement change would be considered outside of the notice for this rulemaking and will be considered in future amendments to the Opportunity Scholarship requirements.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

The pending rule include one amendment in subsection 202 specifying Adult Learner applications will be processed and awarded on a monthly basis.

For the 2018 Fall Semester 32 Adult Learner Scholarships were accepted by students.

Staff recommends approval.

**BOARD ACTION**

I move to approve pending rule – Docket No. 08-0113-1802, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



IDAPA 08  
TITLE 01  
CHAPTER 13

08.01.13 – Rules Governing the Opportunity Scholarship Program

(BREAK IN CONTINUITY OF SECTIONS)

010. Definitions.

01. Adult Learner. Means an individual who: ( )  
a. Is not currently enrolled in a postsecondary institution accredited by a body recognized by the State Board of Education; ( )  
b. Has not attended a postsecondary institution at any time during the twenty-four (24) month period immediately prior to application for the Opportunity Scholarship; and ( )  
c. Has earned twenty-four (24) or more transferable credits from a postsecondary institution accredited by a body recognized by the State Board of Education. ( )

012. Grade Point Average (GPA). Means the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (3-20-14)

03. Graduation Plan. Means a plan developed by the postsecondary student in consultation with the postsecondary institution that identifies the certificate or degree the student is pursuing, the course and credit requirements necessary for earning the certificate or degree, the application of previously earned credits and credits granted through prior learning assessments will be applied to the certificate or degree, the estimated number of terms remaining to complete the certificate or degree and the proposed courses to be taken during each term. ( )

011. -- 100. (RESERVED)

101. Eligibility.

Applicants must meet all of the eligibility requirements to be considered for the scholarship award. (3-28-18)

01. Undergraduate Student. An eligible student must be pursuing their first undergraduate certificate or degree from an institution accredited by a body recognized by the State Board of Education. Other than an Adult Learner. A student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. A student meeting the definition of an Adult Learner must be pursuing their first undergraduate certificate or degree from an institution accredited by a body recognized by the State Board of Education. (3-20-14)( )

02. Academic Eligibility. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (3-28-18)

a. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of ~~three-two~~ point ~~zeroseven~~ (3-02.7) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (3-28-18)( )

b. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

**ATTACHMENT 1**

c. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of ~~three-two~~ point ~~zero-seven~~ (3.02.7) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. (3-28-18)( )

d. An Adult Learner must have a minimum cumulative grade point average of two point seven (2.7) or higher on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) decimal place. ( )

**03. Financial Eligibility.** Applicants for the opportunity scholarship are selected as recipients, in part, based on of demonstrated financial need. The tool used to determine financial need is the Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education. The financial need of an applicant for an opportunity scholarship will be based upon the verified expected family contribution, as identified by the FAFSA Student Aid report. The Student Aid report used to calculate financial need will be the report generated on the ~~March~~ +application deadline. (3-28-18)( )

**04. Additional Eligibility Requirements.** (4-2-08)

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (3-20-14)

b. If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (3-20-14)

i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an opportunity scholarship; (4-2-08)

ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-2-08)

iii. Upon review of the student's academic transcript(s), the student cannot complete their degree/certificate in the major they have identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate. (3-28-18)

**102. -- 201. (RESERVED)**

**202. Application Process.**

**01. Initial Applications.** An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the date specified in the application, but not later than three (3) weeks prior to the term in which they plan to enroll if an Adult Learner and not later than March 1 for all other students. Adult Learn applications will be processed and awarded on a monthly basis upto the application deadline. An applicant without electronic capabilities may request a waiver of this requirement and if granted submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than ~~March~~ the applicable application deadline. All applicants must complete and submit the FAFSA on or prior to ~~March~~ the application deadline. (3-28-18)( )

**02. Announcement of Award.** Announcement of the award of initial scholarships will be made no later than June 1 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

state appropriated funds. Additional award announcement may be made after this date based on the availability of funds and the acceptance rate of the initial awards. (3-9-16)

**03. Communication with State Officials.** Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the executive director or designee. (3-28-18)

**203. -- 299. (RESERVED)**

**300. Selection Of Scholarship Recipients.**

**01. Selection Process.** Scholarship awards will be based on the availability of scholarship program funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (3-28-18)

**a.** Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank. (3-28-18)

**b.** Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules. (3-28-18)

**02. Monetary Value of the Opportunity Scholarship.** (4-2-08)

**a.** The Board will establish annually the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the opportunity scholarship program. (3-28-18)

**b.** The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-2-08)

**i.** The amount of the assigned student responsibility, established by the Board annually; (4-2-08)

**ii.** The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is known at the time of award determination; (3-20-14)

**iii.** The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (3-20-14)

**iv.** The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours or its equivalent in an academic year attending an eligible four-year postsecondary institution or less than eighteen (18) credit hours or its equivalent in an academic year attending an eligible two-year institution will be prorated as follows: ( )

(1) Enrolled in six (6) to eight (8) credits or its equivalent per term, fifty percent (50%) of the maximum award amount; ( )

(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term, seventy-five percent (75%) of the maximum award amount; and ( )

(3) Enrolled in twelve (12) or more credits or its equivalent per term, one-hundred percent (100) of the maximum award amount. ( )

**c.** The amount of an opportunity scholarship award to an individual student shall not exceed the educational cost established by the Board annually, and shall not exceed the actual cost of tuition and fees at ~~any~~the

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

Idaho public postsecondary educational institution [the student attends or will attend](#), or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (3-28-18)(    )

**(Break in Continuity of Sections)**

**302. Continuing Eligibility.**

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules: (3-28-18)

**01. Renewal Application.** A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year and update and submit the FAFSA on or prior to March 1. (3-20-14)

**02. Credit Hours.** To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. [Notwithstanding these provisions, a scholarship recipient that has received the Opportunity Scholarship as an Adult Learner may retain eligibility through the completion of twelve \(12\) or more credit hours or its equivalent each academic year the student received the Opportunity Scholarship award. All students may use the summer term to meet the annual credit accumulation requirements.](#) (3-9-16)(    )

**03. Satisfactory Academic Progress.** To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of ~~three-two~~ point ~~zero-seven~~ (~~3.27~~) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial aid regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. [Students receiving an Opportunity Scholarship award as an adult learner must make satisfactory progress on the student's graduation plan established with the eligible institution at the time of admission.](#) (3-28-18)(    )

**04. Maximum Duration of Scholarship Award.** The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (3-20-14)

**05. Eligibility Following Interruption of Continuous Enrollment.** A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year.

(3-28-18)

**303. -- 399. (RESERVED)**

**400. Responsibilities Of Eligible Idaho Postsecondary Educational Institutions.**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

**01. Statements of Continuing Eligibility.** An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic year. Such statements must include verification that the scholarship recipient is still enrolled, attending [part-time if an Adult Learner and full-time for all other scholarship recipients](#), maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. ~~(3-9-16)~~

**02. Other Requirements.** An eligible Idaho postsecondary educational institution must: (4-2-08)

**a.** Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-2-08)

**b.** Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-2-08)

**c.** Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and (4-2-08)

**d.** Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-2-08)

**03. Adult Learner Evaluation.** [Upon admission, scholarship recipients receiving an award as an Adult Learner shall be administered prior learning assessments to determine eligibility for credit for prior learning including credit for prior experiential learning. As part of this process an eligible institution shall work with the student to develop a graduation plan for the program they are entering that includes estimated completion dates.](#)

**(Break in Continuity of Sections)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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**SUBJECT**

Pending Rule Docket 08-0202-1802 - Rules Governing Uniformity, Alternate Route to Administrator Certification

**REFERENCE**

March 2, 2018	Board voted to oppose HB 566 (2018) establishing a separate Charter School Administrator Certificate in Idaho Code.
August 2018	Board approved the proposed rule establishing an alternate route to certification for non-tradition school administrators.

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.02, Rules Governing Uniformity  
Sections 33-1201 through 33-1204, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Educational Attainment

**BACKGROUND/DISCUSSION**

IDAPA 08.02.02 establishes requirements for individuals to be granted an educator credential (become certified) in Idaho, including school administrator certification requirements. Additional provisions within this section of Administrative Code set out uniform processes and regulations for meeting the Idaho constitutional requirement for a uniform system of public schools under Article IX, Section 2. The Board has adopted uniform standards for certification of professional school personnel in Administrative Code, IDAPA 08.02.02. 04.01. During the 2018 Legislative Session, House Bill 566a passed creating a Charter School Administrator Certificate in Idaho statute that would have circumvented the current certification standards. The new certificate would have required the individual to hold a bachelor's degree, pass a criminal background check, receive training on teacher evaluations and demonstrate that a charter school board of directors has interested in hiring them and overseeing their work. The bill passed the Legislature and was ultimately vetoed by the Governor. During the legislative debate regarding House Bill 566a, the Board was asked to look into possible routes for non-traditional individuals to be able to meet our state standards and become certified administrators. The request was not specific to how this should be accomplished, nor directive in that it must be accomplished.

Administrator certification is required for every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified. Further, the Administrator Certificate must include one or more endorsement as a school principal, a superintendent, or a director of special education. Assistant superintendents are

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement.

Charter schools may currently hire individuals who do not hold an Administrator Certificate to run a charter school. These individuals could be business officers, chief operating officer, chief executive officers or any other variety of titles. If a charter school hires an individual without an Administrator Certificate to manage the school, the charter school must hire someone with an Administrator Certificate to conduct certificated staff evaluations. Additionally, pursuant to Section 33-5206, Idaho Code, "employment of charter school teachers and administrators shall be on written contract conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder." The Idaho Standards for Initial Certification of Professional School Personnel State personnel provide for minimum standards of what a principal, superintendent, or special education director must know but do not specify the duties of these administrator positions. Allowing one individual to serve as the administrator over the school's certificate staff and a separate school leader to serve in a business or building management capacity. Incomplete sentence.... State funding is based on the student average daily attendance and the classification of the school personnel. School personnel are either "classified staff" or "certificated staff." Certificated staff are currently funded at a higher level by the state than classified staff.

The common minimum requirements for the administrator endorsements include:

- a) a graduate degree;
- b) four (4) years of full-time certificated/licensed experience working with students in grades pre-K-12;
- c) have completed an administrative internship

There is currently one Alternative Route to Certification available for individuals that hold an instructional or pupil service staff certificate to obtain an Administrator Certificate, the Alternate Authorization – Teacher to New route. Concerns regarding HB 566a (2018) focused on the need for administrators to be able to serve as instructional leaders in their schools and the experience necessary to effectively serve in this capacity as well as having an understanding of how to work with, evaluate, and manage effectively instructional staff.

As part of the negotiated rulemaking process, Board staff held a meeting of the various education stakeholder groups, including representatives from the Idaho Charter School Network to discuss possible compromises in developing in Administrative Code an alternate route to certification for non-traditional school administrators. A mastery or competency alternate route based on a program designed by the Michigan Association of Secondary School Principals was provided as a discussion point. Additional areas of discussion focused on amending the current Administrator Certification requirements to include a Charter School Director en-

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

dorsement and amending the existing requirement for four years of “certificated/licensed experience” to “experience in a position equivalent to an Idaho certificated position.” The group was not able to come to consensus on a path forward. The proposed rule creates an alternative authorization for school administrators option which addresses some of the specific concerns that were raised during the meeting.

**IMPACT**

Approval of the pending rule will establish an alternate route for non-traditional individuals to receive an Administrator Certificate.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket 08-0202-1802

**STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. A negotiated rulemaking meeting was held on August 6, 2018. The proposed rule was published in the October 3, 2018 Administrative Bulletin. The public comment period ended October 24, 2018. Four comments were received opposing the proposed alternate route to certification for school administrators. Three comments were received opposing the creation of an alternate route for the following reasons:

- Compromised instructional quality and school integrity due to lack of training in Idaho education laws, instructional strategies, human resource management, community and parental involvement, evaluation and supervision of instructional staff, fiscal understanding, and management of special education student programs/needs;
- Sufficient number of traditionally prepared school administrators;
- Undermines public perception of the value of professional educators;
- Undermines value of educator preparation programs;
- Inability to supervise and serve as instructional leaders to large number of teachers now also teaching on alternate routes.

The remaining comment was in opposition of the alternate route requirements, indicating they were overly burdensome and far from expedited and a bureaucratic impediment. Additionally, this comment disagreed that the state standards for initial certification resulted in qualified educators.

No amendments have been made to the pending rule.

The Board may choose to approve the pending rule or take no action resulting in the vacating of the proposed rulemaking. Vacating the rulemaking at this point will result in a notice of vacation being submitted to the Department of Administration for publication in the Administrative Bulletin and would end the rulemaking process for Docket 08-0202-1802.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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**BOARD ACTION**

I move to approve pending rule Docket 08-0202-1802, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

IDAPA 08  
TITLE 02  
CHAPTER 02

08.02.02 – RULES GOVERNING UNIFORMITY

(BREAK IN CONTINUITY OF SECTIONS)

**015. IDAHO EDUCATOR CREDENTIAL.**

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

**01. Standard Instructional Certificate.** A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

**a.** Professional education requirements: (3-29-17)

**i.** Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

**ii.** The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

**b.** Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

**c.** Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

**d.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

**e.** The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

**02. Pupil Service Staff 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 Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

**a.** School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school 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. 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; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

**b. School Counselor – Basic (K-12) Endorsement.** (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

**c. 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: (3-25-16)

i. 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; (3-25-16)

ii. 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; (3-25-16)

iii. 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; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

**d. School Nurse Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. 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: (3-25-16)

(1) Health program management; (3-25-16)

(2) Child and adolescent health issues; (3-25-16)

(3) Counseling, psychology, or social work; or (3-25-16)

(4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

e. Interim Endorsement - School Nurse. This endorsement 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 School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

f. 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. The 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. (3-25-16)

g. 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. The 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. (3-25-16)

h. 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 shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

i. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff 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. (3-28-18)

j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

**03. Administrator Certificate.** Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)

a. School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)

v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)

b. Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)

v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)

**c.** Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university; (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-28-18)

v. Have completed an administrative internship/practicum in the area of administration of special education; and (3-28-18)

vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)

**04. Certification Standards For Career Technical Educators.** Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

**05. Degree Based Career Technical Certification.** (3-25-16)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

**a.** Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; 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 one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

**b.** The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**i.** Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may 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 evaluation. (3-28-18)

**ii.** Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

**c.** 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 Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

**d.** Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)

**06. Industry-Based Occupational Specialist Certificate.** The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

**a.** Be at least twenty-two (22) years of age; document 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, industry 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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

following three (3) options:

(3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

**b.** Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. Pathway I - Coursework: Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

**c.** Standard Occupational Specialist Certificate. (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

**d.** Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)

ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related 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 (3-28-18)



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

- iii. Have on file a new professional development plan for the next certification period. (3-28-18)
- iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**07. Postsecondary Specialist.** A Postsecondary Specialist certificate will be granted to a current academic 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. (3-29-17)

**a. 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). (3-25-16)

**b. Fees.** The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

**c. The candidate must meet the following qualifications:** (3-25-16)

- i. Hold a master's degree or higher in the content area being taught; (3-25-16)
- ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)
- iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

**08. American Indian Language.** Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

**a.** The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

**b.** Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

**c.** The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

**09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors.** (3-25-16)

**a.** 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. (3-25-16)

**b.** Each school district with a Junior ROTC program shall provide the State Department of Education

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

with a notarized copy of their certificate(s) of completion. (3-25-16)

c. Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

**10. Additional Renewal Requirements.** In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

a. Mathematics In-Service Program. In order to recertify, the state [board](#) approved mathematics instruction course titled “Mathematical Thinking for Instruction,” or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state [board](#) approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the “Mathematical Thinking for Instruction” course or another State Department of Education approved alternative course in order to recertify: (3-28-18)

i. Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-28-18)

ii. Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-28-18)

iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-28-18)

iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher. (3-28-18)

b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

c. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

**016. IDAHO INTERIM CERTIFICATE.**

The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in an alternate route to certification as prescribed herein. (3-29-17)

**01. Interim Certificate Not Renewable.** Interim certification is only available on a one-time basis per individual except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (3-29-17)

**02. Idaho Comprehensive Literacy Course.** For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state [board](#) approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (3-28-18)

**a.** Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

**03. Mathematical Thinking for Instruction.** For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state [board](#) approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (3-28-18)

**04. Technology.** Out-of-state applicants may be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (3-28-18)

**05. Reinstatement of Expired Certificate.** An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain a full certification during the term of the interim certificate: (3-28-18)

**a.** Two (2) years' successful evaluations as per Section 33-1001(14), Idaho Code. (3-28-18)

**b.** Measured annual progress on specific goals identified on Individualized Professional Learning Plan. (3-28-18)

**c.** Six (6) credit renewal requirement. (3-28-18)

**d.** Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. (3-28-18)

**06. Foreign Institutions.** An educator having graduated from a foreign institution may be issued a non-renewable, three-year (3) interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (3-28-18)

**07. Codes of Ethics.** All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including

those employed under an interim certificate.

