

**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

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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.

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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 \_\_\_\_\_

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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.

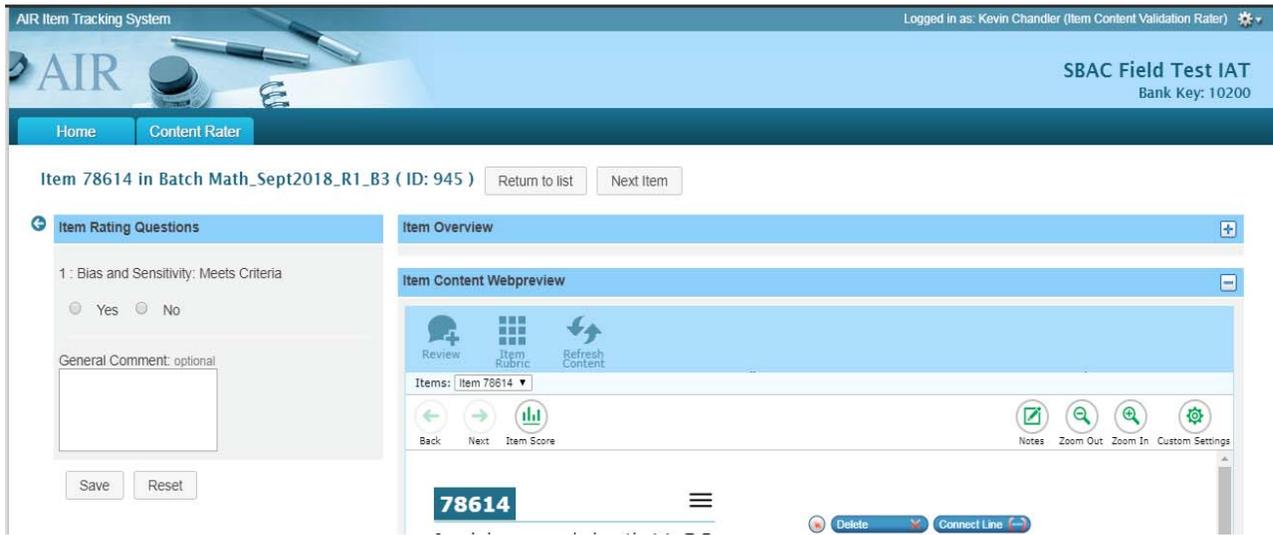
### **Process and Training**

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

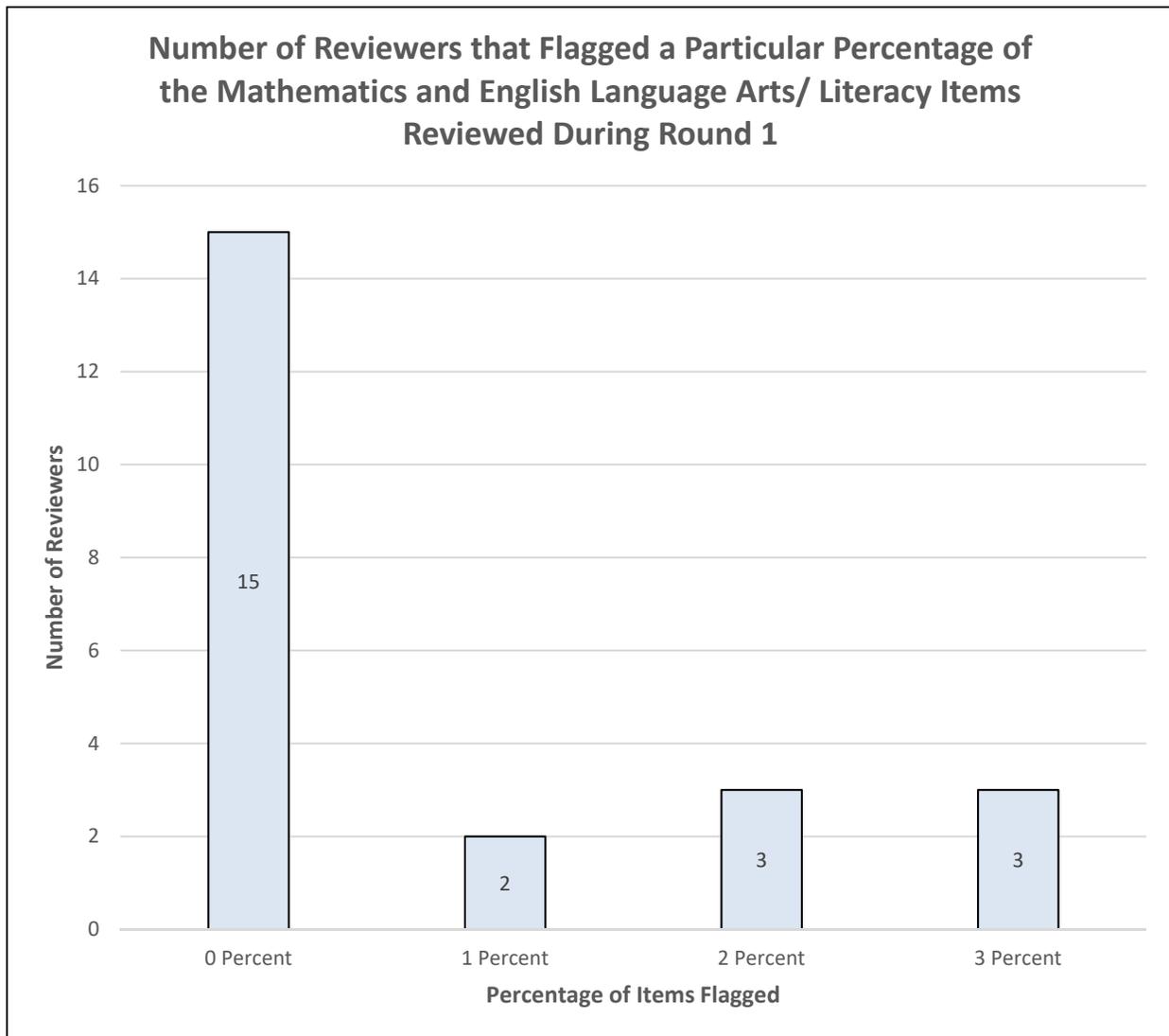
Idaho’s TAC, only the items with two or more flags would move on to Round Two. A detailed summary of results of Round One is given below in Table 1.

