TAB	DESCRIPTION	ACTION
1	**DEVELOPMENTS IN K-12 EDUCATION**	Information Item
2	**ALBION ELEMENTARY SCHOOL – HARDSHIP STATUS**	Information Item
3	**PROPOSED RULE 08-0202-1902 – PROFESSIONAL STANDARDS COMMISSION RECCOMMENDATIONS – CERTIFICATION REQUIREMENTS – INITIAL STANDARDS FOR CERTIFICATION, INCORPORATED BY REFERENCE DOCUMENT**	Motion to Approve
4	**TEMPORARY AND PROPOSED RULE – IDAPA 08.02.03 – IDAHO EXTENDED CONTENT STANDARDS, DOCUMENT INCORPORATED BY REFERENCE AND IDAHO COMPREHENSIVE ASSESSMENT PROGRAM – SCIENCE**	Motion to Approve
5	**LEWIS-CLARK STATE COLLEGE – NON-TRADITIONAL ROUTE TO CERTIFICATION**	Motion to Approve
6	**PROFESSIONAL STANDARDS COMMISSION – EMERGENCY PROVISIONAL CERTIFICATES**	Motion to Approve

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Hardship Status, Albion Elementary School

REFERENCE

June 2015	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2017	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2018	The Board received an update regarding Albion Elementary School and its continued need for hardship status.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003(2)(b), Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment; Objective C: Access

BACKGROUND/DISCUSSION

At the October 1999 meeting, the State Board of Education (Board) approved the request by Cassia County School District #151 for Albion Elementary School to be designated a hardship elementary school for one year and required an annual report. However, the 2000 Legislature amended Section 33-1003(2)(b), Idaho Code, by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the Board chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a hardship elementary school have not changed.

IMPACT

Cassia County School District #151 would have received approximately $151,000 less in FY 2019 if Albion Elementary School was not considered a separate school.

ATTACHMENTS

Attachment 1 – Letter from Superintendent James Shank to Superintendent Ybarra dated May 8, 2019

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1003, Idaho Code, the State Board of Education is authorized to grant an elementary school(s) status as a separate attendance unit, for the purposes of calculating average daily attendance, when "special conditions exist warranting the retention of the school as a separate attendance unit and the

retention results in a substantial increase in cost per pupil in average daily attendance above the average cost per pupil in average daily attendance of the remainder of the district's elementary grade school pupils."

Average daily attendance (ADA) calculations are used to determine the number of support units a school district has, which then in turn affects the amount of funds the school district receives from the state for salary and benefit apportionment and discretionary funds. The average daily attendance calculation is variable based on the number of students a school district has in a specific grade range. As an example, a school district with an elementary school with 170 ADA has an attendance divisor of 20, resulting in 8.5 support units and a hardship school with 18 ADA, has an attendance divisor of 12 resulting in 1.5 support units. The school district would then receive 10 support units for its elementary school students. Using this same example for a school district that does not have a hardship school, the district would have 188 ADA, with a divisor of 20 resulting in 9.4 support units for the school district's elementary students. At $94,100 (FY17 estimated statewide average) per support unit, the school district in the first example would receive $941,000 while the school district in the second example would receive $884,540. These numbers are used for the purposes of providing an example and are not the numbers for any specific school district.

BOARD ACTION

This item is for informational purposes only.

CASSIA SCHOOL DISTRICT NO. 151

3650 OVERLAND AVE. • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Ryan Cranney
Board Chairman

Heber Loughmiller
Vice Chairman

Jeff Rasmussen
Board Member

Darin Moon
Board Member

Bruce Thompson
Board Member

James Shank
Superintendent

Sandra Miller
Asst Superintendent

Chris James
Fiscal Manager

May 8, 2019

Ms. Sherri Ybarra
State Superintendent of Public Instruction
PO BOX 83720
Boise, ID 83720-0027

Dear Superintendent Ybarra,

In the October 1999 meeting of the State Board of Education it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111) for the 2019-2020 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you, and the State Board of Education, for your support of the children of Cassia County and Idaho. Please contact me if you need further information...

Please contact me if you need further information.

Sincerely,

James Shank,
Superintendent

PC: Tim Hill

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Proposed Rule, Docket No. 08-0202-1902, Rules Governing Uniformity

REFERENCE

August 2017	Board approved proposed amendments to the Idaho Standards for Initial Certification of Professional School Personnel and proposed rule Docket No. 08-0202-1701
June 2018	Board approved proposed amendments to the Idaho Standards for Initial Certification of Professional School Personnel and proposed rule Docket No. 08-0202-1801

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: Workforce Readiness; Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing twenty percent (20%) of the Idaho Standards for Initial Certification of Professional School Personnel. Committees of content experts reviewed and recommended revisions to the following certificates and endorsements: Exceptional Child Generalist, Blind and Visually Impaired, Deaf/Hard of Hearing, Blended Early Childhood Education/Early Childhood Special Education, School Counselor, School Psychologist, and School Social Worker. All revisions to standards and endorsements, made to better align with national standards and best practices, were presented to the PSC for consideration at the January 25, 2019 meeting. The PSC recommended approval of all of the committees' proposed endorsement revisions. In addition, the PSC recommended approval of revisions to IDAPA 08.02.02 sections for Alternative Authorization to Endorsement and Alternate Routes to Certification to ensure clarity and reflect best practices.

A Notice of Intent to Promulgate Rules was published in the March 6, 2019, edition of the Administrative Bulletin. Although the Department received no requests to participate in negotiated rulemaking, the Department solicited education stakeholders, practitioners, and higher education officials to attend a public meeting on March 27, 2019, to discuss the draft rule and possible additional

amendments. As a result of the negotiated rulemaking meeting, changes were proposed to endorsement language regarding clinical experience under the Blended Early Childhood Education/Early Childhood Special Education endorsement. Minor spelling errors were corrected and duplicative language was removed.