(3-28-18)

**(BREAK IN CONTINUITY OF SECTIONS)**

**021. ENDORSEMENTS.**

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state [board](#) approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-28-18)

**01. Clinical Experience Requirement.** All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (3-28-18)

**02. Alternative Authorization to Endorsement.** Candidates shall meet all requirements of the chosen option for the endorsement as provided herein. (3-28-18)

**a.** Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-28-18)

**b.** Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

**c.** Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. (3-28-18)

**d.** Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

**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; or (3-28-18)

**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.

**(BREAK IN CONTINUITY OF SECTIONS)**

(3-25-16)

**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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

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 Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in Subsection 021.02 of these rules. (3-29-17)

**01. Alternative Authorization -- Teacher To New Certification.** The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

**a.** Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

**b.** A candidate must participate in an approved alternative route preparation program. (3-25-16)

**i.** The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

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

**02. 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 one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-25-16)

**a.** Initial Qualifications. (3-20-04)

**i.** A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and (3-29-17)

**ii.** The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-16)

**b.** Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

**i.** At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)

**ii.** The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

**ATTACHMENT 1**

credits will be specified in the consortium developed plan;

(3-29-17)

iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, 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 for annual renewal and to receive a recommendation for full certification;

(3-25-16)

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and

(3-25-16)

v. 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)

**02. Alternative Authorization – School Administrator.** The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in the areas of school administration. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total.

( )

**a. Initial Qualifications:**

( )

i. A candidate must hold a graduate degree;

( )

ii. The school hiring district or charter school shall ensure the candidate is experienced and qualified to serve in a position of leadership based on an identified need and shall have other leadership, management, and administrative experience. This may be accomplished through a combination of employment experience and education; and

( )

iii. Has four (4) or more years of full-time experience working with students, pre-k-12 in a position equivalent to a certificated position in Idaho, in an accredited school setting, accredited by a body recognized by the Idaho State Board of Education.

( )

**b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program.**

( )

i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the local education agency and the candidate shall determine the preparation needed to meet in Idaho Standards for Initial Certification of Professional School Personnel. This individual professional development plan must include mentoring and a minimum of one (1) observation by the mentor per month, which will include feedback and reflection, while serving in an administrative capacity under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;

( )

ii. The candidate must receive a qualifying score on a state board approved school leaders certification assessment.

( )

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy and certificated staff evaluation based on the state framework for evaluation prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed individual professional development plan;

( )

iii. At the time of authorization the candidate must enroll in and work toward completion of the individualized alternative route preparation program through a participating college/university or other state board

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

approved certification program, and the employing local education agency; and ( )

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences. ( )

c. Candidates meeting all requirements of the alternative route preparation program, at the conclusion of the three (3) year validity period of the interim certificate may apply for a standard administrator certificate. ( )

i. An administrator who participates in, and successfully completes an individualized alternative route preparation program as one (1) of the conditions for annual renewal and receives a certificate of completion and statement of meeting the state standards for initial certification of school personnel for school administrators from the partnering educator preparation program be considered as having met the requirement for completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. ( )

**03. Non-Traditional Route to Teacher Certification.** An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

**a.** Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

**b.** To complete this non-traditional route, the individual must: (3-25-16)

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

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

**iii.** Complete the Idaho Department of Education background investigation check. (3-28-18)

**c.** 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 Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-28-18)

**d.** 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 a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)

**e.** Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

**04. Alternative Authorization - Pupil Service Staff.** The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Service Staff 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 these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-28-18)

**a.** Initial Qualifications. The applicant must complete the following: (4-2-08)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

i. Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

ii. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

**b.** Alternative Route Preparation Program. (4-2-08)

i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

ii. 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)

iii. 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)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

**05. Alternate Authorization Renewal.** Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

**(BREAK IN CONTINUITY OF SECTIONS)**



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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**SUBJECT**

Pending Rule Docket 08-0202-1803 - Rules Governing Uniformity, Educator Credentials

**REFERENCE**

June 2017	Board reviewed Evaluation Review Report with recommendations for revision of IDAPA 08.02.02.120 to clarify evaluation requirements and provide clear guidelines for training for administrators.
August 2016	Board approved proposed rule restructuring instructional certificates into a single certificate and updated the evaluation requirements to bring them into alignment with the career ladder measurements of student achievement.
November 28, 2016	Board approved pending rule restructuring instructional certificates into a single certificate and updated the evaluation requirements to bring them into alignment with the career ladder measurements of student achievement.
August 31, 2017	Board approved technical corrections and clarification to the evaluation training requirements based on feedback received during the annual evaluation review process.
November 2017	Board approved pending rule.
August, 2018	Board approved proposed rules making technical correction and adding clarifying language around recommendations for full certification for individuals on alternate routes.

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.02, Rules Governing Uniformity  
Sections 33-1201 through 33-1204, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Educational Attainment

**BACKGROUND/DISCUSSION**

IDAPA 08.02.02 establishes requirements for individuals to be granted an educator credential (become certified) in Idaho. Additional provisions within this section of Administrative Code set out uniform processes and regulations for meeting the Idaho Constitutional requirement for a uniform system of public schools.

Proposed amendments would make technical corrections to IDAPA 08.02.02.042 Alternate Routes to Certification, subsection 02, Alternative Authorization – Content Specialist to clarify that the required “recommendation for full certification” is

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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not the defined term "Institutional Recommendation." The recommendation for full certification is a recommendation that should be given by the consortium (school district and Board approved educator preparation program) that the individual has completed their individualized alternative route preparation program and is recommended for full certification. The proposed amendment will change the wording to "certificate of completion." Technical corrections include adding the word "standard" to IDAPA 08.02.02.100. Official Vehicle for Approving Teacher Education Program, subsection 01. Educator preparation programs must meet the Council for Accreditation of Educator Preparation Standards (CAEP) and the Board approved Idaho Standards for Initial Certification of Professional School Personnel. The word "standard" was at some point dropped from the reference to the CAEP standards. Additional changes will align terminology for consistency and update terms to current usage.

**IMPACT**

Approval of the proposed rule will allow for small technical correction, and provide clarification without changing current practices.

**ATTACHMENTS**

Attachment 1 –Pending Rule Docket 08-0202-1803

**STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. A negotiated rulemaking meeting was held on August 6, 2018. Participants reviewed IDAPA 08.02.02 for areas identified as needing correction. There was consensus from the group on the proposed amendments discussed. The proposed rule was published in the October 3, 2018 Administrative Bulletin and the public comment period ended on October 24, 2018. Three public comments were received during this period. Two comments were in favor of the proposed amendments and a third comment requested changes to a section in the rule (regarding paraprofessionals) that was not contemplated in the Notice of Intent for this rulemaking and would need to be deferred to a future rule-making. No amendments have been made between the proposed and pending rule.

Staff recommends approval.

**BOARD ACTION**

I move to approve pending rule Docket 08-0202-1803, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

IDAPA 08  
TITLE 02  
CHAPTER 02

08.02.02 – RULES GOVERNING UNIFORMITY

**000. LEGAL AUTHORITY.**

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

**(BREAK IN CONTINUITY OF SECTIONS)**

**007. DEFINITIONS.**

**01. Active Teacher.** K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom or school, either in person or online. (3-29-17)

**02. Alternative Routes.** Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the paraprofessional profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-29-17)

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

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

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

**06. Individualized Professional Learning Plan.** An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-28-18)

**07. Institutional Recommendation.** Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is now being recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation as outlined in Section 120 of these rules. (3-28-18)

**08. Local Education Agency (LEA).** An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

**10. Paraprofessional.** A noncertificated individual who is employed by a school district or charter school to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)

**a.** To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (3-29-17)

**i.** Demonstrate through a state [board](#) approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (3-29-17)

**ii.** Have completed at least two (2) years of study at an accredited postsecondary educational institution; or (3-29-17)

**iii.** Obtained an associate degree or higher level degree; demonstrate through a state [board](#) approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (3-29-17)

**b.** Individuals who do not meet these requirements will be considered school or classroom aides. (3-29-17)

**c.** Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (3-29-17)

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

**12. Student Learning Objective (SLO).** A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (3-25-16)

**13. Teacher Leader.** A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-25-16)

**008. -- 011. (RESERVED)**

**(BREAK IN CONTINUITY OF SECTIONS)**

**015. IDAHO EDUCATOR CREDENTIAL.**

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

**01. Standard Instructional Certificate.** A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

**a.** Professional education requirements: (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

b. Completed an approved teacher-educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

c. Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

d. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

e. The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

**02. Pupil Service Staff 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 Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

a. School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school 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. 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; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

b. School Counselor – Basic (K-12) Endorsement. (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

c. 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: (3-25-16)

i. 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; (3-25-16)

ii. 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; (3-25-16)

iii. 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; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

d. 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 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection 015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. 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: (3-25-16)

- (1) Health program management; (3-25-16)
- (2) Child and adolescent health issues; (3-25-16)
- (3) Counseling, psychology, or social work; or (3-25-16)
- (4) Methods of instruction. (3-25-16)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

e. Interim Endorsement - School Nurse. This endorsement 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 School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

f. 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. The 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. (3-25-16)

g. 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. The 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. (3-25-16)

h. 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 shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve 12 (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)

iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

i. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff 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. (3-28-18)

j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

**03. Administrator Certificate.** Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)

**a. School Principal (Pre-K-12) Endorsement.** To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)

v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)

**b. Superintendent (Pre-K-12) Endorsement.** To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)

v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12).



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

(3-28-18)

**c.** Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university; (3-25-16)

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-28-18)

v. Have completed an administrative internship/practicum in the area of administration of special education; and (3-28-18)

vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)

**04. Certification Standards For Career Technical Educators.** Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

**05. Degree Based Career Technical Certification.** (3-25-16)

**a.** Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; 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 one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

**b.** The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

(3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may 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 evaluation. (3-28-18)

ii. Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

c. **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 Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

d. **Career Counselor Endorsement.** The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)

**06. Industry-Based Occupational Specialist Certificate.** The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

a. Be at least twenty-two (22) years of age; document 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, industry 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: (3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

b. **Limited Occupational Specialist Certificate.** This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. Pathway I - Coursework: Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

c. Standard Occupational Specialist Certificate. (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who: (3-29-17)

i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)

ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related 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 (3-28-18)

iii. Have on file a new professional development plan for the next certification period. (3-28-18)

iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**07. Postsecondary Specialist.** A Postsecondary Specialist certificate will be granted to a current academic 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. (3-29-17)

a. 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). (3-25-16)

b. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

- c. The candidate must meet the following qualifications: (3-25-16)
  - i. Hold a master's degree or higher in the content area being taught; (3-25-16)
  - ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)
  - iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

**08. American Indian Language.** Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

a. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

b. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten-finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (3-28-18)

c. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (3-25-16)

**09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors.** (3-25-16)

a. 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. (3-25-16)

b. 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. (3-25-16)

c. Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

**10. Additional Renewal Requirements.** In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

a. Mathematics In-Service Program. In order to recertify, the state [board](#) approved mathematics instruction course titled "Mathematical Thinking for Instruction," or another State Department of Education approved alternative course, shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state [board](#) approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the "Mathematical Thinking for Instruction" course or another

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

State Department of Education approved alternative course in order to recertify: (3-28-18)

i. Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-28-18)

ii. Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-28-18)

iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-28-18)

iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher. (3-28-18)

**b.** Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

**c.** Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

**016. IDAHO INTERIM CERTIFICATE.**

The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in an alternate route to certification as prescribed herein. (3-29-17)

**01. Interim Certificate Not Renewable.** Interim certification is only available on a one-time basis per individual except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (3-29-17)

**02. Idaho Comprehensive Literacy Course.** For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state [board](#) approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

**03. Mathematical Thinking for Instruction.** For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state [board](#) approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (3-28-18)

**04. Technology.** Out-of-state applicants may be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (3-28-18)

**05. Reinstatement of Expired Certificate.** An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain a full certification during the term of the interim certificate: (3-28-18)

a. Two (2) years' successful evaluations as per Section 33-1001(14), Idaho Code. (3-28-18)

b. Measured annual progress on specific goals identified on Individualized Professional Learning Plan. (3-28-18)

c. Six (6) credit renewal requirement. (3-28-18)

d. Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. (3-28-18)

**06. Foreign Institutions.** An educator having graduated from a foreign institution may be issued a non-renewable, three-year (3) interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (3-28-18)

**07. Codes of Ethics.** All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (3-28-18)

**017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.**

**01. Assessments.** State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

**02. Out-of-State Waivers.** An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state [board](#) approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

**03. Idaho Comprehensive Literacy Assessment.** All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved ~~teacher education~~[educator preparation](#) program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates

in its [teacher-educator](#) preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

**(BREAK IN CONTINUITY OF SECTIONS)**

**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/educator preparation](#) 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 Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route as described in Subsection 021.02 of these rules. (3-29-17)

**01. Alternative Authorization -- Teacher To New Certification.** The purpose of this alternative authorization is to allow Idaho school districts to request additional certification when a professional position cannot be filled with someone who has the correct certification. Alternative authorization in this area is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-29-17)

**a.** Prior to application, a candidate must hold a baccalaureate degree, and a valid Idaho instructional certificate. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (3-29-17)

**b.** A candidate must participate in an approved alternative route preparation program. (3-25-16)

**i.** The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (3-25-16)

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

**02. 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 one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-25-16)

**a.** Initial Qualifications. (3-20-04)

**i.** A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and (3-29-17)

**ii.** The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

experience and education. (3-25-16)

**b.** Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-25-16)

i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; (3-29-17)

iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, 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 for annual renewal and to receive a ~~recommendation for full certification~~[certificate of completion](#); (3-25-16)

iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and (3-25-16)

v. 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)

**03. Non-Traditional Route to Teacher Certification.** An individual may acquire interim certification as found in Section 016 of these rules through an approved non-traditional route certification program. (3-25-16)

**a.** Individuals who possess a baccalaureate degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-29-17)

**b.** To complete this non-traditional route, the individual must: (3-25-16)

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

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

iii. Complete the Idaho Department of Education background investigation check. (3-28-18)

**c.** 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 Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-28-18)

**d.** 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 a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

**ATTACHMENT 1**

e. Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

**04. Alternative Authorization - Pupil Service Staff.** The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Service Staff 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 these endorsements are defined in Subsection 015.02 of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-28-18)

a. Initial Qualifications. The applicant must complete the following: (4-2-08)

i. Prior to application, a candidate must hold a master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (3-25-16)

ii. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

b. Alternative Route Preparation Program. (4-2-08)

i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (3-25-16)

ii. 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)

iii. 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)

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

**05. Alternate Authorization Renewal.** Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (3-25-16)

**043. -- 059. (RESERVED)**

**(BREAK IN CONTINUITY OF SECTIONS)**

**100. OFFICIAL VEHICLE FOR APPROVING ~~TEACHER EDUCATION~~ EDUCATOR PREPERATION PROGRAMS.**

(Section 33-114, Idaho Code) (4-1-97)