**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

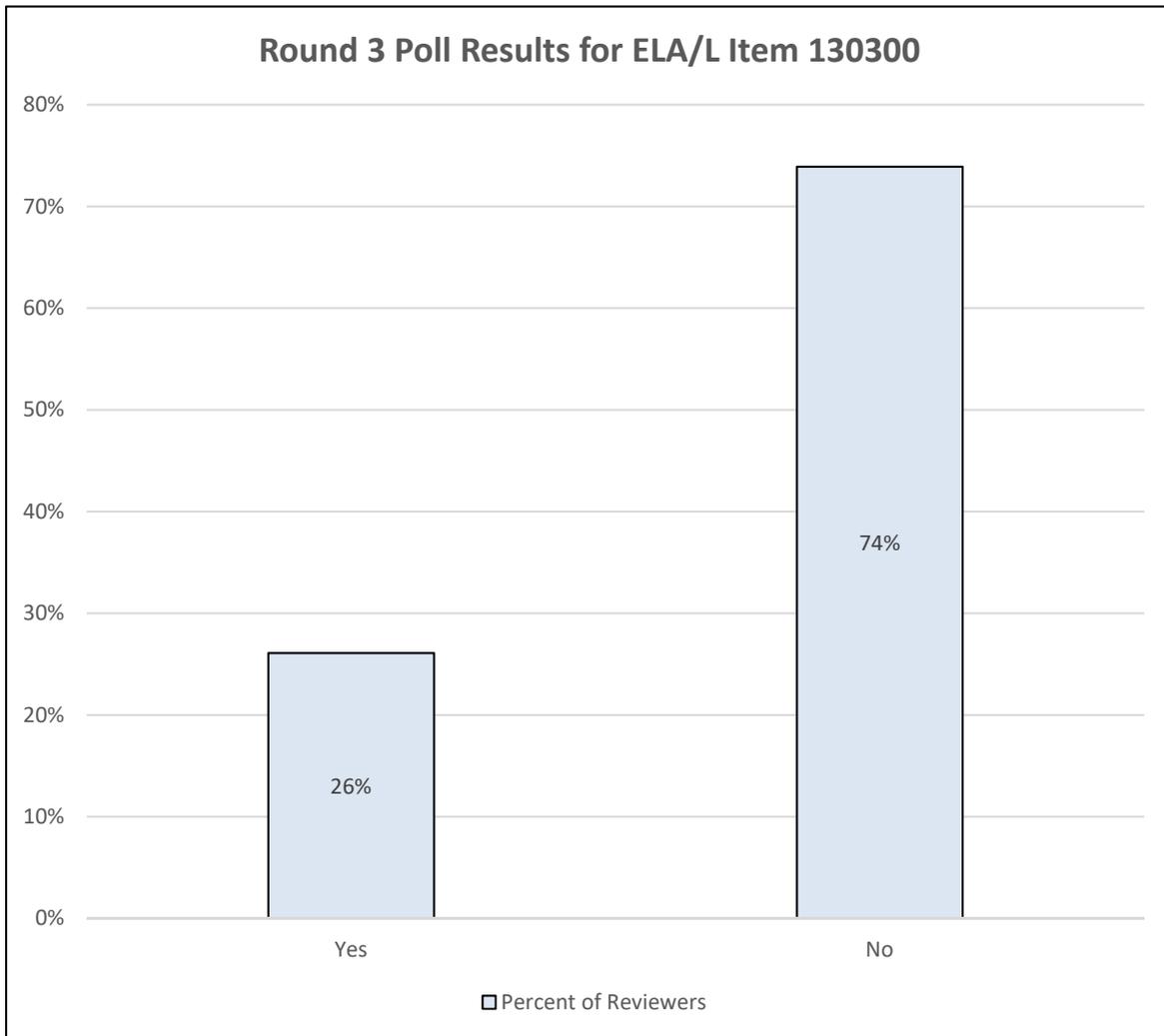
**Final Result**

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**

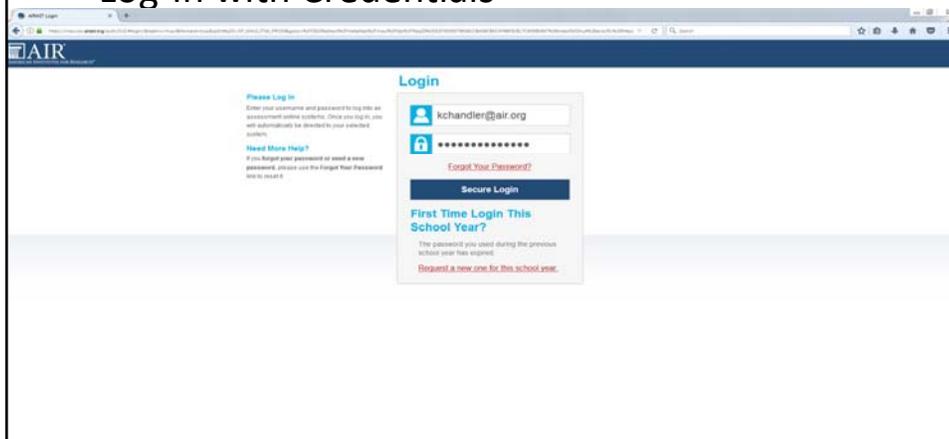
All of the relevant foregoing standards apply to graphics.