Additional comments from negotiation led the PSC Executive Committee to clarify language under Principle II – Educator/Student Relationship to the Code of Ethics for Idaho Professional Educators. At their April 5, 2019 meeting, the PSC moved to accept the attached revisions to the Idaho Standards for Initial Certification of Professional School Personnel (Attachment 2) and IDAPA 08.02.02 (Attachment 1).

IMPACT

The revisions to IDAPA 08.02.02, Rules Governing Uniformity, and the Idaho Standards for Initial Certification of Professional School Personnel will enable Idaho universities and colleges to better prepare teachers according to these updated initial certification standards and endorsements.

ATTACHMENTS

Attachment 1 – Proposed changes to IDAPA 08.02.02, Rules Governing Uniformity
Attachment 2 – Proposed revisions to Idaho Standards for Initial Certification of Professional School Personnel

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the updates to the areas of endorsement noted above, the proposed amendments include the removal of the Mathematical Thinking for Instruction and the mathematics in-service program as requirements for certificate renewal. New language is added outlining the process for individuals participating in a non-traditional route to certification to receive an interim certificate. At the time of agenda production, the Board has approved two non-traditional routes to certification; Teach for America (TFA) and American Board for Certification of Teacher Excellence (ABCTE). At the June 2019 Board meeting the Board will consider approval of two additional non-traditional routes to certification. These include a non-traditional route through Lewis-Clark State College and a transition of the Board-approved alternate route to certification at the College of Southern Idaho to a non-traditional route.

The alternate routes to certification set forth in IDAPA 08.02.02.042 were intended to provide school districts unable to find and hire certificated personnel with a path for hiring individuals who met minimum education requirements with “interim certificates” while the individuals completed requirements to obtain a standard certificate.

Over the past decade, the Board has approved amendments to the alternate routes, eliminating the requirement that alternate routes be used only in

emergency situations. These amendments maintained provisions for some routes, including the "Teacher to New Certification" authorization for situations when a position cannot be filled with someone who has the correct certification (e.g. someone with an instructional staff certificate needing a professional services certificate). Other amendments, such as the "Alternative Authorization – Content Specialist," were made to the route, removing barriers and allowing for school districts and charter schools to hire individuals that had not gone through a traditional pathway of an educator preparation program but had strong content knowledge and were interested in entering the education profession. These typically were individuals that had started or completed a career in a non-education field that aligns to an educational content area and are now interested in becoming a classroom teacher. The current requirements in IDAPA 08.02.02 put the responsibility for identifying and developing the pathway for these individuals on the school/district administrator and do not require that the school first determine that they cannot find someone with a standard certificate for the position that they are trying to fill. The proposed amendments would remove that flexibility and reinstate language that would only allow the alternate routes (Alternative Authorization) to be used when the school district or charter school cannot fill the position with someone who has the "correct" certification in the area of need identified. Additional language shifts responsibility for determining completion of the locally developed plan for meeting the state standards and assessing whether or not the candidate meets the state standards from the school administrator and the consortium that developed the plan to the approved educator preparation program.

In addition to the policy change noted above the language is written in a way that confuses the "interim certificate" with the "alternate authorization." Currently the alternate routes are pathways to standard certification and the individual receives an interim certificate while they are on the route. The proposed amendments frequently confuse the language regarding the alternative authorization with the interim certificate. Technically, an alternative authorization is not a certificate, the "interim certificate" is the "certificate" and IDAPA 08.02.02. identifies specific criteria for individuals on an interim certificate, such as the requirement that they abide by all laws and rules governing standard certificated staff with respect to conduct, disciple, and professional standards. It is important that any language regarding alternative authorizations is clear that the alternative authorization is not the certificate. The "interim certificate" is the certificate.

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Rules are required to be promulgated through the negotiated rulemaking process. The negotiated rulemaking process consists of an initial notice of intent to promulgate rules, and opportunity for interested parties participate in a negotiated process to develop the language for the proposed rule. Following this period the proposed rule is drafted and then submitted to the Board for consideration. Once approved by the Board, the proposed rule is then published in the administrative bulletin and a 21-day public

comment period commences. Unlike the negotiated rulemaking meetings, the public comment period only requires the public be given an opportunity to comment on what has already been drafted. Formal public hearings may also be conducted as part of the 21-day comment period. Following the close of the public comment period, changes may be made to the proposed rule in response to the comments received. The rule is then brought back to the Board, with changes if applicable, as a pending rule. If the pending rule is approved by the Board, it is published again in the Administrative Bulletin as a pending (final) rule and forwarded to the Legislature for consideration.

BOARD ACTION

I move to adopt the revised Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Rule Docket No. 08-0202-1902, Rules Governing Uniformity, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 – RULES GOVERNING UNIFORMITY

BREAK IN CONTINUITY OF SECTIONS

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 June ~~20, 2018~~19, 2019. Copies of this document can be found on the Office of the State Board of Education website at https://boardofed.idaho.gov. (~~4-11-19~~)

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)

005. OFFICE – OFFICE HOURS – MAILING AND STREET ADDRESS.
The principal place of business of the State Board of Education (SBOE) and State Department of Education (SDE) is in Boise, Idaho. Both offices are located at 650 W. State, Boise Idaho 83702. The SDE is on the 2nd Floor, the SBOE is found in Room 307. Both offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. The mailing address for the SBOE is PO Box 83720, Boise, ID 83720-0037. The mailing address for the SDE is PO Box 83720, Boise, ID 83720-0027. The SBOE phone number is (208) 334-2270 and the SDE phone number is (208) 332-6800. (3-25-16)

006. PUBLIC RECORDS ACT COMPLIANCE.
This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code, and is a public record. (7-1-02)

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~~**01. 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. (4-11-19)

~~04~~**02. 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. (4-11-19)