**01. The Official Vehicle for the Approval of ~~Teacher Education~~ Educator Preparation Programs.** The official vehicle for the approval of ~~teacher education~~ traditional educator preparation programs is the Council for the Accreditation of Educator Preparation (CAEP) standards and the approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards are based upon the accepted national standards for educator preparation and include state-specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or Department of Education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will take effect and must be implemented within a period not to exceed two (2) years after notification of such revision. (3-25-16)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**AUGUST 16, 2018**

---

**ATTACHMENT 1**

**02. Non-Traditional ~~Teacher-Educator~~ Preparation Program.** The State Board of Education must approve all non-traditional route to teacher certification programs. The programs must include, at a minimum, the following components: (3-25-16)

- a. Pre-assessment of teaching and content knowledge; (3-25-16)
- b. An academic advisor with knowledge of the prescribed instruction area; (3-25-16)
- c. Exams of pedagogy and content knowledge; and (3-25-16)
- d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel. (3-25-16)

**03. Reference Availability.** The Idaho Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Subsection 004.01, are available for inspection on the Office of the State Board of Education's website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov). (3-29-12)

**04. Continuing Approval.** (3-29-12)

a. The state of Idaho will follow the Council for Accreditation of Educator Preparation (CAEP) [standards](#) by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (3-25-16)

b. The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements in the interim, not to exceed every third year following the full program review. (3-29-12)

c. All approved non-traditional ~~teacher-educator~~ preparation programs will be reviewed for continued approval on the same schedule as traditional ~~teacher-educator~~ preparation programs. Reviews will include determination of continued alignment with the approved Idaho Standards for the Initial Certification of Professional School Personnel and effectiveness of program completers. (3-25-16)

**05. Payment Responsibilities for ~~Teacher-Educator~~ Preparation Program Reviews.** The Professional Standards Commission is responsible for Idaho ~~teacher-educator~~ preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (4-6-05)

a. The Professional Standards Commission pay for all state review team expenses for on-site teacher preparation reviews from its budget. (3-25-16)

b. Requesting institutions pay for all other expenses related to on-site ~~teacher-educator~~ preparation program reviews, including the standards review. (3-25-16)

**(BREAK IN CONTINUITY OF SECTIONS)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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**SUBJECT**

Pending Rule Docket 08-0202-1804 - Rules Governing Uniformity, Professional Endorsement

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.02, Rules Governing Uniformity  
Sections 33-1201 through 33-1204, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Educational Attainment

**BACKGROUND/DISCUSSION**

House Bill 296 (2015) in addition to creating the career ladder, added Section 33-1201A, Idaho Code, establishing the requirement for a Professional Endorsement. The Professional Endorsement is required for instructional staff and pupil service staff to move from the residency rung on the career ladder to the professional rung. In order to obtain a professional endorsement individuals must:

- a) Have held a certificate for at least three (3) years, or have completed a state board of education approved interim certificate of three (3) years or longer;
- b) Have met the professional compensation rung performance criteria for two (2) of the three (3) previous years or the third year;
- c) Have a written recommendation from the employing school district; and
- d) Have an annual individualized professional learning plan developed in conjunction with the employee's school district supervisor.

Additionally, Section 33-1201A allows for instructional staff and pupil service staff to provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for professional endorsement are not met. This provision allows for staff coming from out-of-state who have held a certificate for three (3) or more years to provide evidence that they have met the professional compensation rung performance criteria for two (2) or three (3) previous years or the third (most recent) year. This evidence could be in the form of evaluations from the state they are coming from that are aligned with the Idaho evaluation standards or evidence that the majority of their students during the applicable time period met their student achievement performance targets.

The proposed rule will create a new section setting out a process for individuals and school districts to establish eligibility and apply to the Department of Education for the Professional Endorsement for these staff.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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**IMPACT**

Approval of the proposed rule will provide school districts with a process for determining whether out-of-state instructional staff and pupil service staff are eligible for the Professional Endorsement.

**ATTACHMENTS**

Attachment 1 –Pending Rule Docket 08-0202-1804

**STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. A negotiated rulemaking meeting was held on August 6, 2018. Participants discussed the concerns school districts and Department staff had around the professional endorsement and a process for determining eligibility for out-of-state instructional staff and pupil service staff eligibility. The proposed rulemaking was drafted to address the areas identified that needed additional clarification. The proposed rule was published in the October 3, 2018 Administrative Bulletin and the public comment period ended on October 24, 2018. Once public comment was received stating their were no objections to the proposed rulemaking. No changes have been made to the rule between the proposed and pending rule stages.

Staff recommends approval.

**BOARD ACTION**

I move to approve pending rule Docket 08-0202-1804, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

IDAPA 08.02.02 – RULES GOVERNING UNIFORMITY – NEW SECTION

**025. PROFESSIONAL ENDORSEMENT**

Eligibility for the professional endorsement pursuant to Section 33-1201A, Idaho Code, may be established by providing additional evidence demonstrating effective teaching for the purpose of determining proficiency and student achievement in the event required standards for the professional endorsement are not met.

**01. Measurable Student Achievement and Student Success Indicators.**

Evidence of a majority of the applicable staff persons students meeting measurable student achievement targets or student success indicator targets may be demonstrated by the certificated staff member providing evidence of students their students, from an accredited private or out-of-state public school, met targets set by the certificated staff member. The measurable student achievement or student success indicators must be comparable to the measurable student achievement or student success indicator targets established by the hiring school for certificated staff in similar employment areas and similar grade ranges.

**02. Performance Criteria.** Evidence of an overall rating of proficient, and no components rated as unsatisfactory on the state framework for teaching evaluation may be provided through the submittal of annual evaluations showing standards aligned to the Idaho framework for teaching evaluation standards.

**03. Validity of Evidence.** Evidence provided must show that the certificated staff member met each of the proficiency and student achievement requirements in each year required.

**04. Evaluation of Evidence.** The local education agency administrator shall be responsible for evaluating the evidence provided and determining alignment with the school district or charter schools measurable student achievement and student success indicators and alignment with the Idaho framework for teaching evaluation standards. The reviewing administrator shall sign an affidavit stating the evidence meets the district and state standards for measurable student achievement and student success indicators and performance criteria. The local education agency shall report the equivalent performance criteria rating the certificated staff member received and indicate if any equivalent components were rated as unsatisfactory and the measurable student achievement or student success indicator used with verification that the majority of their students have met the measurable student achievement targets or student success indicators. Targets must be comparable to targets set for like groups of students at the hiring school. The state board of education or state department of education may request to review the evidence provided for determining proficiency and student achievement.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

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**DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Pending Rule Docket No. 08-0202-1805, Rules Governing Uniformity, Educator Credential – Occupational Specialist Endorsements

**REFERENCE**

August 2016	Board approved proposed rule restructuring instructional certificates into a single certificate and making technical updates to the Occupational Specialist Certificates.
November 28, 2016	Board approved pending rule restructuring instructional certificates into a single certificate and making technical updates to the Occupational Specialist Certificates.
August 31, 2017	Board approved proposed rule updating occupation specialist certification requirements, including additional training options for administrators and teachers.
November 2017	Board approved pending rule amendments
August 2018	Board approved proposed rule Docket 08-0202-1805 incorporating career technical educator endorsements into administrative rule.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-118, Idaho Code  
Section 33-1201, Idaho Code  
Section 33-2211, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 2: EDUCATIONAL ATTAINMENT; GOAL 3: WORKFORCE READINESS

**BACKGROUND/DISCUSSION**

Administrative code sets out the requirements for all certificated staff serving in Idaho public schools. In addition to the Standard Instructional Certificates, IDAPA 08.02.02.015, Educator Credential, outlines the provisions for career technical education instructor and administrator certification requirements. Three levels of Occupational Specialist Certificates exist: Limited Occupational Specialist, Standard Occupational Specialist, and Advanced Occupational Specialist. Individuals entering the field of career technical teaching for the first time receive a Limited Occupational Specialist Certificate. This is a one time, three year certificate. At the conclusion of the term of this certificate, individuals may apply for either a Standard Occupational Specialist Certificate or an Advanced Occupational Specialist Certificate. The standard and advanced certificates are renewable five year certificates.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

Like Standard Instructional Certificates, individuals receiving an Occupational Specialist Certificate also receive an endorsement for the content area they are qualified to teach. Unlike Standard Instructional Certificates which identify credit requirements in content areas for each individual endorsement the amount of industry experience required for Occupational Specialist Certificates is identified at the certificate level regardless of the endorsement content area. The Board is authorized in statute to set certification requirements for educators in Idaho's public schools. The Division of Career Technical Education (Division) has established the industry experience required to teach in a specific subject area, Division staff evaluate applicant experience and determine whether the applicant will receive an occupational certificate and corresponding endorsement in subject area. No record can be found of the Board previously approving these criteria. From time to time, the Board office has received complaints that the amount and type of experience required has not been consistent over the years for a single type of endorsement. Establishing the Occupational Specialist Certificate endorsement requirements in rule will give them the force and effect of law and will provide more transparency and consistency in the eligibility requirements for these endorsements.

The proposed endorsements are largely consistent with current practice. Names of the endorsements have been changed to align with the names of the existing career technical content standards and program pathways. In some content areas, endorsements with similar names and requirements have been consolidated under a single broader endorsement allowing more individuals to teach in a single program. There are six endorsements under the Health Sciences that will require the individual to hold an Idaho occupational license or industry certification. These endorsements are Dental Assisting, Emergency Medical Technician, Nursing Assistant, Pharmacy Technician, and Sports Medicine/Athletic Training. Currently, there is one endorsement, Orientation to Health Professions that has been awarded a number of years ago that did not require the individual to hold an occupational license. This endorsement has been eliminated.

**IMPACT**

Approval of the pending rule will meet the statutory requirement for the Board to approve certification requirements for public school teachers and formally establish endorsement for individuals holding an Occupation Specialist Certificate, creating more transparency to the endorsement requirements.

**ATTACHMENTS**

- Attachment 1 – Pending Rule Docket 08-0202-1805
- Attachment 2 – Summary of Public Comment Responses

**STAFF COMMENTS AND RECOMMENDATIONS**

Individuals holding an existing Occupational Specialist Certificate will continue to hold the same certificate and endorsement until their certificate/endorsement expires. At that time, if they choose to renew their certificate, their existing endorse-

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

ment will be converted to the new corresponding endorsement. Should the pending rule be accepted by the 2019 Legislature, the Division will notify school districts and teachers holding Occupational Specialist Certification of the changes and the process that will take place at the time their certificate expires.

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-7) Administrative Bulletin. A negotiated rulemaking meeting was held on August 6, 2018. The proposed rule was published in the October 3, 2018 Administrative Bulletin and the public comment period ended on October 24, 2018. Twelve separate comments were received during the public comment period. One of the comments received was from the Idaho Athletic Trainer's Association and one of the comments was from a group representing twelve of Idaho's Career Technical Schools. The comments can be grouped into three categories: those requesting clarification to questions and technical wording changes, those in opposition of including licensed physical therapists as one of the qualifications to hold the Sports Medicine/Athletic Training (6-12) endorsement, and those concerned that the endorsements will limit the individuals who hold a an occupational specialist certificate and are qualified to teach in a given career technical education endorsement area. Attachment 2 provided the Division of Career Technical Education responses to the summary of the comments received.

Amendments have been made to the pending rule to provide additional clarification in response to specific wording changes that were requested by comments in the first group. These amendments include changing the reference to experience in each endorsement from "to include" to "that indicates;" adding more specificity to the occupation licensing requirement for Electrical Technology (6-12), HVAC Technology (6-12) and Plumbing Technology (6-12); and adding "Instructor" to the Nursing Assistant, Physical Therapy Assistant endorsement title to differentiate from certificated pupil service staff that might hold a Nursing Assistant or Physical Therapy Assistant endorsement. An additional amendment has been made moving the endorsement for Precision Machining to the correct alphabetical order.

Additionally, the Networking/Computer Support (6-12) endorsement has been split into two endorsements, Computer Support Technologies (6-12) endorsement and Networking Technologies (6-12) endorsement and the Programming and Web Technologies (6-12) endorsement has been split into a Programing Technologies (6-12) endorsement and Web Technologies (6-12) endorsement. Two of the 12 comments received were specific to the Sports Medicine/Athletic Training (6-12) endorsement requirements. Once of these comments was from the Idaho Athletic Trainers Association. No amendment are being proposed to the Sports Medicine/Athletic Training (6-12) endorsement qualifications.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

---

**BOARD ACTION**

I move to approve pending rule Docket 08-0202-1805, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**08.02.02 - RULES GOVERNING UNIFORMITY**

*(BREAK IN CONTINUITY OF SECTIONS)*

**015. IDAHO EDUCATOR CREDENTIAL.**

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (3-25-16)

**01. Standard Instructional Certificate.** A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and who meets the following requirements: (3-29-17)

**a.** Professional education requirements: (3-29-17)

i. Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)

**b.** Completed an approved teacher preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (3-29-17)

**c.** Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)

**d.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)

**e.** The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-29-17)

**02. Pupil Service Staff 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 Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as an occupational therapist or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (3-28-18)

**a.** School Counselor (K-12) Endorsement. To be eligible for a Pupil Service Staff Certificate - School Counselor (K-12) endorsement, a candidate must have satisfied the following requirements. The Pupil Service Staff Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school 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. 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; and (3-25-16)

ii. An institutional recommendation is required for a School Counselor (K-12) endorsement. (3-28-18)

**b.** School Counselor – Basic (K-12) Endorsement. (3-28-18)

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a Pupil Personnel Services Certificate with a School Counselor – Basic (K-12) endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (3-28-18)

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic (K-12) endorsement. Renewal date will remain the same as the initial credential. (3-28-18)

**c.** 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: (3-25-16)

i. 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; (3-25-16)

ii. 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; (3-25-16)

iii. 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; and (3-25-16)

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-25-16)

**d.** 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 015.02.c.i. or 015.02.c.ii. in addition to the requirement of Subsection

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

015.02.c.iii. (3-29-17)

i. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (3-29-17)

ii. 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: (3-25-16)

(1) Health program management; (3-25-16)

(2) Child and adolescent health issues; (3-25-16)

(3) Counseling, psychology, or social work; or (3-25-16)

(4) Methods of instruction. (3-25-16)

iii. Additionally, each candidate must have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-25-16)

e. Interim Endorsement - School Nurse. This endorsement 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 School Nurse Endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-17)

f. 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. The 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. (3-25-16)

g. 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. The 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. (3-25-16)

h. 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 shall be accomplished by meeting the requirements of Subsections 015.02.g.i. through iii., or by meeting the requirement in Subsection 015.02.g.iv.: (3-29-17)

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a kindergarten through grade twelve (K-12) setting. Post-MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a K-12 setting. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

iv. A current and valid master's degree or higher social work license pursuant to chapter 32, title 54 and the rules of the State Board of Social Work Examiners. (3-29-17)

i. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff 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. (3-28-18)

j. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted an Occupational Therapist endorsement. The Pupil Personnel Services Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

k. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the State of Idaho Bureau of Occupational Licenses shall be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure through the State of Idaho Bureau of Occupational Licenses for the endorsement to remain valid. (3-28-18)

[l. Career Counselor Endorsement. The endorsement for a Career Counselor is issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor \(K-12\) endorsement, and who have satisfied the following career technical course requirements: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. \( \)](#)

**03. Administrator Certificate.** Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (3-28-18)

a. School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)

i. Hold a master's degree from an accredited college or university. (3-25-16)

ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)

iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

- v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)
  
- b.** Superintendent (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate with a Superintendent (Pre-K-12) endorsement, a candidate must have satisfied the following requirements: (3-28-18)
  - i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)
  - ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)
  - iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)
  - iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)
  - v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)
  
- c.** Director of Special Education (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for Director of Special Education (Pre-K-12), a candidate must have satisfied all of the following requirements: (3-28-18)
  - i. Hold a master's degree from an accredited college or university; (3-25-16)
  - ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)
  - iii. Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel; (3-28-18)
  - iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (3-28-18)
  - v. Have completed an administrative internship/practicum in the area of administration of special education; and (3-28-18)
  - vi. An institutional recommendation is required for Director of Special Education (Pre-K-12) endorsement. (3-28-18)
  