# SBAC Field Test Content Rater

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

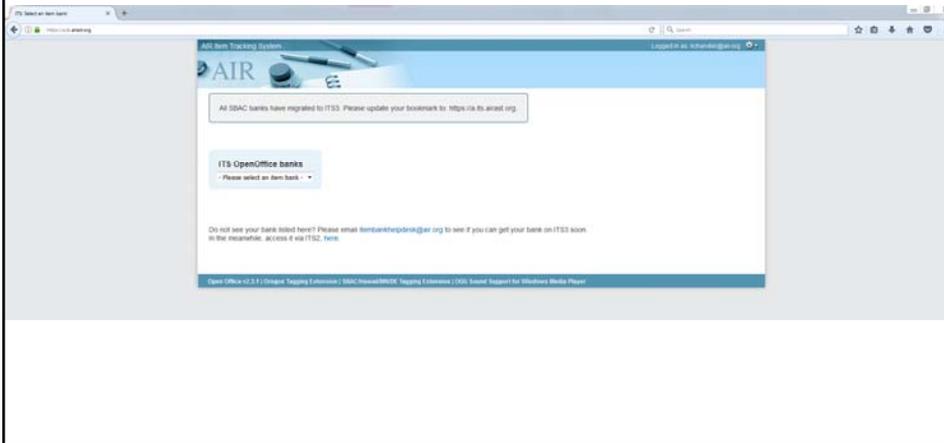
## Idaho Stakeholder Bias & Sensitivity Meeting

- Open Mozilla Firefox
- Log-In with Credentials



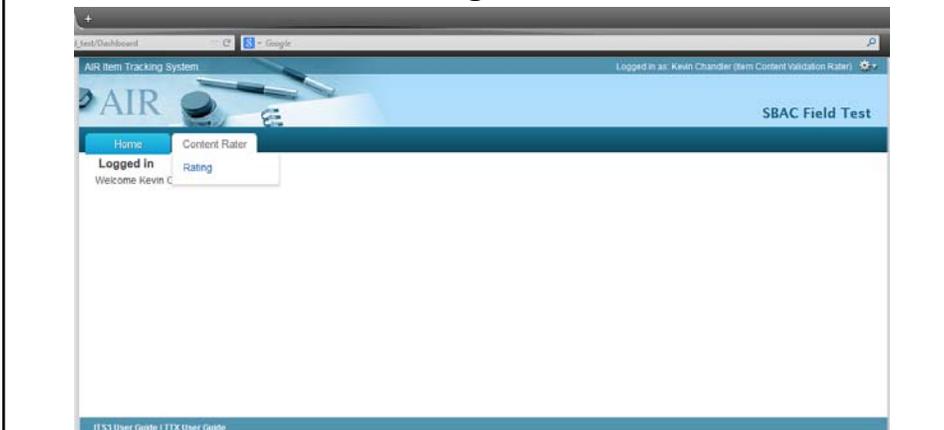
## Idaho Stakeholder Bias & Sensitivity Meeting

- 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'. The first table is for 'Practice\_MATH\_Nov2015\_R1\_B1' (Batch ID: 535) and lists item IDs 34632 through 36683, all with a status of 'Incomplete'. The second table is for 'Practice\_MATH\_Nov2015\_R1\_B2' (Batch ID: 536) and lists item IDs 12974 through 25687, all with a status of 'Incomplete'.

## Idaho Stakeholder Bias & Sensitivity Meeting

- Minimize

This screenshot is similar to the one above, showing the 'Incomplete Batches' section. However, the tables are collapsed into a single-line view. Each line shows 'Start', 'Submit', 'Batch Title', and 'Batch ID' buttons. A red rectangular box highlights the minimize button (a square with a horizontal line) located to the right of the 'Batch ID' button for the first batch.