~~05~~03. **Credential**. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

~~06~~04. **Endorsement**. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

~~07~~05. **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. (4-11-19)

~~08~~06. **Idaho Student Achievement Standards**. Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

~~09~~07. **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)

~~10~~08. **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~~09. **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. (4-11-19)

~~12~~10. **Local Education Agency (LEA)**. An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

~~13. **Orientation**. School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)~~

~~14~~11. **Paraprofessional**. A noncertificated individual who is employed by a ~~school district or charter school~~ local education agency to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)

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

i. Demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (4-11-19)

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

iii. Obtained an associate degree or higher level degree; demonstrate through a state board approved

academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (4-11-19)

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)

~~15~~12. **Pedagogy**. Teaching knowledge and skills. (3-16-04)

~~16~~13. **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. (4-11-19)

~~17~~14. **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~~15. **Student Teaching**. Extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing to teach. (4-11-19)

~~19~~16. **Teacher Leader**. A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (3-25-16)

008. -- 011. (RESERVED)

012. ACCREDITED INSTITUTION.
For purposes of educator certification, an accredited school, college, university, or other educator training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative or non-traditional model approved by the State Board of Education. (Sections 33-107; 33-114; 33-1203, Idaho Code) (4-11-19)

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.
Considering credentials for teacher certification submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (4-1-97)

01. Determination of Eligibility. Determination of eligibility for certification will be made by the State Department of Education as the agent of the State Board of Education. Appeals may be made to the Professional Standards Commission, (PSC). (Section 33-1209, Idaho Code) (3-16-04)

02. Other Procedures. All other procedures in effect at the time must be followed at the time of application. (4-1-97)

014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.

01. The Department of Education. The Department of Education is authorized to issue Idaho Certificates to applicants from regionally accredited institutions meeting requirements for certification or equivalent (i.e., those based on a baccalaureate degree) in other states when they substantially meet the requirements for the Idaho Certificate. (Sections 33-1203; 33-2203 Idaho Code) (3-29-17)

02. The Division of Career Technical Education. The Division of Career Technical Education is authorized to determine whether applicants meet the requirements for instructing or administering career technical programs at the secondary and postsecondary levels. (Section 33-2203, Idaho Code) (3-29-17)

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 educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (4-11-19)

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, including 60 semester credits, 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 Service 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. (4-11-19)

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~~ local education agency 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~~local education agency 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~~ local education agency 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. Interim Endorsement – School Psychologist. This endorsement will be granted for those who do not meet the educational requirements but hold a master's degree in school psychology and are pursuing an educational specialist degree. This non-renewable endorsement will be issued for three (3) years while the applicant is meeting the educational requirements. ( )

~~d~~**e.** 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. (4-11-19)

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. (4-11-19)

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 six (6) semester credit hours from a university or college in any of the following areas: (4-11-19)

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

(2) Nursing leadership. (4-11-19)

(3) Pediatric nursing or child development. (4-11-19)

(4) Population of community health. (4-11-19)

(5) Health care policy, ethics, or cultural competency. (4-11-19)

(6) Research and/or statistics. (4-11-19)

~~e~~f. 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. (4-11-19)

~~f~~g. 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)

h. Interim Endorsement - Speech-Language Pathologist. This endorsement will be granted for those who do not meet the educational requirements but hold a baccalaureate degree in speech-language pathology and are pursuing a master's degree. This endorsement will be issued for three (3) years while the applicant is meeting the educational requirements, and is not renewable. ( )

~~g~~i. 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~~j. 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 following requirements ~~of Subsections 015.02.g.i. through 02.g.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~~ preschool through grade twelve 12 (PreK-12) setting. Post-LMSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a PreK-12 setting.~~;~~ and (~~3-29-17~~)

iv. A current and valid ~~master's degree or higher~~ social work license pursuant to chapter 32, title 54, Idaho Code, 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~~**k.** Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the Occupational Therapy Licensure Board of Idaho shall be granted an Occupational Therapist endorsement. The Pupil Service 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 for the endorsement to remain valid. (4-11-19)

~~k~~**l.** Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the Idaho Physical Therapy Licensure Board 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 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 additional 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 in the area of administration of special education; and (4-11-19)

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~~Pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum or 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 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-year cohort training and complete the two (2) training within the three-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~~is 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~~by 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~~local education agency 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~~local education agency with a Junior ROTC program shall provide the State

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

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

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

~~**a.** Mathematics In Service Program. In order to recertify, the state board approved mathematics instruction course titled "Mathematical Thinking for Instruction," or another State Department of Education approved alternative course, shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits. Teachers must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to July 1, 2019. Any teacher successfully completing said course shall be deemed to have met the requirement of Subsection 060.02.c. of this rule as long as said course is part of an official transcript or completed before September 1, 2013, and verified by the State Department of Education. Successful completion of a state board approved mathematics instruction course shall be a one time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the "Mathematical Thinking for Instruction" course or another State Department of Education approved alternative course in order to recertify: (4-11-19)~~

~~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~~**a.** Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (3-28-18)

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

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and

proficiency in assessment literacy. (3-28-18)

016. IDAHO INTERIM CERTIFICATE.
The State Department of Education or the Division of Career Technical Education, as applicable to the certificate, is authorized to issue a three-year interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or engaged in ~~an alternate~~a non-traditional route to teacher certification as prescribed herein. (~~3-29-17~~)

01. Interim Certificate Not Renewable. Interim certification is only available on a one-time basis ~~per individual~~ except under extenuating circumstances approved by the State Department of Education. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the term of the interim certificate. (~~3-29-17~~)

02. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification through a state board approved non-traditional route to teacher certification program. ( )