- 04. Certification Standards For Career Technical Educators.** Teachers of career technical courses

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (3-28-18)

**05. Degree Based Career Technical Certification.** (3-25-16)

a. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; 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~~ educator preparation 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 one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. ~~(3-28-18)~~ ( )

b. The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may 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 evaluation. (3-28-18)

ii. Hold a superintendent or principal (pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years' teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

~~c. 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 Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)~~

~~d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)~~

**06. Industry-Based Occupational Specialist Certificate.** The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

**a.** Be at least twenty-two (22) years of age; document 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, industry 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: (3-28-18)

i. Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit or up to eight thousand (8,000) hours can be counted toward the six (6) years or twelve thousand (12,000) hours on a month-to-month basis for journeyman training or completed postsecondary training in a career technical education program; or (3-28-18)

ii. Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or (3-28-18)

iii. Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work experience, at least half of which must have been completed in the immediate previous five (5) years. (3-28-18)

**b.** Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (3-28-18)

i. Pathway I - Coursework: Within the three-year (3) period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (3-28-18)

ii. Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored two (2) year cohort training and complete the two (2) training within the three (3) year validity period of the interim certificate. (3-28-18)

**c.** Standard Occupational Specialist Certificate. (3-28-18)

i. This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for completions. (3-28-18)

ii. The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof, and having on file a new professional development plan for the next certification period. (3-28-18)

**d.** Advanced Occupational Specialist Certificate. This certificate is issued to individuals who:



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

(3-29-17)

- i. Are eligible for the Standard Occupational Specialist Certificate; (3-28-18)
- ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related 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 (3-28-18)
- iii. Have on file a new professional development plan for the next certification period. (3-28-18)
- iv. The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

**07. Postsecondary Specialist.** A Postsecondary Specialist certificate will be granted to a current academic 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. (3-29-17)

**a.** 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). (3-25-16)

**b.** Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-25-16)

**c.** The candidate must meet the following qualifications: (3-25-16)

- i. Hold a master's degree or higher in the content area being taught; (3-25-16)
- ii. Be currently employed by the postsecondary institution in the content area to be taught; and (3-25-16)
- iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. (3-25-16)

**08. American Indian Language.** Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

**a.** The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (3-25-16)

**b.** Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten-finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (~~3-28-18~~) ( )

**c.** The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

Individuals may apply for a renewal certificate. (3-25-16)

**09. Junior Reserved Officer Training Corps (Junior ROTC) Instructors.** (3-25-16)

**a.** 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. (3-25-16)

**b.** 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. (3-25-16)

**c.** Authorization Letter. Upon receiving the items identified in Subsections 015.09.a. and 09.b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-29-17)

**10. Additional Renewal Requirements.** In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (3-25-16)

**a.** Mathematics In-Service Program. In order to recertify, the state [board](#) approved mathematics instruction course titled “Mathematical Thinking for Instruction,” or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state [board](#) approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the “Mathematical Thinking for Instruction” course or another State Department of Education approved alternative course in order to recertify: ~~(3-28-18)~~ ( )

i. Each teacher holding a Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement who is employed by a school district or charter school as a K-3 multi-subject or special education teacher; (3-28-18)

ii. Each teacher holding an All Subjects (K-8) endorsement who is employed by a school district or charter school as a K-6 multi-subject teacher; (3-28-18)

iii. Each teacher holding an All Subjects (K-8) endorsement, Mathematics – Basic (5-9 or 6-12) endorsement, Mathematics (5-9 or 6-12) endorsement teaching in a mathematics content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; and (3-28-18)

iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school district or charter school as a special education teacher. (3-28-18)

**b.** Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-25-16)

**c.** Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation

program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-28-18)

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (3-28-18)

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

**(BREAK IN CONTINUITY OF SECTIONS)**

**021. ENDORSEMENTS.**

Holders of a Standard Instructional Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state board approved content, pedagogy and/or performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. (3-28-18) ( )

**01. Clinical Experience Requirement.** All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (3-28-18)

**02. Alternative Authorization to Endorsement.** Candidates shall meet all requirements of the chosen option for the endorsement as provided herein. (3-28-18)

**a.** Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. (3-28-18)

**b.** Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (3-29-17)

**c.** Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. (3-28-18)

**d.** Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)

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; or (3-28-18)

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.

(3-25-16)

(BREAK IN CONTINUITY OF SECTIONS)

**025. CAREER TECHNICAL EDUCATION OCCUPATIONAL SPECIALIST ENDORSEMENTS A-D**  
)

**01. Administrative Services (6-12).** Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ **competence in** the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and, business office operations. ( )

**02. Agribusiness (6-12).** Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ **competence in** the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and record-keeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales. ( )

**03. Agricultural Leadership and Applied Communication (6-12).** Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ **competence in** the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; agricultural leadership principles. ( )

**04. Agricultural Mechanics and Power Systems (6-12).** Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ **competence in** the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and power systems. ( )

**05. Agricultural Small Engine Repair/Power Sports (6-12).** Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ **competence in** the majority of the following areas: workplace safety; tools, fasteners, and measurement; basic electrical, engine design and theory; maintenance, parts and service management; and career opportunities. ( )

**06. Animal Science (6-12).** Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ **competence in** the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and, animal science risk management. ( )

**07. Applied Accounting (6-12).** Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ **competence in** the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and, payroll procedures. ( )

**08. Automated Manufacturing (6-12).** Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ **competence in** the majority of the following areas: lab organization and safety practices; blueprint

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

reading, measuring, computer-aided design; computer-aided manufacturing, computer numeric control, fundamental power system principles, manufacturing processes, electronic and instrumentation principles; machining; robotics and materials-handling systems; and additive (3D) printing. ( )

**09. Automotive Technology (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and, diagnosing, adjusting, repairing, and replacing individual vehicle components and systems. ( )

**10. Business Management (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility. ( )

**11. Cabinetry and Millwork (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and, blueprint reading. ( )

**12. Collision Repair (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: auto body collision repair practices; tools; trade skills in refinishing, welding, and painting. ( )

**13. Commercial Photography (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: ethics in photography, elements and principles of design composition; cameras and lenses; exposure settings; light sources; digital workflow; presentation techniques and portfolios; and production using industry standard software. ( )

**14. Computer Support Technologies (6-12).** Industry experience that indicates applied competence in the majority of the following areas: laptop support; printer support; operating systems; security; mobile device support; troubleshooting techniques; and trends in the industry.

**15. Cosmetology (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. ( )

**16. Culinary Arts (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: experience as a chef in a full-service restaurant; communication and organization skills; knowledge of and certification in proper food handling and sanitation standards; food quality and control; safety and sanitation practices; delegation of tasks related to meal prep, cooking, and delivery of food to diners; management of relationships with distributors and vendors; knowledge of industry trends; food service industry and career options; culinary tools and equipment; menu planning principles; ingredients and food production; cooking methods; and business operations in the culinary/catering industry. ( )

**17. Dental Assisting (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and, dental radiology. Instructor must hold a current/valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist. ( )

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018

ATTACHMENT 1

18. **Diesel Technology (6-12)**. Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ ~~competence in~~ the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and, heavy equipment applications. ( )

19. **Digital Communications (6-12)**. Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ ~~competence in~~ the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards. ( )

20. **Digital Media Technologies (6-12)**. Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ ~~competence in~~ the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera and lens operations; light sources; presentation techniques; public speaking, and writing skills. ADDA Certified Digital Designer, NOCTI Advertising and Design 5261, or Adobe Certified Expert Certification is ~~desired~~ **encouraged**. ( )

21. **Drafting (6-12)**. Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ ~~competence in~~ the majority of the following areas: technical drawings; scale drawings; architectural drafting; mechanical drafting; orthographic projection; two and three dimensional drawings; manual drafting; and computer aided design. ( )

**026. CAREER TECHNICAL EDUCATION OCCUPATIONAL SPECIALIST ENDORSEMENTS E-M**  
( )

01. **Early Childhood Career Technical Education (6-12)**. Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ ~~competence in~~ the majority of the following areas: early childhood education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and, approaches, strategies, and tools for early childhood education. ( )

02. **Ecology and Natural Resource Management (6-12)**. Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ ~~competence in~~ the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management. ( )

03. **Educational Assistant Instructor (6-12)**. Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ ~~competence in~~ the majority of the following areas: knowledge of postsecondary options and career pathways; foundations of educational theories and philosophies; student diversity; instructional planning; lesson plan development; instructional delivery; assessment; and learning environment management. ( )

04. **Electrical Technology (6-12)**. Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ ~~competence in~~ the majority of the following areas: digital and solid-state circuits; DC principles; AC concepts; soldering techniques; circuits; and, associated electronic components and tools. ( )

05. **Electronics Technology (6-12)**. Industry experience ~~to include~~ ~~that indicates~~ applied ~~demonstration of~~ ~~competence in~~ the majority of the following areas: digital and solid-state circuits; DC principles; AC concepts;

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and, electronic digital circuitry simulations and, associated electronic components and tools. Instructor must hold a current/valid Idaho license or certificate as an Electrician. ( )

**06. Emergency Medical Technician (EMT) (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current/valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS. ( )

**07. Firefighting (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. ( )

**08. Food Processing Technologies (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing. ( )

**09. Graphic Design (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematical skills for visual communications, communication, editing and proofreading skills; graphic design in digital media; and applied art. ( )

**10. HVAC Technology (6-12).** Industry experience to include that indicates applied demonstration of competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork and boilers. Instructor must hold a current/valid Idaho license or certificate as an HVAC Technician. ( )

**11. Hospitality Management (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations. ( )

**12. Hospitality Services (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management. ( )

**13. Industrial Mechanics (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance. ( )

**14. Journalism (6-12).** Industry experience to include that indicates applied demonstration of competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism; principles and techniques of media design; design formats; journalistic writing; social media and digital citizenship; and media leadership. ( )

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018

ATTACHMENT 1

15. **Law Enforcement (6-12)**. Industry experience ~~to include~~ that indicates applied ~~demonstration of~~ competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems. ( )

16. **Precision Machining (6-12)**. Industry experience ~~to include~~ applied demonstration of the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques. ( )

16. **Marketing (6-12)**. Industry experience ~~to include~~ that indicates applied ~~demonstration of~~ competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; E-marketing; and financing and financial analysis. ( )

027. **CAREER TECHNICAL EDUCATION OCCUPATIONAL SPECIALIST ENDORSEMENTS N-Z** ( )

01. **Networking Technologies/Computer Support (6-12)**. Industry experience ~~to include~~ that indicates applied ~~demonstration of~~ competence in the majority of the following areas: PC hardware end point technologies; networking technologies; laptop support; printer support; operating systems; security; mobile device support; troubleshooting techniques; and trends in the industry. Industry certification — A+, Net Plus, CIW, or CISCO — is ~~desired~~ encouraged. ( )

02. **Nursing Assistant Instructor (6-12)**. Industry experience ~~to include~~ that indicates applied ~~demonstration of~~ competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current/valid Idaho registered nursing license, and be approved as a certified CNA instructor through Idaho Department of Health and Welfare. ( )

03. **Ornamental Horticulture (6-12)**. Industry experience ~~to include~~ that indicates applied ~~demonstration of~~ competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture. ( )

04. **Pharmacy Technician (6-12)**. Industry experience ~~to include~~ that indicates applied ~~demonstration of~~ competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current/valid Idaho license or certification. ( )

05. **Physical Therapy Assistant Instructor (6-12)**. Industry experience ~~to include~~ that indicates applied ~~demonstration of~~ competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current/valid Idaho license or certificate in his/her field of study. ( )



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018

ATTACHMENT 1

**06. Plant and Soil (6-12).** Industry experience ~~to include~~ that indicates applied demonstration of competence in the majority of the following areas: plant anatomy and identification; plant processes, growth and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety. ( )

**07. Plumbing Technology (6-12).** Industry experience ~~to include~~ that indicates applied demonstration of competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures; including, interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current/valid Idaho license or certificate as a Plumber. ( )

**08. Pre-Engineering (6-12).** Industry experience ~~to include~~ that indicates applied demonstration of competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles. ( )

**09. Precision Machining (6-12).** Industry experience to include applied demonstration of the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques. ( )

**10. Programming and Web Technologies (6-12).** Industry experience ~~to include~~ that indicates applied demonstration of competence in the majority of the following programming areas: basic programming principles; problem solving; programming logic; validation; repetition; classes' expectations; events and functionality; arrays and structure; design principles; system analysis; and implementation and support; ~~web page development; web page design and layout; integration of web pages; web planning and organizational standards; and web marketing.~~ ( )

**11. Residential Construction (6-12).** Industry experience ~~to include~~ that indicates applied demonstration of competence in the majority of the following areas: comprehensive knowledge of structural systems and processes; classical and contemporary construction elements; knowledge of industry standards; knowledge of architecture; cabinetry and millwork; and blueprint reading. ( )

**12. Small Engine Repair/Power Sports (6-12).** Industry experience ~~to include~~ that indicates applied demonstration of competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service. ( )

**13. Sports Medicine/Athletic Training (6-12).** Industry experience ~~to include~~ that indicates applied demonstration of competence in the majority of the following areas: prevention, assessment, treatment, and reconditioning of athletic injuries; proper taping, strapping, bracing, and fitting of athletic equipment; implementation of prescribed treatments by the team/programs/event physician; coverage of assigned pre-season physicals, sports games or matches, and related events; principles of growth and development over the lifespan; referral and transfer of athletes; and assessment of data reflective of the athlete's status and interpret the appropriate information. Instructor must be a certified athletic trainer or physical therapist holding a current/valid Idaho license. ( )

**14. Web Technologies (6-12).** Industry experience that indicates applied competence in the majority of the following areas: web page development; web page design and layout; integration of web pages; web planning and organizational standards; and web marketing. Industry certification – MATE Software development fundamentals, Oracle Java Foundations certified junior Associate 1Z0-811 – is encouraged.

**15. Welding Technology (6-12).** Industry experience ~~to include~~ that indicates applied demonstration

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018

ATTACHMENT 1

es: competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques. ( )

16. Work-Based Learning (6-12). This endorsement must be held by educators assigned to coordinate approved work-based experiences. Applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. ( )

02517-- 041. (RESERVED)

(BREAK IN CONTINUITY OF SECTIONS)

## Occupational Specialist Endorsements – Public Comments

### Summary of Primary Concerns – Division of Career Technical Education (Division) Responses

#### Overall

1. Proposed legislation written without input from school districts that are impacted.
  - The proposed rule is not the Divisions to negotiate rule on; negotiated rulemaking was employed by Board staff. *[Board staff comment: the formal negotiated rulemaking process was conducted by Board staff. Division staff participated in the negotiated rulemaking and indicated the proposed endorsements were based on current practice with the caveat that they were being condensed from the 97 current endorsement that are awarded]*
2. Legislation has potential to lead to eliminating CTE programs that are currently serving students.
  - a. Proposed rule makes it more difficult to retain and obtain teachers.
    - Would need to cite specifics for us to be able to respond. CTE believes that we've been inclusive in our pathways.
    - Most of the 30 endorsements that were omitted have not been or rarely been awarded in past 5-7 years.
3. Proposed rule written and structured in such a way to be unresponsive to changes in industry and industry demand.
  - Endorsements must be in IDAPA Rule in order to exist. CTE will continue to be forward thinking to add necessary endorsements (if needed) in advance of program implementation. SDE is in same situation.

#### Endorsement Crosswalk

1. Lacking crosswalk of old endorsements to new.
  - Crosswalk is in process of being developed. All endorsed instructors will be transferred to a new endorsement.
    - a. Ensure that no teacher loses position because review does not qualify him or her for new endorsement.
    - b. No proposed "grandfathering" in place for current endorsement holders.
      - We won't use the term "grandfathering," but do intend to make it possible for all certificated Occupational Specialists to be moved to new endorsement in IDAPA code following legislative consideration and approval.
2. Sports Medicine/Athletic Trainer and Physical Therapy Assistant not to be used interchangeably.
  - a. Physical Therapist Licensure should not qualify for the Sports Medicine Athletic Trainer endorsement.