# Idaho Stakeholder Bias & Sensitivity Meeting

- Click Start

The screenshot shows the AIR Item Tracking System interface. At the top, it says "AIR Item Tracking System" and "Logged in as: Kevin Chandler (Item Content Validation Rater)". Below the header, there are navigation tabs for "Home" and "Content Rater". The main content area is titled "Incomplete Batches" and contains a table with columns: "Item ID", "Status", "Stimulus", and "Comment". The "Status" column for all items is "Incomplete". A "Start" button is highlighted with a red box. The batch title is "Practice\_MATH\_Nov2015\_R1\_B1" and the batch ID is "535".

Item ID	Status	Stimulus	Comment
31652	Incomplete		
34893	Incomplete		
35969	Incomplete		
36066	Incomplete		
36129	Incomplete		
36131	Incomplete		
36145	Incomplete		
36483	Incomplete		

# Idaho Stakeholder Bias & Sensitivity Meeting

The screenshot shows the "Item Rating Questions" interface for item 31652. The title is "Item Rating Question". The first question is "1: Bias and Sensitivity: Meets Criteria" with radio buttons for "Yes" (selected) and "No". Below it is a text box for "General Comment: optional" with the placeholder text "General Comment on the Item is Optional". The "Save" button is highlighted with a red box. The second question is "2. If 'Yes' clicked" with a bullet point: "General Comments are Optional". The interface also shows navigation buttons like "Back", "Next", "Pause", and "Item Score", and a "Next Item" button at the bottom.

## 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

The screenshot shows the AIR Item Tracking System interface. The page title is "Item Overview". The breadcrumb trail is "Home > Content Rater". The item ID is "Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 (ID: 53)". The "Item Rating Questions" section shows "1: Bias and Sensitivity: Meets Criteria" with "Yes" selected. The "Item Content Webpreview" section shows "Item 31652" with "Languages: ENU" and "Preview Content" selected. A red box highlights a "+" button in the top right corner of the "Item Content Webpreview" section.

**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

The screenshot shows the AIR Item Tracking System interface. The page title is "Item Content Webpreview". The breadcrumb trail is "Home > Content Rater". The item ID is "Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 (ID: 53)". The "Item Rating Questions" section shows "1: Bias and Sensitivity: Meets Criteria" with "No" selected. The "Item Content Webpreview" section shows "Item 31652" with "Languages: ENU" and "Preview Content" selected. A red box highlights the "Score" button in the bottom navigation bar.

**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

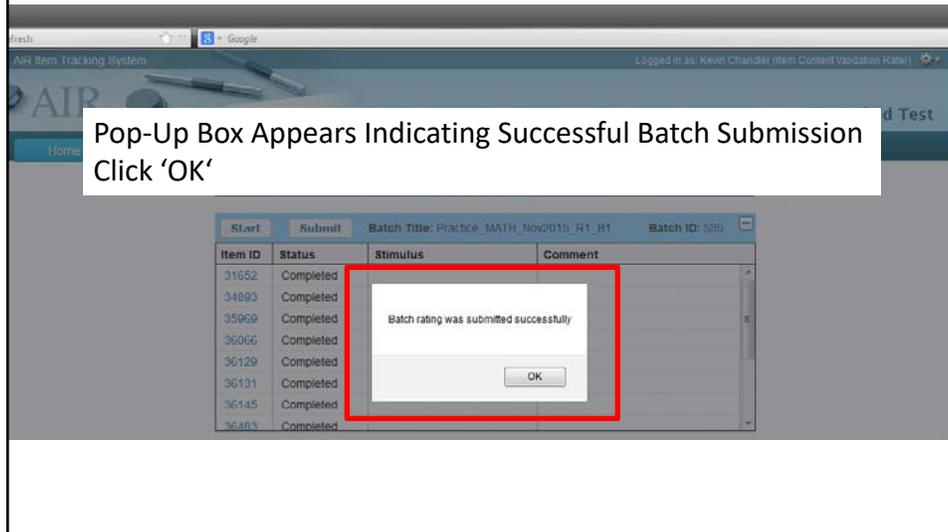
Make Sure Status of ALL Items in Batch is "Completed"