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 instructional certificate. To complete this non-traditional route, the individual must: ( )

i. Complete a state board approved program, ( )

ii. Pass the state board approved pedagogy and content area assessment, and ( )

iii. Complete the Idaho Department of Education background investigation check. ( )

b. Interim Certificate. Upon completion of this certification process, the individual will be awarded an interim certificate from the State Department of Education. During the term of the interim certificate, the individual must teach and complete a two (2) year state board approved teacher mentoring program and receive two (2) years of successful evaluations per Section 33-1001 (14), Idaho Code. ( )

c. Interim Certificate Not Renewable. This interim certification is available on a one (1) time basis. The individual is responsible for obtaining a valid renewable standard instructional certificate during the three (3) year interim certification term. ( )

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

02. Idaho Comprehensive Literacy Course. For all Idaho teachers working on interim certificates, (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), completion of a state board approved Idaho Comprehensive Literacy course or assessment, or approved secondary equivalent shall be a one-time requirement for full certification. (4-11-19)

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-25-16)

03. Mathematical Thinking for Instruction. For all Idaho teachers or administrators working on interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of the state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child Generalist endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete a state board approved Mathematical Thinking for Instruction, or another State Department of Education approved alternative course, as a one-time requirement for full certification. (4-11-19)

04. Technology. Out-of-state applicants may be reviewed by the hiring ~~district~~ local education agency

for technology deficiencies and may be required to take technology courses to improve their technology skills. (3-28-18)

05. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued a nonrenewable three-year interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain ~~a~~ full certification during the term of the interim certificate: (3-28-18)

a. Two (2) years of successful evaluations as per Section 33-1001(14), Idaho Code. (3-28-18)

b. Measured annual progress on specific goals identified on Individualized Professional Learning Plan. (3-28-18)

c. Six (6) credit renewal requirement. (3-28-18)

d. Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. (3-28-18)

06. Foreign Institutions. An educator having graduated from a foreign institution may be issued a non-renewable, three-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (3-28-18)

07. Codes of Ethics. All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (3-28-18)

017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy, and performance area assessments shall be used ~~in the state of Idaho~~ to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (~~4-2-08~~)

02. Out-of-State Waivers. An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state board approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-11-19)

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification (~~Kindergarten through grade twelve (~~K-12~~)~~) from a~~n Idaho~~ state board approved educator preparation program must demonstrate competency in comprehensive literacy. Areas to be included ~~as parts of~~in the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its educator preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (~~4-11-19~~)

018. -- 020. (RESERVED)

021. ENDORSEMENTS.
Holders of ~~a Standard~~an Instructional Certificate~~, Standard Occupational Specialist Certificate, and Advanced~~ or 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~~certificate, 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 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. (4-11-19)

02. Alternative Authorization – Teacher to New Endorsement. ~~Candidates shall meet all requirements of the chosen option for the endorsement as provided herein~~This alternative authorization allows a local education agency to request additional endorsement for a candidate when a professional position cannot be filled with someone who has the correct endorsement. This authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress. The candidate shall provide evidence of pursuing one of the following options: (~~3-28-18~~)

a. Option I -- An official statement ~~from the college of education~~ of competency in a teaching area or field from the college of education of an accredited college or university is acceptable in lieu of courses ~~for a teaching field~~ if ~~such~~ the statement~~s are~~ is created in consultation with the department or division ~~of the accredited college or university~~ in which the competency is established and ~~are~~ is 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~~Content area ~~Assessment~~assessment and mentoring. ~~Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (3-29-17)~~

~~i. Pathway 1 --~~ An ~~Endorsements~~ endorsement may be added ~~through~~ by successfully completing a state~~-~~ board approved ~~testing and a mentoring component~~content area assessment ~~. 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~~and a one (1~~)~~) year state~~-~~ board approved mentoring ~~component; or~~program. (~~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. INSTRUCTIONAL CERTIFICATE 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)~~

~~02~~01. **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)

~~03~~02. **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~~03. **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 clinical field experience. (4-11-19)

~~05~~04. **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)

~~06~~05. **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~~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~~clinical experience including a combination of general and special education in the following settings: birth – age 3, ages 3 – 5, and grades K – 3 general education. (~~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)~~

~~07~~06. **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 and special education coursework to include: methodology ~~(literacy, mathematics, science, physical education, art);~~ and content knowledge (mathematics, literacy, science, health, physical education, art~~);~~), technology~~;~~ , assessment~~;~~ , and~~, field~~ clinical 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~~07. **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~~08. **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~~09. **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~~10. **Deaf/Hard of Hearing (PreK-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:~~Coursework to include: American Sign Language, listening and spoken language development, hearing assessment, hearing assistive technology, students with disabilities, pedagogy for teaching students who are deaf or hard of hearing, assessments, and clinical practice. (~~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. INSTRUCTIONAL CERTIFICATE 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); transitional services; 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~~clinical practice 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 coursework in all of the following areas: grammar, American literature, British literature, 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, and a course in secondary English language arts methods are required. (4-11-19)

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 clinical field experience. (4-11-19)

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~~clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must ~~have satisfied the following requirements:~~complete thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (~~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~~**08. 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~~**09. Geology (5-9 or 6-12)**. Twenty (20) semester credit hours in the area of geology. (3-29-17)

~~11~~**10. Gifted and Talented (K-12)**. Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Teachers of Gifted and Talented Students, to include coursework in the following areas of gifted and talented education: foundations, creative and critical thinking, social and emotional needs, curriculum, instruction, assessment and identification, differentiated instruction, program design, and clinical practice. (4-11-19)

~~12~~**11. 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~~**12. 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~~**13. 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~~**14. 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~~15. **Literacy (K-12)**. Twenty (20) 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 language); development and diversity of literacy learners; literacy in the content area; literature for youth; language development; corrective/diagnostic/remedial reading; writing methods; and reading methods. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (4-11-19)

024. INSTRUCTIONAL CERTIFICATE 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)~~

~~02~~01. **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~~)