- Those endorsed Sports Medicine/Athletic Trainer will now fall under a pathway called Rehabilitation Services at the high school level. Physical Therapy Assistants will have their own pathway.

**Endorsement Content**

1. “Applied demonstration” in each endorsement is nebulous.
  - Changed wording in all but one proposed endorsement to clarify.
2. Certificate or licensure for each of Electrician, HVAC, and Plumbing.
  - Added need for licensure/certificate in each of these proposed endorsements.
3. Lacking safety component in many descriptions.
  - Safety is one of the teacher preparation standards that is addressed through coursework or InSpIRE Cohort instruction.
4. Many descriptions need additional work to clearly stand alone and accurately represent course content.
  - As occupational specialists for the same endorsement come from numerous training pathways, we used higher-level skill sets to indicate what a candidate will have to demonstrate through industry experience. These skill sets align with the program standards for each pathway.
5. Represent student/program standards instead of skill sets needed by teachers.
  - a. Written as course descriptions rather than experience/skills.
    - In this case, skill sets and program standards are essentially one in the same.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**SUBJECT**

Pending Rule – Docket 08-0203-1803 - High School Graduation Requirements

**REFERENCE**

August 31, 2017	Board approved proposed rules amending the senior project graduation requirements allowing students who participate in an internship or earn and associated degree or certificate at the time of graduation to use this to meet the senior project requirement and defined diploma to include language clarify that school districts may provide endorsement or designations on the diploma to indicate the student completed an emphasis area such as CTE, STEM, or Arts pathway.
November 15, 2017	Board approved both pending rules
April 19, 2018	Board approved a temporary rule, Docket 08-0203-1801, expanding the exemptions to the High School Graduation Requirements to include the exemption established in SB 1267a (2018)
August 15, 2018	Board discussed possible changes to IDAPA 08.02.03.105 High School Graduation Requirements as part of the Work Session
August 30, 2018	Board approved proposed rule Docket 08-0203.1803 incorporating statutory changes to the math high school graduation requirements and updating the senior project requirements.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.03.105, Rules Governing Thoroughness – High School Graduation Requirements  
Section 33-523, Idaho Code, STEM Diploma

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

**BACKGROUND/DISCUSSION**

The proposed amendments to IDAPA 08.02.03 will incorporate changes approved by the Board at the April 2018 Regular Board meeting required by Section 33-523, Idaho and suggested amendments identified during the negotiated rulemaking process with stakeholders and the Board's discussion at the August Regular Board meeting during the Work Session.

Section 33-523, Idaho Code, exempts students who complete eight or more credits in mathematics and have completed Algebra II or higher-level mathematics prior to the student's senior year from taking a mathematics class during the student's senior year.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

Additional amendments include:

- Updating the reference to Algebra to add integrated math to be consistent with integrated math offerings by school districts and charter schools.
- Removing restrictions on computer science courses to also allow for computer science courses aligned to the Idaho Computer Science Content Standards at the high school level
- Expand on the senior project to provide clarity on the intent of the senior project

**IMPACT**

Approval of the pending rule will allow the rule to be published in the Administrative Bulletin and forwarded to the 2019 Legislature for consideration.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket 08-0203-1803, Rules Governing Thoroughness, High School Graduation Requirements

**STAFF COMMENTS AND RECOMMENDATIONS**

The Notice of Intent to Promulgate Rules was published in the July 4, 2018 (Vol 18-7) Idaho Administrative Rules Bulletin. The proposed rule was published in the October 3, 2018 Administrative Bulletin and the public comment period ended on October 24, 2018. Nine comments were received during the public comment period. The comments received included:

- A request that career technical courses where math principles are applied be able to be used to meet the math credit requirements.
- Support for keeping the senior math requirement.
- Support for including internships and school to work programs to meet the senior project requirements.
- Concern over group projects if it is not left to the discretion of the school district to use them.
- Request to clarify that the “thesis” requirement be written.
- Request to consider removing the math credit requirement for students who complete Algebra II.
- Request to remove the Algebra I and Geometry standard requirements and only have a credit requirement.
- Clarify the integrated math pathway includes Algebra I and Geometry standards.
- Concern over the requirement that middle school students “meet” the grade 8 math standards rather than “take” a pre-algebra course.
- Opposition to the eight credit requirement specified in Section 33-523, Idaho Code.

In response to these comments amendments have been made to include school to work programs, clarify that the “thesis” requirement is a written “thesis,” and clarify that the school district or charter school has full discretion which options are available to their students to meet the senior project requirement.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

Additional work will be done in 2019 to identify language that may assist in helping school district and charter schools to better understand how they can award credits for the mastery of content standards. Additionally, Board staff will work with the Department of Education and the Division of Career Technical Education to help school districts identify career technical courses that already meet the authorization for “courses in mathematical problem solving and reasoning” secondary mathematics option. Amendments that would conflict with the statutory provisions cannot be made.

In response to the comments regarding middle grade level students meeting the grade 8 math standards, to meet the constitutional requirement for a uniform and thorough system of public education there are multiple references in current administrative code requiring schools to be responsible for students to meet all of the state content standards. These include IDAPA 08.02.03. subsection 102.02 (Instructional Requirements), 103.01 (Instruction Grades 1-12), 105.02 (High School Graduation Requirements, Content Standards), 107.03 (Middle Level Credit System, Alternate Mechanism), and 200 (K-12 Idaho Content Standards). Technically, moving the language from pre-algebra to grade 8 math content standards allows more flexibility in meeting the standards rather than requiring a specific “pre-algebra” course.

Staff recommends approval.

**BOARD ACTION**

I move to approve docket number 08-0203-1803, Rules Governing Thoroughness, high school graduation requirements, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

IDAPA 08.02.03  
Rules Governing Thoroughness

*(Break in Continuity of Sections)*

**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 student 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 state and school district's or LEA's graduation standards in preparation for postsecondary goals. 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. (3-28-18)

**b.** A student must have [taken pre-algebra met the grade eight \(8\) mathematics standards](#) 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 ~~&~~and Performing Arts  
Career Technical Education  
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

**03. High Schools.** (4-11-15)

**a.** High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

graduation. (3-28-18)

b. High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a.. (4-11-15)

**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. Notwithstanding the credit definition of Subsection 105.01.a., 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. (3-29-17)

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 [Integrated Mathematics](#), Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and [quantitative reasoning](#). [Dual Credit Engineering and computer science courses aligned to the state standards for grades nine \(9\) through \(12\), including AP Computer Science, and Dual Credit Computer Science, and Dual Credit Engineering courses](#) may also be counted as a mathematics credit if the student has completed Algebra II ([or equivalent integrated mathematics](#)) standards. Students who choose to take ~~AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses~~ may not concurrently count such courses as both a [mathematics](#) and science credit. ~~(4-19-18)F(\_\_\_\_\_)~~

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I, [Algebra I level equivalent Integrated Mathematics](#) or courses that meet the ~~Idaho Algebra I~~ [High School Algebra](#) Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry, [Geometry level equivalent Integrated Mathematics](#) or courses that meet the Idaho [High School](#) 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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

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 mathematics are not required to retake a mathematics course as long as they have earned six (6) credits of high school level mathematics. (4-19-18)F( )

iii. Students who have completed six (6) or more high school credits of mathematics 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 mathematics during their last year of high school. High School mathematics credits completed in middle school shall count for the purposes of this section. (4-19-18)F( )

iv. Students who earn eight (8) or more high school credits of mathematics that include Algebra II or a higher level mathematics class before the student's senior year are not required to take mathematics during their last year of high school. High school mathematics credits earned in middle school shall count for the purposes of this section. ( )

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.

i. Up to two (2) credits in Dual Credit Engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including 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, computer science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit. (4-19-18)F( )

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

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

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (3-28-18)

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 Physical Education Content Standards in a format provided by the school district. (3-28-18)

**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)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**a.** A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. (3-28-18)

**b.** 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: (3-25-16)

**i.** Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a; (3-28-18)

**ii.** Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or (3-28-18)

**iii.** Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

**c.** A student may elect an exemption in from the college entrance exam requirement if the student is: (3-28-18)

**i.** Receiving special education services through a current Individual Education Plan (IEP) that specifies the student meets the alternate assessment eligibility criteria; (3-28-18)

**ii.** Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

**iii.** Transferring from out of state to an Idaho high school in grade twelve (12). (3-28-18)

**d.** A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances. (3-28-18)

**04. Senior Project.** The senior project is a culminating project to show a student's ability to analyze, synthesize and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects and may be group or individual projects at the discretion of the school district or charter school. The project must include a written report and an oral presentation elements of research, development of a written thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or school to work internship program may be used to meet this requirement. (3-28-18)

**05. Civics and Government Proficiency.** Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (3-29-17)

**06. Middle School.** A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.06.a. through 105.06.c. of this rule are met. (3-25-16)

**a.** The student completes such course with a grade of C or higher before entering grade nine (9);

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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(3-12-14)

**b.** The course meets the same content standards that are required in high school for the same course;  
and (3-25-16)

**c.** The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-25-16)

**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. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade 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. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.06.a. through 105.06.b. of this rule. (3-25-16)

**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)

***(Break in Continuity of Sections)***

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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**DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Pending Rule Docket No. 08-0203-1804, Rules Governing Thoroughness, Incorporated by Reference - Career Technical Education Program Content Standards

**REFERENCE**

June 2016	Board approved the career technical secondary program standards.
August 2016	Board approved proposed rule incorporating career technical content standards into Administrative Code.
November 28, 2016	Board approved pending rule incorporating career technical content standards into Administrative Code.
August 31, 2017	Board approved proposed rule incorporating career technical content standards into Administrative Code
November 2017	Board approved pending rule incorporating career technical content standards into Administrative Code
August, 2018	Board approved proposed rule updating five sections of the career technical education content standards

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-118, Idaho Code  
Section 33-1612, Idaho Code  
Section 33-2211, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 2: EDUCATIONAL ATTAINMENT; GOAL 3: WORKFORCE READINESS

**BACKGROUND/DISCUSSION**

Similar to academic programs, content standards exist for secondary career technical programs. These content standards are developed with secondary and postsecondary instructors and industry representatives by the Division of Career Technical Education (Division). Postsecondary instructors provide guidance into the postsecondary program alignment, and industry representatives validated the outcomes with current needs of the particular industry occupations supported by the program.

Once the career technical standards and student learning outcomes are developed and vetted through the initial development team, the learning outcomes are shared with a larger group of industry representatives. The Division asks industry representatives to rank each learning outcome as to their importance in the workplace. Each learning outcome is then scored and reflected in the program's technical skills assessment based on the level of criticality established by the representative community.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

Each career technical program is evaluated regularly by the Division and held to these standards. Prior to 2016 these standards were standalone documents updated and maintained by the Division. To be consistent with the academic content standards, during the 2016 rulemaking the Division started the process of bringing the career technical content standards forward for incorporation into Administrative Code. The standards being considered this year add the following subcategories into the current content standard areas:

- Agriculture and Natural Resources
  - Ag Leadership and Applied Communication
  - Ag Mechanics and Power Systems
  - Ecology and Natural Resources
- Engineering and Technology
  - Computer Support and Journalism
- Family and Consumer Sciences
  - Education Assistant
- Health Sciences
  - Pharmacy Technician
- Skilled and Technical Sciences
  - Automated Manufacturing
  - Cosmetology
  - Firefighting
  - Precision Machining

In addition to adding these subsections to the existing categories, the Division will be amending the current standards for Collision Repair by adding a section that outlines the standards to perform spray gun and related equipment operations. The amendment to this content standard adds performance standards that were identified in the criticality survey and the technical skills assessment for collision repair, and were not included in the original content standards. The Collision Repair content standards are a subsection of the Skilled and Technical Sciences Content Standards.

**IMPACT**

Approval of the proposed rule changes will add additional career technical education subcategories into the existing content standard areas approved by the Board at the June 2016 Board meeting and update the Collision Repair content standards.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket No. 08-0203-1804

**STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-8) Administrative Bulletin. No requests were received to negotiate this rule beyond the Division's initial process. The proposed rule was published in the

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

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October 3, 2018 Administrative Bulletin and the public comment period ended on October 24, 2018. Two comment were received during the public comment period. One indicating support of the proposed rule, indicating the proposal is aligned with practice and philosophy in performance based field. The second comment stated there were no objections to the proposed amendments. There were no changes between the proposed and pending rule stages.

Staff recommends approval.

**BOARD ACTION**

I move to approve pending rule Docket 08-0203-1804, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**IDAPA 08  
TITLE 02  
CHAPTER 03**

**08.02.03 – RULES GOVERNING THOROUGHNESS**

**000. LEGAL AUTHORITY.**

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.  
(4-5-00)

**001. TITLE AND SCOPE.**

- 01. Title.** These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)
- 02. Scope.** These rules shall govern the thorough education of all public school students in Idaho.  
(4-5-00)

**002. WRITTEN INTERPRETATIONS.**

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702.  
(3-15-02)

**003. ADMINISTRATIVE APPEALS.**

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.”  
(4-5-00)

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-30-07)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>.  
(3-29-10)

- a. Arts and Humanities Categories:** (3-24-17)
  - i. Dance,** as revised and adopted on August 11, 2016; (3-24-17)
  - ii. Interdisciplinary Humanities,** as revised and adopted on August 11, 2016; (3-24-17)
  - iii. Media Arts,** as adopted on August 11, 2016. (3-24-17)
  - iv. Music,** as revised and adopted on August 11, 2016; (3-24-17)
  - v. Theater,** as revised and adopted on August 11, 2016; (3-24-17)
  - vi. Visual Arts,** as revised and adopted on August 11, 2016; (3-24-17)



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

- vii. World languages, as revised and adopted on August 11, 2016. (3-24-17)
- b. Computer Science, adopted on November 28, 2016. (3-24-17)
- c. Driver Education, as revised and adopted on August 10, 2017. (3-28-18)
- d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e. Health, as revised and adopted on August 11, 2016. (3-24-17)
- f. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-28-18)
- g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j. Science, as revised and adopted on August 10, 2017. (3-28-18)
- k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l. College and Career Readiness Competencies adopted on June 15, 2017. (3-28-18)
- m. Career Technical Education Categories: (3-29-17)
  - i. Agricultural and Natural Resources, as revised and adopted on ~~August 31, 2017~~[August 16, 2018](#). (3-28-18)
  - ii. Business and Marketing Education, as revised and adopted on August 31, 2017. (3-28-18)
  - iii. Engineering and Technology Education, as revised and adopted on ~~August 31, 2017~~[August 16, 2018](#). (3-28-18)
  - iv. Health Sciences, as adopted on ~~August 31, 2017~~[August 16, 2018](#). (3-28-18)
  - v. Family and Consumer Sciences, as revised and adopted on ~~August 31, 2017~~[August 16, 2018](#). (3-28-18)
  - vi. Skilled and Technical Sciences, as revised and adopted on ~~August 31, 2017~~[August 16, 2018](#). (3-28-18)
  - vii. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

**02. The English Language Development (ELD) Standards.** The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at [www.wida.us/standards/eld.aspx](http://www.wida.us/standards/eld.aspx). (4-4-13)

**03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at [www.sde.idaho.gov](http://www.sde.idaho.gov). (4-7-11)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

**04. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards.** The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**05. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors.** Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-29-17)

**06. The Idaho Extended Content Standards.** The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**07. The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**a.** English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

**b.** Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

**08. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-2-08)

**10. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-2-08)

**11. The Idaho Special Education Manual.** The Idaho Special Education Manual as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Pending Rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification

**REFERENCE**

August 13, 2015	Board approved proposed rule changes to IDAPA 08.05.01 incorporating amended seed certification standards.
November 30, 2015	Board approved pending rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification
August 11, 2016	Board approved proposed rule changes to IDAPA 08.05.01 incorporating amended seed certification standards (Rapeseed/Canola/ Mustard Certification Standards).
November 28, 2016	Board approved pending rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification (Rapeseed/Canola/ Mustard Certification Standards)
August 2017	Board approved updated standards and proposed rule changes to the potato seed certification standards regarding corky ring rot.
November 2017	Board approved pending rule changes.
August 2018	Board approved proposed rule, updating the Idaho potato certification standards.