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

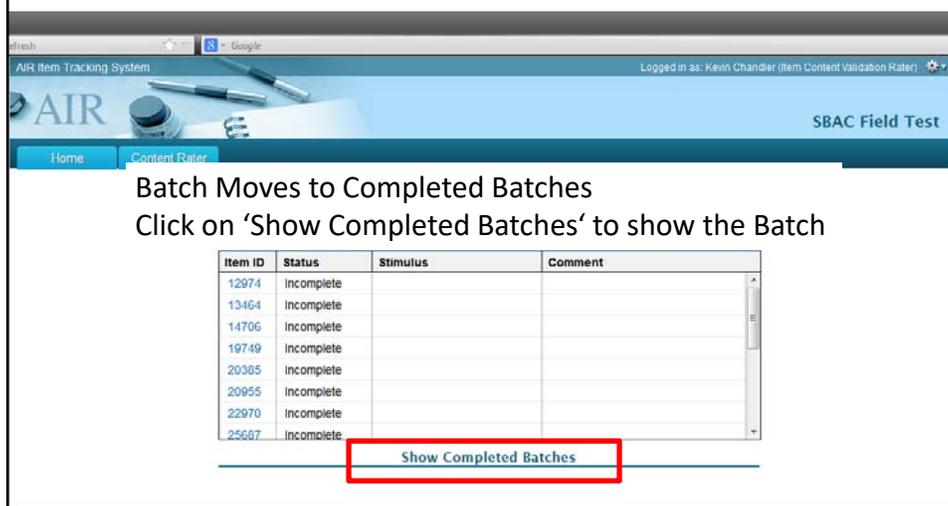


Pop-Up Box Appears Indicating Successful Batch Submission  
Click 'OK'

The screenshot shows the AIR Item Tracking System interface. A table of item ratings is visible, with a pop-up box overlaid on it. The pop-up box contains the text "Batch rating was submitted successfully" and an "OK" button. 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 item ratings is visible, with a button labeled "Show Completed Batches" highlighted. 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
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

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

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)

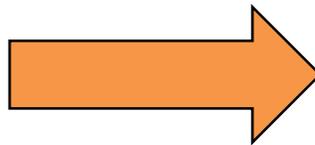
- Small Group Review
- Three Small Groups of ~10 Reviewers
- Each Small Group Reviews ALL Items that were Flagged in Round 1 in Content Rater
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria

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**

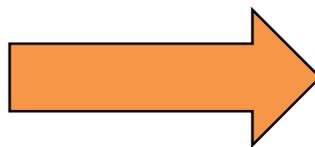
- Math = 0 Items
- ELA = 5 Items
  - Two discrete
  - Three associated to three different passages

## 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. At the bottom of the interface, there are buttons for 'Save', 'Reset', 'Return to list', and 'Next Item'. The bottom right of the interface shows a navigation bar with 'Back', 'Next', 'Pause', 'Item Score', 'Zoom Out', and 'Zoom In' buttons, and a blue box with the item ID '50475'.

Item 50475 in Batch ID\_ELA\_Sept2016\_R2 passages ( ID: 656 )

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

Yes  No

Item Rating Question Applies to Item

Record Feedback for Passage in General Comments

General Comment, optional

Passage Concern - Does Not Meet Guideline #4

Save Reset Return to list

Next Item

Back Next Pause Item Score Zoom Out Zoom In

Read the text and answer the 50475

## 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

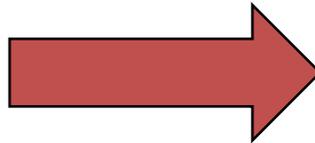
- Display ELA Item on Projector
- Large Group Discussion
- Individual Vote with Clickers
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Item & Repeat Process

## 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)