~~03~~02. **Mathematics - ~~Basic~~ Middle Level (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~~03. **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~~04. **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~~05. **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 course time as a student and demonstrates online learning experience. (4-11-19)

c. Has completed an eight (8) week online clinical practice in a K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades K-12 within the past three (3) years. (4-11-19)

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. (4-11-19)

~~07~~06. **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)

~~08~~07. **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)

~~09~~08. **Physics (5-9 or 6-12)**. Twenty (20) semester credit hours in the area of physics. (3-28-18)

~~10~~09. **Psychology (5-9 or 6-12)**. Twenty (20) semester credit hours in the area of psychology. (3-29-17)

~~11~~10. **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 physical science to include lab components. Science foundation standards must be met. (4-11-19)

~~12~~11. **Social Studies (6-12)**. Must have an endorsement in history, American government/political science, economics, or geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: history, geography, economics, and American government/political science. (4-11-19)

~~13~~12. **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. (4-11-19)

~~14~~13. **Sociology (5-9 or 6-12)**. Twenty (20) semester credit hours in the area of sociology. (3-29-17)

~~15~~14. **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~~15. **Teacher Leader**. Teacher leaders provide technical assistance to teachers and other staff in the ~~school district~~local education agency 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. (4-11-19)

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: (4-11-19)

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. (4-11-19)

ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. (4-11-19)

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. (4-11-19)

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: (4-11-19)

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. (4-11-19)

ii. Experience: Completion of a minimum of three (3) years' full-time certificated experience while under contract in an accredited school setting. (4-11-19)

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. (4-11-19)

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: (4-11-19)

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. (4-11-19)

ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. (4-11-19)

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. (4-11-19)

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: (4-11-19)

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. (4-11-19)

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. (4-11-19)

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. (4-11-19)

~~17~~16. **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. (4-11-19)

~~**18. 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)~~

~~19~~17. **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)

~~20~~18. **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)

~~21~~19. **Visual Impairment (Pre 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. (~~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)~~

~~22~~20. **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)

BREAK IN CONTINUITY OF SECTIONS

042. ~~ALTERNATE ROUTES TO~~ALTERNATIVE AUTHORIZATION - CERTIFICATION.
~~The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard educator preparation program.~~ Alternative authorization ~~Routes to Certification~~ certification allows a local education agency to request certification for a candidate when a professional position cannot be filled with someone who has the correct certification in an area of need identified by the local education agency. This authorization grants an interim certificate which shall allow individuals to serve as the ~~teacher~~ educator of record ~~prior to having earned full~~while pursuing certification ~~status~~. The ~~teacher~~ educator 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.~~ Alternative authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress. Interim certification is valid for nor more than three (3) years total. 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~~alternative authorization - teacher to new endorsement as described in Subsection 021.02 of these rules. (~~4-11-19~~)

01. Alternative Authorization -- Teacher To New Certification. ~~The purpose of t~~This alternative authorization ~~is to~~ allows a local education agency ~~Idaho school districts~~ to request additional certification for a candidate who already holds a current and valid Idaho instructional certificate 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 current and valid Idaho instructional certificate. The ~~school district~~local education agency must ~~provide supportive information~~ attest~~ing~~ to the ~~ability of the~~ candidate's ability to fill the position. (~~3-29-17~~) (3-29-17)

b. A candidate must participate in ~~an~~ a state board approved ~~alternative route~~educator preparation program. (~~3-25-16~~)

i. The candidate will work toward completion of ~~the alternative route~~a state board approved ~~preparation~~educator 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~~educator preparation program 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 t~~This alternative authorization ~~is to offer an expedited route to certification~~ allows a local education agency to request an instructional certificate for an individual~~s~~ who ~~are highly and uniquely qualified in a subject area~~possesses distinct content knowledge and skills to teach in ~~a district with~~ an area of need 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~~by the local education agency. (~~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 portion; and (4-11-19)

ii. ~~The hiring district~~Prior to entering the classroom, the local education agency shall ensure the candidate is qualified to teach in the area of identified need. ~~through~~ The candidate shall meet or exceed the state qualifying score on the appropriate state board approved content or pedagogy assessment, or the candidate shall ~~demonstrated~~ demonstrate 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~~ Educator Preparation Program. (~~3-25-16~~)

i. ~~At the time of~~Prior to authorization, a consortium comprised of a ~~designee from the college/university to be attended or other~~ state board approved ~~certification~~ educator preparation program representative, ~~and~~ a local education agency representative ~~from the school district~~, and the candidate shall determine the preparation needed and develop a plan to meet the Idaho Standards for Initial Certification of Professional School

Personnel. The educator preparation program shall provide procedures to assess and credit: equivalent knowledge, dispositions, and relevant life/work experiences. ~~This~~ The plan must include a state board approved mentoring program. While teaching under the alternative authorization, the mentor shall provide ~~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; and (~~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~~plan. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal. ~~A teacher~~The candidate must ~~attend, participate in, and successfully~~ complete ~~an individualized alternative route preparation program as one (1) of the conditions for annual renewal and~~the plan to receive a certificate of completion~~;~~. (~~4-11-19~~)

~~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 t~~This alternative authorization ~~is~~

~~to~~ allow~~s~~ ~~Idaho school districts~~a local education agency to request endorsement/certification when a position requiring the Pupil Service Staff Certificate cannot be filled with someone who has the ~~correct~~ school counselor or school social worker 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~~)

(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~~ baccalaureate degree or higher ~~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~~local education agency must ~~provide supportive information~~ attest~~ing~~ to the ability of the candidate to fill the position. (~~4-2-08~~)