**APPLICABLE STATUTE, RULE, OR POLICY**

Title 22, Chapter 15, specifically Sections 22-1504 and 22-1505, Idaho Code.  
Idaho Administrative Code, IDAPA 08.05.01, Rules Governing Seed and Plant Certification.

**ALIGNMENT WITH STRATEGIC PLAN**

Governance responsibility, statutory requirement.

**BACKGROUND/DISCUSSION**

During the 2014 calendar year, the University of Idaho and the Board took action to address compliance within statutory requirements related to certification of seeds, tubers, plants and plant parts in the State of Idaho as required by the Seed and Plant Certification Act of 1959 (Idaho Code, Chapter 15, Title 22). The Board incorporated into Board rules, by reference, the existing published Standards for Certification of the Idaho Crop Improvement Association, Inc. (ICIA). These existing published standards were created through committees consisting of an ICIA Board established process of working with various seed crop, seed grower and processors to create and then continuously update the standards. Standards, and any revisions to existing standards, are then presented to the Foundation Seed Stock Committee within the Agriculture Experiment Station at the University of Idaho for approval.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

ICIA has identified updates to the Idaho Potato Certification standards previously amended and approved on February 28, 2017. These standards are incorporated by reference into administrative rule and any changes to the standards require they go through the rulemaking process.

The proposed amendments would standardize the terminology used, changing "generation" to "field year." Amending the terminology is intended as a first step in standardizing the terminology across states and thereby eliminating the need for an equivalency table to keep track of the differences. "Nuclear" would be "field year" (FY) 1. "Gen 1" would be "FY2." "Gen 2" would be "FY3" and so forth through "Gen 6," which would become "FY7."

**IMPACT**

Approval of the amendment as a proposed rule will allow the rule to move forward through the rulemaking process, allowing the rule to go for public comment.

**ATTACHMENTS**

Attachment 1 – Pending Rule – Docket 08-0501-1801

**STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-7) Administrative Bulletin. No requests were received to negotiate this rule beyond ICIA's initial process. The proposed rule was published in the October 3, 2018 Administrative Bulletin and the public comment period ended on October 24, 2018. No comments were received. No changes were made between the proposed and pending rule stages.

In an effort to amend the seed certification standards approval process that would replace the rulemaking process with a more meaningful process the University of Idaho was directed to work with the impacted stakeholder groups to form consensus on a path forward. A group of stakeholders met on September 14, 2018 to discuss options. A smaller group will be meeting to formulate alternatives to the rulemaking process. No update has been received on the progress of this group to date.

Staff recommends approval.

**BOARD ACTION**

I move to approve pending rule Docket 08-0501-1801, as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

IDAPA 08  
TITLE 05  
CHAPTER 01

08.05.01 - RULES GOVERNING SEED AND PLANT CERTIFICATION

(BREAK IN CONTINUITY OF SECTIONS)

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated by reference into this rule. The Idaho Seed and Plant Certification Standards are adopted by the Idaho Crop Improvement Association. Copies of the following documents may be obtained from the Idaho Crop Improvement Association, Inc. website at <http://www.idahocrop.com/index.aspx>, or from the Idaho Crop Improvement Association, Inc. office. (4-6-15)

**01. Prohibited Noxious Seed in Idaho Certified Seed.** The standard Prohibited Noxious Seed in Idaho Certified Seed of the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)

**02. Seed Certification Fee & Application Schedule.** The Seed Certification Fee and Application Schedule of the Idaho Crop Improvement Association, Inc., as last modified and approved on July 11, 2014. (4-6-15)

**03. Idaho Alfalfa Certification Standards.** The Idaho Alfalfa Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)

**04. Idaho Bean Certification Standards.** The Idaho Bean Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)

**05. Idaho Red Clover Certification Standards.** The Idaho Red Clover Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)

**06. Idaho Chickpea Certification Standards.** The Idaho Chickpea Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)

**07. Idaho Grain Certification Standards.** The Idaho Grain Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on February 28, 2017. (3-25-16)

**08. Idaho Grass Certification Standards.** The Idaho Grass Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)

**09. Idaho Rapeseed/Canola/Mustard Certification Standards.** The Idaho Rapeseed/Canola/Mustard Certification Standards adopted by the Idaho Crop Improvement Association,

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

Inc., as amended and approved on April 26, 2016.

(3-29-17)

**10. Idaho Potato Certification Standards.** The Idaho Potato Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on [February 28, 2017](#)[January 16, 2018](#). (3-25-16)

**11. Pre-Variety Germplasm Certification Regulations in Idaho.** The Pre-variety Germplasm Certification Regulations adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**12. Idaho Lentil Certification Standards.** The Idaho Lentil Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**13. Idaho Blue Flax Certification Standards.** The Idaho Blue Flax Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**14. Idaho Milkvech Certification Standards.** The Idaho Milkvech Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**15. Idaho Pea Certification Standards.** The Idaho Pea Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**16. Idaho Sanfoin Certification Standards.** The Idaho Sanfoin Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**17. Idaho Birdsfoot Trefoil Certification Standards.** The Idaho Birdsfoot Trefoil Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**18. Idaho White Clover Certification Standards.** The Idaho White Clover Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**19. Idaho Penstemon Certification Standards.** The Idaho Penstemon Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)

**(BREAK IN CONTINUITY OF SECTIONS)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

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**DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Pending Rule - Docket 47-0102-1801, Rules and Minimum Standards Governing Extended Employment Services.

**REFERENCE**

August 2006	Board approved the Temporary and Proposed Rules and Minimum Standards Governing Extended Employment Services.
November 2006	Board approved pending rule amendments to IDAPA 47.01.02.
June 2016	Board approved pending rule amendments to IDAPA 47.01.02
August 2016	Board approved pending rule amendments to IDAPA 47.01.02.
August 2018	Board approved pending rule amendments to IDAPA 47.01.02.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-2211 and 33-2303, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3, Workforce Readiness, Objective A: Workforce Alignment

**BACKGROUND/DISCUSSION**

The Division of Vocational Rehabilitation (IDVR) is an agency of the Idaho State Board of Education. In July of 2004, Governor Kempthorne transferred the administration of the long-term vocational support services in Idaho from the Department of Health and Welfare to IDVR. Legal authority to promulgate rules for the Extended Employment Services were established under House Bill 547 (2006). Rules promulgated at that time created IDAPA 47.01.02, establishing provider qualifications, defining eligible clients, and defining the services to be provided. The State Board approved pending rule amendments in 2016 to IDAPA 47.01.02. The Legislature accepted those rule changes during the 2016 legislative session to take effect in state fiscal year 2017. IDVR is again proposing updates to IDAPA 47.01.02 due to interest from community stakeholders.

Extended Employment Services provide long-term maintenance services to assist customers in maintaining employment or in gaining employment skills in preparation for community employment, or which provide assistance to adult customers with disabilities with an industry/business community setting or a community rehabilitation program intended to maintain paid employment. Such series include individual supported employment, group community-based non-integrated supported employment and work services.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

The proposed amendments make technical corrections, add defined terms, and update the referral and eligibility requirements for the Extended Employment Services Program.

**IMPACT**

IDVR does not anticipate any fiscal impact from the approval of these rules. The rules will provide guidance for community rehabilitation programs in the delivery of Extended Employment Services, provide information regarding Extended Employment Services' responsibilities, program criteria, and provide authority to intervene should providers fail to meet the standards set forth in the rules.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket 47-0102-1801

**STAFF COMMENTS AND RECOMMENDATIONS**

The notice of intent to promulgate this rule was published in the May 2, 2018 (Vol.18-5) Administrative Bulletin. IDVR conducted three negotiated rulemaking meetings in Idaho Falls, Coeur d' Alene, and Boise to gather input on the proposed rule changes. The proposed rule was published in the October 3, 2018 Administrative Bulletin and the public comment period ended on October 24, 2018. No public comments were received. There have been no changes between the proposed and pending rule stages.

Staff recommends approval.

**BOARD ACTION**

I move to approve pending rule Docket 47-0102-1801 as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



IDAPA 47  
TITLE 01  
CHAPTER 02

47.01.02 – RULES AND MINIMUM STANDARDS GOVERNING EXTENDED EMPLOYMENT SERVICES

**010. DEFINITIONS.**

For the purpose of the rules contained in this chapter, the following terms and abbreviations are used as herein defined. (3-14-07)

**01. CARF.** The ~~Rehabilitation Commission on~~ Accreditation ~~Commission of Rehabilitation Facilities,~~ an international independent, nonprofit accrediting body of employment and community services providers. (3-29-17)

**02. Customer.** An individual residing in the state of Idaho who has applied for, and who is eligible to receive EES. A customer must be at least sixteen (16) years of age. (3-29-17)

**03. Certified Extended Employment Services (EES) Provider.** A community rehabilitation program services provider sometimes referred to in these rules as a provider, that has been approved by the EES program to provide extended employment services. (3-29-17)

**04. Extended Employment Services Customer Rights and Responsibilities.** Extended Employment Services document outlining customer protections and reasonable service expectations during all phases of EES.

**05. Enclave Group Community-Based Non-Integrated Supported Employment.** Self-employment or paid employment which is:

**a.** For a group of no more than eight (8) customers who are paid not less than minimum wage and who, because of their disabilities, need ongoing support to maintain employment;

**b.** Conducted in a variety of community and industry settings where the customers have opportunities to interact with co-workers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting;

**c.** Supported by training and supervision needed to maintain that employment; and

**d.** Not conducted in the work services area of an EES provider.

**0406. Extended Employment Services (EES).** Long term maintenance services that assist customers in maintaining employment, or in gaining employment skills in preparation for community employment, or which provide assistance to adult customers with disabilities within an industry/business community setting or a community rehabilitation program, intended to maintain paid employment. Such services include individual supported employment, group community-based non-integrated supported employment, and work services. (3-29-17)

**07. Fee.** Payment(s) made to EES providers for long-term employment supports as outlined in a customer's annual Individual Program Plan. Fee rates are established through the annual EES Provider Agreement.

**08. Individual Community Supported Employment.** Self-employment or paid employment that is:

**a.** For a customer paid not less than minimum wage and who, because of his or her disability(ies), needs ongoing support to maintain employment;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018

ATTACHMENT 1

b. Conducted in a community or industry setting where persons without known paid work supports are employed; and

c. Supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision, training, and transportation, and;

d. Not conducted in the work services area of an EES provider.

09. Idaho Division of Vocational Rehabilitation (IDVR). The Idaho Division of Vocational Rehabilitation, a state agency under the Idaho State Board of Education, with administrative oversight of the EES program.

0510. Individual Program Plan. The EES plan ~~to be provided~~ that outlines the annual service need for ~~an~~ individual customers to maintain employment. (3-29-17)

~~06.11.~~ Idaho Division of Vocational Rehabilitation (IDVR). The Idaho Division of Vocational Rehabilitation, a state agency under the Idaho State Board of Education, with administrative oversight of the EES program. (3-29-17)

12. Provider Agreement. An annual written contract between EES and EES providers, entered into in accordance with these rules.

0713. RSAS. Rehabilitation Services Accreditation Systems, a national accrediting body of vocational rehabilitative services providers. (3-29-17)

14. Work Services. A program that utilizes individual and group work to assist individuals in understanding the value and demands of work, enhancing positive work attitudes, and developing functional capacities that will enhance the ability to achieve and maintain an employment outcome. Limited non-paid work-related activities and transportation may be billed only when authorized on an Individual Program Plan. Work services are typically conducted on EES provider premises.

011. -- 099. (RESERVED)

100. PROGRAM YEAR.

01. Program Year and Application Submission Date. For purposes of these rules, the EES program fiscal year is July 1 of a given year through June 30 of the next succeeding year. ~~An EES Provider Agreement for a fiscal year must be submitted on or before the first business day of May preceding the fiscal year for which approval is sought.~~ (3-29-17)

101. -- 199. (RESERVED)

200. EXTENDED EMPLOYMENT SERVICES PROVIDER AGREEMENT.

01. Standard Form. (3-29-17)

a. Prior to providing services, a provider shall enter into an annual EES Provider Agreement with the EES program which will specify the terms and conditions of the approval. Such agreement shall be on a standard form approved by the EES program, ~~after consultation with the EES provider.~~ When changes to the provider agreement are considered, EES will engage with providers to request input prior to finalizing the new agreement. Such EES Provider Agreement shall detail the provider requirements, services, scope of work, other special provisions, and fees for service. The EES program will make the EES Provider Agreement available the first business day of

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

**ATTACHMENT 1**

~~April~~May. \_\_\_\_\_  
\_\_\_\_\_  
(3-29-17)

**b.** Approval to provide EES will be provided by the EES program, ~~on or before the first business day of June preceding such fiscal year.~~ If approved by the EES program, a provider is eligible to deliver EES ~~effective when all required provider eligibility criteria are met. July 1, the first day of such fiscal year.~~ An agreement that is denied may be reconsidered during the course of a fiscal year. ~~An approval will be based on the applicant demonstrating they have met all Provider Qualifications as outlined in IDAPA 47.01.02.300. The EES program has the discretion to add a new or additional providers after July 1, if there have been significant developments in a region that justify the need for new or additional providers. In such event, the EES program will give preference to denied applications based on date of application.~~ \_\_\_\_\_ (3-29-17)

**02. Annual Provider Agreement.** This agreement must be signed ~~prior to the beginning by June 1~~-of the EES fiscal year by an authorized representative of the provider and the IDVR ~~State~~ Administrator or a designee ~~prior to providing extended employment services to EES customers.~~ \_\_\_\_\_ (3-29-17)

**03. Provider Agreement Revision.** The agreement shall be entered into annually, and is subject to revision, as may be required by the EES program. The EES program will provide providers notification of any changes to the agreement, with as much notification as possible. \_\_\_\_\_ (3-29-17)

**201. -- 299. (RESERVED)**

**300. PROVIDER QUALIFICATIONS.**

An approved EES provider shall meet all of the following requirements: \_\_\_\_\_ (3-29-17)

~~01. Experience. A new provider must have a minimum of three (3) full years of experience working with customers who are receiving Medicaid Waiver or must have worked with IDVR customers in employment services, or both.~~ \_\_\_\_\_ (3-29-17)

~~0201. Accreditation. Receive and maintain accreditation by CARF or RSAS and provide IDVR a copy of the accreditation.~~ \_\_\_\_\_ (3-14-07)

~~0302. Staff.~~ All staff will meet the following requirements: \_\_\_\_\_ (3-29-17)

**a.** Satisfactorily complete a criminal history background check, to be obtained by the provider; \_\_\_\_\_ (3-14-07)

**b.** Be eighteen (18) years of age and, if less than twenty-one (21) years of age, have not less than ~~six (6) months~~ 750 documented hours of experience with people with disabilities; \_\_\_\_\_ (3-29-17)

**c.** Demonstrate the ability to deliver services as specified in the Individual Program Plan for each customer; and \_\_\_\_\_ (3-29-17)

**d.** Document completion of not less than forty (40) hours of training directly related to vocational support for people with disabilities. Training must be documented no later than six (6) months from the date of hire and include all of the following topics: \_\_\_\_\_ (3-14-07)

**i.** Behavior technology, especially positive behavioral support; \_\_\_\_\_ (3-14-07)

**ii.** Instructional techniques; \_\_\_\_\_ (3-14-07)

**iii.** Strategies for dealing with aberrant or maladaptive behavior; \_\_\_\_\_ (3-14-07)

**iv.** Integration/normalization; \_\_\_\_\_ (3-14-07)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

**ATTACHMENT 1**

- v. Functional impact of disabilities, particularly developmental disabilities and mental illness; (3-29-17)
- vi. Strategies for remediation and accommodation. (3-14-07)
- vii. Ethics and confidentiality; (3-29-17)
- viii. The development and use of measurable objectives; and (3-29-17)
- ix. Overview of assistive technology. (3-29-17)

**(BREAK IN CONTINUITY OF SECTIONS)**

**500. EXTENDED EMPLOYMENT SERVICES CUSTOMER REFERRAL, ELIGIBILITY, AND CASE CLOSURE.**

~~**01. Referral Application.** Each applicant to be a customer for EES under these rules will be referred to the EES program by a Vocational Rehabilitation Counselor (VRC), employed by IDVR, who will provide the applicant with information on the services available from EES providers. An individual can apply for EES through:~~

~~**a.** Demonstrated need for EES long-term supports. An individual that has a demonstrated need for a specific EES service will be referred to the EES program by a Vocational Rehabilitation Counselor (VRC) employed by IDVR.~~

~~**b.** Individual Informed Choice. An individual who expresses an interest in non-integrated employment and who has received career counseling on integrated employment from a VRC employed by IDVR may be referred to the EES program. IDVR will document completion of career counseling at the time of referral to EES.~~

~~**02. Application Process.** The application process is complete when the following has occurred:~~

~~**a.** The referring IDVR counselor provides EES with a completed EES referral form; and~~

~~**b.** the rights and responsibilities form has been reviewed and signed by the applicant and guardian (when applicable); and~~

~~**c.** the guardianship documentation has been received (when applicable).~~

~~**0203. Eligibility.** Eligibility will be determined for each customer based on the following:- The EES program will assess the eligibility of each applicant for services. Applicants who are eligible for and have access to for other public funding sources for long term support services are not eligible for EES services.-~~

~~**a.** For customers requesting non-integrated employment, the EES Program Manager or designee will conduct a records review and interview(s) with the customer and when applicable, the customer's guardian. Based on information gathered, the EES Program Manager or designee will determine if long-term supports are necessary to maintain employment, and that the customer is choosing non-integrated employment. If determined eligible, EES will assist with the informed choice process to select an EES provider.~~

~~**b.** A customer who has engaged in the VR process and demonstrates a need for long-term supports will be referred to EES by the customer's IDVR counselor.~~

~~**c.** Applicants who are eligible for Medicaid Waiver funding must use Medicaid Waiver funding for long-term employment support services when the customer's IDVR counselor recommends individual community supported employment for the customer. If, after service needs are assessed, and an individual has service needs~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

**ATTACHMENT 1**

[greater than what Medicaid will approve for long-term job coaching. EES will require Medicaid to provide written documentation denying such funding prior to EES providing this service.](#)

**04. Disability Criteria.** Eligible applicants must have a disability that falls into one (1) of four (4) categories described below, and such disability must constitute a barrier to such person maintaining paid employment without long term vocational support: (3-29-17)

**a. Developmental Disabilities.** Pursuant to Section 66-402, Idaho Code, a chronic disability of a person that appears before the age of twenty-two (22) years; and (3-14-07)

**i.** Is attributable to impairment, such as intellectual disability, cerebral palsy, epilepsy, autism, or other condition found to be closely related to or similar to one (1) of those impairments that requires similar treatment or services, or is attributable to dyslexia resulting from such impairments; (3-29-17)

**ii.** Results in substantial functional limitations in three (3) or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency; and (3-14-07)

**iii.** Reflects the need for a combination and sequence of special, interdisciplinary or generic care, treatment or other services which are of life-long or extended duration and individually planned and coordinated. (3-14-07)

**b. Mental Illness.** A person has been assessed by a qualified professional and been diagnosed under DSM-IV or later editions with schizophrenia, schizoaffective disorder, major affective disorder, delusional disorder or ~~a~~borderline personality disorder, in which this psychiatric disorder must be of sufficient severity to cause a disturbance in role performance or coping skills in at least two (2) of these areas on either a continuous or an intermittent (at least once per year) basis: vocational/academic, financial, social/interpersonal, family, basic living skills, housing, community, or health. (3-29-17)

**c. Specific Learning Disability.** A disorder in one (1) or more of the psychological processes involved in understanding, perceiving, or using language or concepts (spoken or written). A disorder which may manifest itself in problems related to speaking, reading, spelling, or mathematical calculations (or to a lesser extent, listening, thinking, or writing), and seriously limit two (2) or more functional capacities (mobility, communication, self-care, self-direction, work tolerance or work skills). (3-14-07)

**d. Traumatic Brain Injury.** A traumatically acquired insult to the brain that may cause physical, intellectual, emotional, social, and vocational changes. A closed head injury may be caused by a rapid acceleration/deceleration, as in a motor vehicle accident. An open head injury is visible insult and may be the result of an accident, gun-shot wound, or other physical injuries. Immediate effects are loss of consciousness, loss of memory, or change in vision, strength, coordination, or sensory function. Anatomical abnormalities may be present, such as cerebral hemorrhage or skull fracture. Long term effects may include physical, cognitive, and psycho-social-behavioral-emotional impairments. (3-14-07)

**0305. Case Closure.** Cases will be closed from the EES program for the following reasons and will include documentation in the case record that supports such reason: (3-29-17)

**a.** Unable to locate or contact customer; (3-29-17)

**b.** Customer is [eligible for or](#) utilizing Medicaid Waiver services for CSE; (3-29-17)

**c.** Customer's disability [is](#) too significant to benefit from services; (3-29-17)

**d.** Customer is non-compliant or has not followed through with EES services; (3-29-17)

**e.** Customer has retired from employment; (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

**ATTACHMENT 1**

- f. Customer no longer interested in pursuing employment ~~or receiving EES services~~; (3-29-17)
- g. Customer no longer needs EES services; (3-29-17)
- h. Customer has moved out of state; or (3-29-17)
- i. ~~All other appropriate reasons~~ Death of customer. (3-29-17)

**501. -- 599. (RESERVED)**

**600. COVERED SERVICES.**

The Extended Employment Services that may be provided to customers by providers are described below. EES typically follow the completion of other vocational rehabilitation services, such as vocational evaluation, job site development, and initial training at the job site. Such covered services include: (3-29-17)

**01. Individual Community Supported Employment. ~~Self-employment or paid employment that is:~~** (3-29-17)

~~a. For a customer paid not less than minimum wage and who, because of his or her disability(ies), needs ongoing support to maintain that employment;~~ (3-29-17)

~~b. Conducted in a community or industry setting where persons without known paid work supports are employed; and~~ (3-14-07)

~~c. Supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision, training, and transportation.~~ (3-14-07)

**02. Group Community-Based Non-Integrated Supported Employment (Enclave). ~~Self-employment or paid employment which is:~~** (3-29-17)

~~a. For a group of no more than eight (8) customers who are paid not less than minimum wage and who, because of their disability(ies), need ongoing support to maintain that employment;~~ (3-29-17)

~~b. Conducted in a variety of community and industry settings where the customers have opportunities to interact with co-workers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting;~~ (3-29-17)

~~c. Supported by training and supervision needed to maintain that employment; and~~ (3-14-07)

~~d. Not conducted in the work services area of an EES provider.~~ (3-29-17)

**03. Work Services.** ~~The work services program utilizes individual and group work to assist individuals in understanding the value and demands of work, enhancing positive work attitudes, and developing functional capacities that will enhance the ability to achieve and maintain an employment outcome. Limited non-paid work related activities and transportation may be billed only when authorized on an Individual Program Plan. Work services are typically conducted on EES provider premises.~~ (3-29-17)

**(BREAK IN CONTINUITY OF SECTIONS)**

**800. SERVICE PROVISION.**

**01. Services on Individual Program Plan.** EES ~~with~~for each individual customer must be based on the Individual Program Plan developed for such customer. (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

**ATTACHMENT 1**

**02. Development of Individual Program Plan.** Those involved in developing the Individual Program Plan must include, but are not limited to, the following: (3-14-07)

- a. The customer. Efforts must be made to maximize the customer's involvement in the planning process by providing him or her with information and education regarding rights, and available options; and (3-29-17)
- b. The customer's legal guardian, if one has been appointed by the court; and (3-29-17)
- c. The EES provider program staff, responsible for the implementation of the Individual Program Plan. (3-29-17)

**03. Submission of the Individual Program Plan.** The ~~Certified~~ EES provider must submit the Individual Program Plan ~~to the EES program using the standard format provided or approved by the EES program. The program will either accept the Individual Program Plan as submitted, or may require revisions to the Individual Program Plan before acceptance as outlined in the annual Provider Agreement.~~ (3-29-17)

**04. Timeline for Submission.** The Individual Program Plan must be submitted ~~to the EES program within thirty (30) days from the beginning of the provision of EES. No payment will be made for EES without receipt of the Individual Program Plan covering those Extended Employment Services, as outlined in the Provider Agreement~~ (3-29-17)

**05. Revision.** The EES provider must submit an updated Individual Program Plan for each customer ~~to the EES program at least annually based on the criteria outlined in the Provider Agreement.~~ (3-29-17)

**06. Progress Reports.** The EES provider must submit ~~a progress reports on each customer to the EES program at six (6) month intervals. A standardized format provided or approved by the EES program must be used, as outlined in the Provider Agreement.~~ (3-29-17)

**801. RECORDS.**

**01. Customer Files.** EES providers shall maintain individual customer files ~~which must include the following: as outlined in the Provider Agreement. The EES program will maintain an EES customer file with all records specific to the individual and those records submitted by the EES provider as required which, at minimum, will include the following:~~ (3-29-17)

- a. Referral information; (3-14-07)
- b. Eligibility; (3-14-07)
- c. Authorization for services; (3-14-07)
- d. Contact information; (3-14-07)
- e. Legal guardianship information; (3-14-07)
- f. Individual Program Plan(s); (3-14-07)
- ~~g. Progress Reports; (3-14-07)~~
- hg. Documentation of service; and (3-14-07)
- ~~h. Release of information.~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

**ATTACHMENT 1**

~~i. Satisfaction measures; (3-14-07)~~

~~j. Releases of information; and (3-14-07)~~

~~k. Documentation that updates to customer information were provided to IDVR. (3-29-17)~~

**02. Storage.** Files must be maintained for five (5) years from the date of discharge of the customer~~Client~~ to whom the file pertains. (3-14-07)

**802. -- 899. (RESERVED)**

**900. PAYMENT FOR SERVICES.**

**01. Fee for Service.** The IDVR ~~State~~ Administrator or designee shall set the fees for covered services, ~~after discussion with EES providers; after annual input from EES providers.~~ Such fees shall be set forth in the annual EES Provider Agreement. ~~Such fees shall be reviewed annually, and may be adjusted by the IDVR State Administrator to take effect at the beginning of the fiscal year.~~ (3-29-17)

**02. Pre-Authorization.** All EES services must be pre-authorized by the EES program, and shall be set forth in the Individual Program Plan for each customer. Service needs that exceed the approved and authorized hours outlined in the individuals Individual Program Plan may be requested. The EES approval process is outlined in the Provider Agreement. (3-29-17)

**03. Billing Procedures.** (3-14-07)

**a.** EES providers must submit a monthly billing statement for each customer served, in a format approved by an EES program and within timelines set forth in the annual EES Provider Agreement. (3-29-17)

**b.** Bills may only be submitted for EES that have been identified and accepted by the EES program, as stipulated in an Individual Program Plan. (3-29-17)

**c.** All bills submitted by providers are subject to prepayment and post payment review. Documentation sufficient to support each payment item shall be available for review, and must be maintained for five (5) years from the date of service. The provider must submit copies of the documentation regarding the provision of such services upon written request from an EES program. (3-29-17)

**04. Audits.** The EES program may perform audits of billing records and other documentation submitted by providers in order to verify the accuracy of such records. (3-29-17)

**05. Denial/Revocation of Payment.** The EES program may deny payment, or seek reimbursement or set-off for payments previously made, if the provider is not in compliance with these rules, the signed Employment Services Provider Agreement, or if the provider does not provide the services as set forth in a customer's Individual Program Plan. (3-29-17)

**901. -- 999. (RESERVED)**



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

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**DIVISION OF CAREER TECHNICAL EDUCATION**

**SUBJECT**

Pending Rule – Docket 55-0103-1801, Rules of Career Technical Schools

**REFERENCE**

2001	Board approved Administrative Rules, creating IDAPA 55.01.03 – Rules of Career Technical Schools
August 2018	Board approved pending rule amending the added cost funding for Career Technical School, moving from a Support Unit based formula to a student enrollment based formula.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, 55.01.03

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 3: Workforce Readiness; Objective A. Workforce Alignment

**BACKGROUND/DISCUSSION**

Proposed changes to Administrative Rule reflect updates to Section 33-1002G, Idaho Code, which provides the framework for how these schools are funded. During the 2018 legislative session, this section of Idaho code was updated to eliminate the link to salary-based apportionment and support units allowing for the funding formula established in Administrative code to be amended. The Division of Career Technical Education (Division) entered into Negotiated Rulemaking in July 2018, working with career technical school administrators to develop a framework to fund career technical schools using an enrollment-based model.

These changes will clarify the process for calculating and distributing funds to career technical schools. An enrollment based approach more closely aligns with how the infrastructure and costs for these programs are calculated and reduces the reporting burden for administrators.

**IMPACT**

The proposed amendments will have a positive impact on program delivery, as “career technical schools” will have a more clear understanding of program expectations from year to year, as well as a better understanding of which courses are eligible to receive funding. The new funding formula will create a redistribution of the annual appropriation based enrollment. An example in comparison to the current funding formula is provided in Attachment 2.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket 55-0103-1801  
Attachment 2 – Funding Formula Shift Impact Example

**STAFF COMMENTS AND RECOMMENDATIONS**

Schools meeting certain eligibility criteria may be designated as “career technical schools” and receive added cost funding to support the added cost of high quality career technical programs. Career technical school funding is currently based on student average daily attendance and support units. Due to the cost of specific equipment needs for career technical education programs an enrollment based model would be more appropriate for career technical schools. Section 33-1002G, Idaho Code was amended during the 2018 Legislative Session to allow the Division to explore moving to an enrollment based funding model. The proposed amendments would move career technical school funding from a model based on student average daily attendance and support units to one based on the number of students enrolled in a capstone course during the previous academic year and the number of students completing a technical skills assessment for the program in which the student was enrolled.

The notice of intent to promulgate this rule was published in the July 4, 2018 (Vol.18-7) Administrative Bulletin. The Division conducted a formal negotiated rulemaking meeting, on July 30, 2018. In addition to this meeting the proposed rule was shared with representatives from stakeholder organization that participated in a second negotiated rulemaking meeting on August 6, 2018. The proposed rule was published in the October 3, 2018 Administrative Bulletin and the public comment period ended on October 24, 2018. The Board office received six comments, all in opposition of the proposed rule. Of the six comments, one is from a group representing twelve of Idaho’s career technical schools. While the majority of comments support the philosophy of moving to an enrollment based funding model concerns expressed in the written comments consistently reference the engagement process for sharing the actual formula, the accuracy of the data that will be used to calculate the funding, and limiting the count to students enrolled in capstone courses and taking technical skills assessments. The comments specifically note that they recognize the value of students completing a 3-4 year sequential career technical pathway leading to the technical skills assessments and the capstone course there should also be recognition in the formula for students who enter a career technical pathway later in their high school career and don’t have the opportunity to reach the capstone course or for legitimate reasons are required to exit the pathway or change pathways and are no longer able to reach the capstone course prior to graduating. Comments received did support funding for both intermediate and capstone level students.

Amendments to the pending rule attempt to address concerns identified in the public comments by adding an intermediate course unit to the formula. The amendments result in a funding formula that counts students enrollments in intermediate courses, capstone courses and who take a technical skills assessment. The funding is then weighted at 50% for capstone enrollment units, 40% for capstone students who complete a technical skills assessment, and 10% for intermediate course enrollments. The total funding impact is also capped at

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

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10% during the first year of implementation.