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

i. At the time of authorization t~~T~~he candidate must enroll in and work toward completion of ~~the alternative route~~ a state board approved educator preparation program through a participating college/university and the ~~employing school district.~~local education agency. The ~~alternative route~~educator 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~~maintain eligibility for renewal. (~~4-2-08~~)

iii. The participating educator preparation program ~~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~~ Alternative 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~~ local education agency 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 transcripted 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 appropriate Idaho ~~Bureau of Occupational Licenses~~state licensing board will be accepted for recertification. The continuing education units must be recognized by the appropriate Idaho ~~Bureau of Occupational Licenses~~state licensing board. (~~4-11-19~~)

c. Credits and continuing education units must be taken during the validity period of the certificate. (4-11-19)

d. 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)

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

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

g. 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~~Local education agencies will have professional development plans. (4-1-97)

b. All certificated personnel will be required to complete at least six (6) semester credits or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-11-19)

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 appropriate Idaho ~~Bureau of Occupational Licenses~~state licensing board may use continuing education units applied toward the renewal of their professional license toward the renewal of the Pupil Service Staff Certificate. Fifteen (15) contact hours are equivalent to one (1) semester credit. (~~4-11-19~~)

BREAK IN CONTINUITY OF SECTIONS

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).
Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

01. Aspirations and Commitments. (3-20-04)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-20-14)

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-20-14)

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (3-20-14)

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (3-20-14)

a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)

b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)

c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)

d. Committing any act of harassment as defined by ~~district~~local education agency policy; (4-11-06)

e. Soliciting, encouraging, or consummating a romantic ~~or inappropriate~~ relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (~~3-20-14~~)

f. Soliciting or encouraging any form of personal relationship with a student that a reasonable educator would view as undermining the professional boundaries necessary to sustain an effective educator-student relationship; ( )

~~f~~g. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases); (3-20-04)

~~g~~h. Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (4-11-15)

~~h~~i. Inappropriate contact with any minor or any student regardless of age using electronic or social media; (~~4-11-06~~)

~~i~~j. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-20-14)

~~j~~k. Conduct that is detrimental to the health or welfare of students; and (3-20-14)

~~k~~l. Deliberately falsifying information presented to students. (3-20-14)

04. Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)

b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)

c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)

d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4-11-06)

e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)

05. Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

a. Fraudulently altering or preparing materials for licensure or employment; (3-20-04)

b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)

d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (3-20-14)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (4-11-06)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (3-20-14)

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (3-20-14)

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (3-20-14)

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-20-14)

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)

b. Failure to account for school funds collected from students, parents, ~~or~~ patrons, or other donors from all sources, including online donation platforms; (~~3-20-14~~)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)

e. Use of school property for private financial gain; (3-20-14)

f. Use of school computers to deliberately view or print pornography; and, (3-20-04)

g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

07. Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-14)

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-20-14)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars ($50) as defined in Section 18-1359(b), Idaho Code. (3-20-14)

e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the

benefit of a student, class, classroom, or school. (3-28-18)

08. Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-20-14)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

09. Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-14)

a. Abandoning any contract for professional services without the prior written release from the contract by the employing ~~school district or agency~~local education agency; (3-20-04)

b. Willfully refusing to perform the services required by a contract; and, (3-20-04)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-20-14)

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (4-11-06)

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (4-11-06)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-20-14)

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

b. Committing any act of harassment toward a colleague; (4-11-06)

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)

d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (4-11-06)

e. Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)

f. Taking, ~~or~~ possessing, or sharing images (digital, photographic, or video) of colleagues of a harassing, confidential, or sexual nature. (~~4-11-15~~)

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document ~~issued by the State Department of Education~~ outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (~~3-20-04~~)

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)

~~**03. Certificate**. A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code). (3-20-04)~~

~~04~~**03. Certificate Denial**. The refusal of the state to grant a certificate ~~for an initial or reinstatement application~~. (~~3-20-04~~)

~~05~~**04. Certificate Suspension**. A time-certain invalidation of any Idaho certificate ~~as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code~~. (~~3-20-04~~)

~~**06. Complaint**. A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint. (4-11-06)~~

~~07~~**05. ~~Conditional~~ Conditioned Certificate**. ~~Allows an educator to retain licensure under certain s~~Stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(~~10~~02), Idaho Code). (~~3-20-04~~)

~~**08. Contract**. Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code. (3-20-04)~~

~~**09. Conviction**. Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld. (3-20-04)~~

~~10~~**06. Educator**. A person who held, holds, or applies for an Idaho Certificate (~~Section 33-1001(16) and~~ Section 33-1201, Idaho Code). (~~3-20-04~~)

~~11~~**07. Education Official**. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-20-04)

~~12~~**08. Executive Committee**. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review ~~purported~~ alleged violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and ~~direction for~~recommend possible disciplinary action ~~to be taken against a Certificate holder~~. (~~3-20-14~~)

~~13~~**09. Hearing**. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-20-04)

~~14~~10. **Hearing Panel**. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-20-04)

~~15~~11. **Investigation**. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the ~~Department of Education~~Professional Standards Commission.
(~~3-20-14~~)

~~16. **Minor**. Any individual who is under eighteen (18) years of age. (3-20-04)~~

~~17~~12. ~~**Not Sufficient Grounds**~~**No Probable Cause**. A determination by the Executive Committee that there is not sufficient evidence to take action against an educator's certificate. (~~3-20-14~~)

~~18~~13. **Principles**. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-20-04)

14. **Probable Cause**. A determination by the Executive Committee that sufficient evidence exists to issue an administrative complaint. ( )

~~19~~15. **Reprimand**. A written letter admonishing the Certificate holder for ~~his~~ their conduct. ~~The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate.~~ (~~3-20-04~~)

~~20~~16. **Respondent**. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)

~~21~~17. **Revocation**. The invalidation of any Certificate held by the educator. (3-20-04)

~~22~~18. **Stipulated Agreement**. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms~~, or by subsequent action by the Professional Standards Commission~~. (~~3-20-04~~)

~~23. **Student**. Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)~~

~~24. **Sufficient Grounds**. A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint. (3-20-04)~~

BREAK IN CONTINUITY OF SECTIONS

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

DRAFT

Professional Standards Commission

Idaho State Board of Education

Idaho State Department of Education

July 1, 202~~1~~2

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education approval June ~~20~~19, 201~~8~~9)

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SUMMARY

Overview of the Past Standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input- based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do)

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

REVISED IDAHO CORE TEACHER STANDARDS

The "Idaho Core Teacher Standards" apply to ALL teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

The Learner and Learning

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Examples of an Enhancement to Standard 1:

For Elementary:	The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.
For Math:	The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that every teacher needs to know. Therefore, it is Standard 11 under Science.