**BOARD ACTION**

I move to approve pending rule Docket 55-0103-1801 as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**NOVEMBER 8, 2018**

---

**ATTACHMENT 1**

**55.01.03 - RULES OF CAREER TECHNICAL SCHOOLS**

**005. DEFINITIONS.**

**01. Administrator.** A designated school administrator, holding a career technical administrator certificate pursuant to IDAPA 08.02.02, "Rules Governing Uniformity," Section 015, and who oversees and monitors the career technical school programs and is responsible for ensuring the school meets all applicable federal, state, and local school district regulations, rules, and policies. (3-28-18)

~~**02. Attendance Zones.** For purposes of Section 33-1002G, Idaho Code, each high school is classified as an attendance zone. The attendance zone requirement can be met by having students from at least two (2) high school zones within a district or at least two (2) high school zones in different districts participate in the career technical school. A minimum of fifteen percent (15%) of the total student body must reside in attendance zones apart from the attendance zone of the majority of students. Cooperative Service Agencies must meet the fifteen percent (15%) attendance criteria on a program by program basis. (3-30-01)~~

**0302. Capstone Course.** A culminating course that requires students to demonstrate the knowledge and skills learned throughout their program of study. (3-28-18)

**0403. Career Technical Schools.** Schools designed to provide high-end, state-of-the-art technical programs that foster quality technical education through intermediate and capstone courses. Programs and services are directly related to the preparation of high school students for employment in current or emerging occupations that require other than a baccalaureate or advanced degree. These schools are closely linked to postsecondary education, thereby avoiding redundancy and maintaining rigor. They are also closely linked to current business and industry standards to ensure relevance and quality. (3-28-18)

**04. Concentrator Student.** A student with junior or senior status enrolled in a capstone course.

**05. EDUID.** Education Unique Identifier.

**06. Enrollment Units.** The total number of individual EDUIDs that are reported as enrolled in an eligible intermediate or capstone course during the previous academic year as determined by the Division of Career Technical Education.

**0507. Field Experience.** Paid or unpaid work experience such as business/industry internship, clinical experience, supervised occupational experience, job placement, school-based enterprise, or similar work experience setting. The field experience must be of sufficient duration and depth to add to the technical competencies of the student. (3-30-01)

**08. Intermediate Course.** A course beyond the introductory level that adds to the technical competencies of pathway students, is intended to serve as a prerequisite for a capstone course, and is offered in grade 10 through grade 12.

**09. Participation Total.** The total number of technical skills assessments taken by enrolled concentrator students as part of each required capstone course during the previous academic year.

**10. Technical Skill Assessment.** An assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway. ( )

**00611. -- 099. (RESERVED)**

*(BREAK IN CONTINUITY OF SECTIONS)*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

---

**~~101. CAREER TECHNICAL SCHOOL GENERAL APPROVAL CRITERIA. (RESERVED)~~**

~~For approval, applying career technical school's district must meet at least four (4) of the five (5) criteria listed in Section 33-1002G, Idaho Code. Approval criteria: (3-28-18)~~

~~01. High School Attendance Zones. Two (2) or more high school attendance zones. (3-30-01)~~

~~02. Dual Credit. (3-30-01)~~

~~03. Field Experience. (3-30-01)~~

~~04. Funded as a Separate School. (3-30-01)~~

~~05. Separate Site or Cooperative Service Agency. Located at a separate site or approved by the State Board of Education as a cooperative service agency. (3-30-01)~~

**102. CAREER TECHNICAL COMPONENT CRITERIA.**

**01. Program Criteria.** Career technical schools are intended to deliver high-end technical education programs that go beyond the scope of traditional career technical education. The lab should be appropriately designed for the type of program and the number of students enrolled. The program should have state-of-the-art equipment, current technology and strong links to business and industry. (3-30-01)

**02. Career Technical School Program.** Each program of a career technical school shall: (3-30-01)

**a.** Deliver a sequence of career technical education courses that culminate in a capstone course. (3-28-18)

**b.** Meet all of the required technical competency credit standards established by the state board of education. (3-28-18)

**c.** Develop and maintain business and industry partnerships in addition to the technical advisory committee. (3-28-18)

**d.** Implement instructional delivery methods that integrate advances in industry technologies. (3-28-18)

**e.** Employ instructors who hold career technical certification to teach the occupation and who also hold a related industry-based credential, or equivalent credential, as approved by the ~~d~~Division of ~~e~~Career ~~f~~Technical ~~e~~Education. (3-28-18)

**f.** Be delivered over a term of not less than five (5) semesters, or the equivalent instructional hours. Semester and trimester equivalencies will be approved by the ~~d~~Division of ~~e~~Career ~~f~~Technical ~~e~~Education. (3-28-18)

**g.** Enroll students from at least two (2) high schools. No single high school will comprise more than eighty-five percent (85%) of the total enrolled career technical school students. In the event a student enrolled in the career technical school is not enrolled in a high school, that student will be reported separately, based on the high school attendance zone where the student resides. (3-28-18)

**h.** Promote the development of leadership. (3-28-18)

**103. APPLICATION PROCESS.**

~~New and renewal A~~applications for career technical school funding must be received by the Division of Career Technical Education on or before the ~~first Friday in July~~fifteenth of April for the following fiscal year. (3-30-01)

**104. CAREER TECHNICAL SCHOOL ADDED COST UNIT FUNDING AND ELIGIBILITY.**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

---

Section 33-1002G, Idaho Code, provides school districts an opportunity to establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of career technical schools. The funds are appropriated to the State Board for Career Technical Education to be expended by the Division of Career Technical Education. Funding is based on the ~~average daily attendance (ADA) of students enrolled in the career technical school~~ number of students enrolled in an intermediate or capstone course during the previous academic year and the aggregate total of students who completed the technical skill assessment for the program the student was enrolled in. If any approved program within a career technical school does not enroll students from more than one (1) high school during the ~~reporting period~~ previous academic year, the enrolled students may not be counted as part of the school's average daily attendance for that reporting period ~~the program will not be included in the current year funding calculation~~. If the overall school enrollment exceeds more than eighty-five percent (85%) of students from any single high school during the previous school year, the ~~Division of Career Technical Education~~ may withhold all or part of the career technical school's funding. (3-28-18)

**105. CAREER TECHNICAL SCHOOL ~~AVERAGE DAILY ATTENDANCE~~ FUNDING CALCULATION.**

~~The Division of Career Technical Education shall use the enrollment and attendance submitted to the division of career technical education by the school district to calculate career technical school average daily attendance (ADA) in accordance with applicable laws and rules (Section 33-1002, Idaho Code). Students in attendance at a qualifying career technical school shall be reported as aggregate hours and/or aggregate attendance. The aggregate hours and aggregate attendance will be combined to calculate the ADA for the career technical school. Career technical school funding shall be calculated based on the career technical schools unit value. The career technical school unit value shall be the total number of enrollment units combined with the aggregate participation total for each capstone course.~~

01. Enrollment Unit Value. The value of each unit will be calculated as a portion of the annual appropriation based on the following percentages:

a. Fifty percent (50%) of the annual appropriation will be divided among the total capstone enrollment units;

b. Forty percent (40%) will be divided by the total number of capstone students who complete a technical skills assessment; and

c. Ten percent (10%) will be divided among the total intermediate course enrollment units.

d. Enrollment units shall be reported to the Department of Education. The Division of Career Technical Education shall gather aggregate participation total data from the independent technical skills assessment providers annually. (3-28-18)

~~01. Aggregate Hours. The daily hours of all students enrolled in approved intermediate and capstone courses who attend less than two and one half (2.5) hours per day shall be added together and reported as weekly aggregate hours.~~ (3-28-18)

~~02. Aggregate Attendance. Students enrolled in approved intermediate and capstone courses who attend more than two and one half (2.5) hours per day are to be reported as aggregate attendance.~~ (3-28-18)

**106. ~~CAREER TECHNICAL SCHOOL ADDED COST UNIT CALCULATION.~~**

~~The Division of Career Technical Education shall use the career technical school average daily attendance (ADA) as the basis for added cost unit funding.~~ (3-30-01)

~~01. State Support Unit Value. The added cost support unit value shall be based on state salary-based apportionment, state paid employee benefits (less state unemployment), base support, and safe environment distribution factors found in the Public School Support Program.~~ (3-30-01)

~~02. Support Unit Divisor. Added cost support units for career technical schools shall be calculated by using the secondary support unit attendance divisor of eighteen and one half (18.5) as shown in Section 33-1002(6), Idaho Code.~~ (3-30-01)

~~03. Added Cost Support Factor. The added cost support factor for career technical schools shall be~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

---

~~calculated by multiplying point thirty three (.33) times the added cost support units generated in the career technical school. (3-30-01)~~

~~04. **Estimated Distribution.** The estimated distribution shall be calculated by multiplying the state support unit value by the added cost support factor. (3-28-18)~~

**107. CAREER TECHNICAL SCHOOL ~~ADDED-COST~~ UNIT FUND DISTRIBUTION.**

Once the career technical appropriation is made, the per unit value will be determined by dividing the total units into the appropriation. The value of each unit may vary from year to year, depending on the total appropriation and the total number of units in each of the enrollment unit categories. To reduce significant shifts in funding as a result of the new funding distribution model, increases or decreased in funding will be capped at ten percent (10%) for the 2019-2020 academic year. ~~(3-30-01)( )~~

**01. Payment Distribution.** Added cost support unit funds shall be distributed by the Division of Career Technical Education in two (2) payments: (3-30-01)

**a.** Seventy percent (70%) of the total ~~estimated-appropriated~~ funds for which career technical schools are eligible shall be distributed no later than September 30 each year ~~following receipt of first period attendance data from the approved career technical schools.~~ Funding will not be distributed until ~~reports have been received and approved by the division of career technical education from each approved school~~ the previous year enrollment units and the Division of Career Technical Education has verified aggregate participation total data. (3-28-18)

**b.** ~~Based on actual support units generated during the year, the balance shall be distributed each year by July 15th.~~ The remaining funds shall be distributed no later than June 30. (3-30-01)

**108. ACCOUNTABILITY.**

**01. Assessment Process.** The Division of Career Technical Education shall develop an assessment process that includes measures and standards for career technical school programs. (3-30-01)

**02. Reporting.** No later than October 15 of each year, career technical schools will submit a report to the ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education, detailing their enrollment at the program level by high school. (3-28-18)

**03. Administrator Responsibility.** The administrator of each career technical school shall be responsible to provide onsite administration of the career technical school. The administrator will submit all required career technical school reports requested by the ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (3-28-18)

**04. Accreditation.** Each career technical school shall be accredited following Department of Education guidelines. This accreditation shall be appropriate for the individual type of career technical school that is developed. (3-30-01)

**05. School Improvement Plan.** The administration, faculty and staff at each career technical school shall be responsible to develop and implement a local school improvement plan based on the assessment process developed by the ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (3-28-18)

**109. -- 999. (RESERVED)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
NOVEMBER 8, 2018**

**ATTACHMENT 2**

**Proposed Funding Formula Example Comparison**

Reported ADA Intermediate/Capstone

	<b>2017-18 Full-Year ADA Estimate Based on Period 1 Report</b>	<b>% to Units</b>	<b>Projected ADA FY2018 Distribution Amount</b>	<b>Actual FY2018 Distribution Amount w/10% Harmless</b>
Ada PTS Center	373.91	21.67%	\$1,045,950	\$930,708.83
Cassia Regional Tech Center	71.78	4.16%	\$200,792	\$279,694.21
COSSA (Southwest Idaho PTS)	67.64	3.92%	\$189,212	\$136,039.13
Technical Careers High School D93	108.91	6.31%	\$304,657	\$294,574.40
Dehryl A. Dennis Center	179.68	10.42%	\$502,625	\$465,474.11
Career & Technical Education Center D91	185.00	10.72%	\$517,506	\$554,278.56
Gateway PTS	148.87	8.63%	\$416,439	\$388,267.74
Idaho Center of Adv. Technology	287.23	16.65%	\$803,478	\$668,980.87
Kootenai Technical Ed Campus	154.60	8.96%	\$432,467	\$377,845.79
Kuna Professional Technical School	0.00	0.00%	\$0	\$0.00
Madison P and T HS	5.58	0.32%	\$15,609	\$13,036.88
Magic Valley PTS	23.58	1.37%	\$65,961	\$67,521.61
Meridian Medical Arts Charter	27.86	1.61%	\$77,934	\$172,550.44
Meridian Tech Charter PTS	52.25	3.03%	\$146,161	\$154,556.03
Payette River PT Academy	18.84	1.09%	\$52,702	\$69,902.19
Region II PTS	10.41	0.60%	\$29,120	\$176,055.12
SE Idaho Technical Ed Charter	9.00	0.52%	\$25,176	\$18,071.78
Treasure Valley Tech	29.00	1.68%	\$81,123	\$58,231.30
<b>TOTALS</b>	<b>1725.14</b>	<b>101.68%</b>	<b>\$4,825,789</b>	<b>\$4,825,788.99</b>

ISEE Capstone/TSA = 70/30

<b>ENROLLMENT MODEL</b>	<b>2017-18 Total CTS Students</b>	<b>2017-18 Full-Year Enrollment/Intermed</b>	<b>2017-18 Full-Year Enrollment/Capstone</b>	<b>%Capstone Students/Total Students</b>	<b>2017-18 TSAs Taken</b>	<b>% TSAs Taken/Capstone Students</b>	<b>10% Enrollment % to Units</b>	<b>50% Enrollment % to Units</b>	<b>40% TSAs Taken % to Units</b>	<b>FY2018 ENROLLMENT Distribution Amount</b>
Ada PTS Center	2118	1573	545	25.73%	388	71.19%	21.71%	26.32%	27.19%	\$1,264,584
Cassia Regional Tech Center	375	280	95	25.33%	11	11.58%	3.86%	4.59%	0.77%	\$144,211
COSSA (Southwest Idaho PTS)	146	92	54	36.99%	42	77.78%	1.27%	2.61%	2.94%	\$125,856
Technical Careers High School D93	512	394	118	23.05%	53	44.92%	5.44%	5.70%	3.71%	\$235,414
Dehryl A. Dennis Center	862	737	125	14.50%	84	67.20%	10.17%	6.04%	5.89%	\$308,347
Career & Technical Education Center D91	724	541	183	25.28%	162	88.52%	7.47%	8.84%	11.35%	\$468,380
Gateway PTS	720	568	152	21.11%	93	61.18%	7.84%	7.34%	6.52%	\$340,724
Idaho Center of Adv. Technology	2534	2166	368	14.52%	272	73.91%	29.89%	17.77%	19.06%	\$940,943
Kootenai Technical Ed Campus	241	101	140	58.09%	102	72.86%	1.39%	6.76%	7.15%	\$307,815
Kuna Professional Technical School	0	0	0	0.00%	0	0.00%	0.00%	0.00%	0.00%	\$0
Madison P and T HS	54	27	27	50.00%	27	100.00%	0.37%	1.30%	1.89%	\$69,779
Magic Valley PTS	137	64	73	53.28%	32	43.84%	0.88%	3.52%	2.24%	\$132,600
Meridian Medical Arts Charter	294	217	77	26.19%	54	70.13%	2.99%	3.72%	3.78%	\$177,210
Meridian Tech Charter PTS	394	328	66	16.75%	66	100.00%	4.53%	3.19%	4.63%	\$188,019
Payette River PT Academy	120	95	25	20.83%	25	100.00%	1.31%	1.21%	1.75%	\$69,272
Region II PTS	0	0	0	0.00%	0	0.00%	0.00%	0.00%	0.00%	\$0
SE Idaho Technical Ed Charter	76	62	14	18.42%	7	50.00%	0.86%	0.68%	0.49%	\$29,909
Treasure Valley Tech	10	1	9	90.00%	9	100.00%	0.01%	0.43%	0.63%	\$22,727
<b>TOTALS</b>	<b>9317</b>	<b>7246</b>	<b>2071</b>	<b>22.23%</b>	<b>1427</b>	<b>68.90%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>\$4,825,789</b>