In no case are there more than 12 overall standards for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- Administrator Endorsements
  - School Principals
  - Superintendents
  - Special Education Directors
- Pupil Personnel Services Endorsements
  - Audiology
  - School Counselors
  - School Nurses
  - School Psychologists
  - School Social Workers
  - Speech Language Pathology

Because of the unique role of these professionals, their standards are independent of the Core Standards, but are still written in the same performance-based format: Knowledge and Performances.

The Process of Idaho Standards Maintenance

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards annually. The standards review process ensures current best practices are embedded.

The process for all standards reviews are as follows:

- A standards review team of content area experts from educators, including those from ~~K~~P-12 schools and higher education, is formed for each standard area.
- The team of content area experts reviews the standards and makes revisions, if necessary.
- The recommended revisions from the team of content area experts are presented to the PSC.
- ~~Once~~ If the PSC approves the revisions, they are presented to the State Board of Education for ~~approval~~adoption.
- ~~After~~ If the State Board of Education ~~approves the revisions~~adopts the revised standards, they are presented to the Legislature for approval.
- ~~and i~~If approved by the Legislature, ~~become an~~the revised standards are incorporated ~~by reference document in state~~into State Board Rule (IDAPA 08.02.02.004.01).

Please visit the Idaho State Department of Education Standards for Educator Preparation webpage for information on which preparation programs have been changed: http://www.sde.idaho.gov/cert-psc/psc/standards.html

IDAHO CORE TEACHING STANDARDS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the

cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(b) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(c) The teacher knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.

1(d) The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1(e) The teacher regularly assesses individual and group performance in order to design and differentiate instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and background that enables each learner to advance and accelerate his/her learning.

1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values collaborative relationships with families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(c) The teacher knows about linguistic diversity and second language acquisition processes and knows instructional strategies and resources to support language acquisition.

2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as contemporary and historical impacts on language, culture, family, and community values.

2(e) The teacher knows how to access reliable information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Performance

2(f) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, response modes) for individual students with particular learning differences or needs.

2(h) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(j) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Disposition

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

2(p) The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning (e.g., principles of universal design for learning and culturally responsive pedagogy).

3(b) The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.

3(c) The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions.

3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.

3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with diverse local and global ideas.

3(h) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(i) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.

3(k) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication and develop rapport among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he/she teaches.

Performance

4(f) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(g) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(k) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(n) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Disposition

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global mindedness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(c) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(f) The teacher understands multiple forms of communication as vehicles for learning across disciplines and for expressing learning.

5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(h) The teacher knows where and how to access resources to build global mindedness and multiple perspectives and how to integrate them into the curriculum.

Performance

5(i) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(l) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied cultures, audiences and purposes.

5(m) The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(n) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(o) The teacher develops and implements supports for learner literacy development across content areas.

Disposition

5(p) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(q) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(r) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of

learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(b) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(c) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(d) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(f) The teacher knows when and how to evaluate and report learner progress against standards.

6(g) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(h) The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.

Performance

6(i) The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.

6(j) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(k) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(l) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(m) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(n) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(o) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(p) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(q) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

6(r) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(s) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(t) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(u) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(v) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(w) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands content and content standards and how these are organized in the curriculum.

7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(e) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, professional organizations, community organizations, community members).

Performance

7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(i) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(l) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(m) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Disposition

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher is committed to using short- and long-term planning as a means of assuring student learning.

7(q) The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands the cognitive processes associated with various types of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(b) The teacher knows how to apply an effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.

8(c) The teacher knows when and how to use effective strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build connections.

8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(f) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

8(g) The teacher uses appropriate strategies and resources to adjust instruction to meet the needs of individuals and groups of learners.

8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(i) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and/or access family and community resources to develop their areas of interest.

8(j) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(k) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(l) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other methods of communication.

8(o) The teacher asks questions to stimulate discussions that serve different purposes.

Disposition

8(p) The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adjusting instruction to learner responses, ideas, and needs.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(c) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(d) The teacher understands laws and responsibilities related to the learner (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(e) The teacher understands professional responsibilities (e.g., responsibilities to the profession, for professional competence, to students, to the school community, and regarding the ethical use of technology).

9(f) The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

9(g) The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities.*

Performance

9(h) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(i) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(j) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(k) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(l) The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.

9(m) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

9(n) The teacher builds and implements an Individualized Professional Learning Plan (IPLP) directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

9(o) The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.

Disposition

9(p) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(q) The teacher is committed to culturally responsive teaching.

9(r) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(s) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(b) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(c) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

10(e) The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.

Performance

10(f) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(g) The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.

10(h) The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.

10(i) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(j) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

10(k) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(l) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.

10(m) The teacher uses and generates meaningful inquiry into education issues and policies.

10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.

Disposition

10(o) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(p) The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.

10(q) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(r) The teacher takes responsibility for contributing to and advancing the profession.

10(s) The teacher embraces the challenge of continuous improvement and change.

GLOSSARY OF TERMS

Culturally Responsive Pedagogy – Pedagogy that recognizes the importance of including student's cultural references in all aspects of learning. (Ladson-Billings)

Global Mindedness – Exploring new ideas and perspectives, as well as having the humility to learn and willingness to work with people around the globe

Learning Environments – The diverse physical and virtual locations, contexts, and cultures in which students learn.

Principles of Universal Design – A set of principles for curriculum development that give all individuals equal opportunities to learn. (udlcenter.org)

Socio-Historical Context – The social and historic factors which shape learning and learning trajectories over time.

*The federal and state governments of Idaho recognize the Idaho's tribes' inherent sovereignty. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The standards have been grouped into four general categories and represent the inter-relationship between written and oral language, which are key skills for student learning and success. These standards outline the four competencies of effective reading, writing, and communication instruction necessary to meet the Idaho Comprehensive Literacy requirements and Idaho ELA/Literacy Standards.

- As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

Standard I: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction. *(Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)*

Knowledge

1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.

1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.

1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Performance

1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.

1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.

1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners. *(Applies to all endorsements that can be added to a Standard Instructional Certificate)*

Knowledge

2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.

2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.

2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.

2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.

2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

Performance

2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.

2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.

2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.

2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.

2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders. *(Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, and Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)*

Knowledge

3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.

3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.

3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.

3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.

3(e) The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.

3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Performance

3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.

3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.

3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.

3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard IV: Writing Process. The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre- writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats. *(Applies to all endorsements that can be added to a Standard Instructional Certificate)*

Knowledge

4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.

4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.

4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.

4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.

4(e) The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.

4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.

4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4(h) The teacher understands the impact of motivation and choice on writing production.

Performance

4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.

4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.

4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.

4(l) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).

4(m) The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.

4(n) The teacher scaffolds instruction for a range of student writers.

4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4(p) The teacher utilizes choice to motivate writing production.

PRE-SERVICE TECHNOLOGY STANDARDS

The 2016 Pre-Service Standards Review was conducted by a team of content area experts from across the state of Idaho. The Idaho Pre-Service Technology Standards were revised in January 2016 to align with the Idaho Core Teacher Standards (2013). All teacher candidates are expected to meet the Idaho Core Teacher Standards, including the Idaho Pre-Service Technology Standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The standards review team endeavored to arrive at standards that were comprehensive, research-based, support reciprocity, and promote unique local, regional, and statewide implementations within sound and responsible attention to its fundamental outcomes. Special attention was paid to the recognition that technology-enriched teaching and learning is a continually and rapidly changing process. It was, therefore, important to determine standards that promote the best preparation of teachers to integrate technologies into instruction that continue to be relevant over time and will best suit any school district in Idaho, regardless of its size, location, or resources. In consideration of these variables as well as careful attention to its correlation to the Idaho Core Teaching Standards, the standards review team recommended that the ISTE (International Society for Technology in Education) Standards for Teachers (2008) be adopted to serve as the Pre-Service Technology Standards.

The Pre-Service Technology Standards indicate teacher candidates have met the standards and competencies. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies identified in the ISTE Standards for Teachers. These competencies reflect the principles of universal design related to technology, while emphasizing flexibility and accessibility.

Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate knowledge, skills, and dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments. In addition, teacher candidates must become fully aware of Idaho's technology standards for K-12 students.

The alignment matrix found on the next page of this standards document and shows the connections between the Idaho Core Teacher Standards and the Pre-Service Technology Standards.

ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. ***Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.***
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
   c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
   d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments
2. ***Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.***
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
   b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
   c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
   d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching
3. ***Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.***
   a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
   b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
   c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. ***Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.***

   a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

   b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

   c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

   d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. ***Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.***

   a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

   b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

   c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

   d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

ISTE Standards • Teachers

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IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.

1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.

1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.

1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.

1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.

1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.

2(a) The EPP supervisor has P-12 education certified field experience.

2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.

2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.

2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 3: Partnership.

3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.

3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

4(a) Passed background check

4(b) Competency in prior field experience

4(c) Passed all required Praxis tests

4(d) Completion of all relevant coursework

4(e) Possesses dispositions of a professional educator

Standard 5: Student Teaching Experience

5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework

5(b) At least three formative assessments by the mentor teacher

5(c) One common summative assessment based on state teacher evaluation framework

5(d) Performance assessment including influence on P-12 student growth

5(e) Recommended minimum 14 weeks student teaching

5(f) Development of an Individualized Professional Learning Plan (IPLP)

5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*

5(h) Relevant preparatory experience for an Idaho teacher's certificate

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate's institutional recommendation.

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

Standards 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation.

IDAHO FOUNDATION STANDARDS FOR BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS

In addition to the standards listed here, bilingual education and English as a second language (ESL) teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Bilingual Education Teachers or (2) Idaho Standards for English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students

1(b) The teacher understands the concepts of bilingualism and biliteracy in regards to language development and how a student's first language may influence second language development.

Performance

1(c) The teacher plans, integrates, and delivers language and content instruction appropriate to the students' stages of language development.

1(d) The teacher facilitates students' use of their first language as a resource to promote academic learning and further development of the second language.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.

2(b) The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).

2(c) The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.

2(d) The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).

Performance

2(e) The teacher identifies ways to promote respect and advocate for diverse linguistic communities.

2(f) The teacher demonstrates the ability to collaborate with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionalities.

2(g) The teacher demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.

2(h) The teacher identifies and describes characteristics of major language and cultural groups in Idaho.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands that language is socially constructed and the importance of individual and collaborative learning.

3(b) The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.

Performance

3(c) The teacher demonstrates the ability to create a culturally responsive classroom environment.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.

4(b) The teacher understands various language instruction educational program models.

4(c) The teacher understands that language is a system (including linguistic and socio-linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.

Performance

4(d) The teacher establishes goals, designs curricula and instruction, and facilitates student learning in a manner that builds on students' linguistic and cultural diversity.

4(e) The teacher evaluates various language instruction program models and makes possible recommendations for improvement.

4(f) The teacher analyzes language demands for instruction.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

Performance

5(b) The teacher develops active and interactive activities that promote proficiency in the four domains of language.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

6(b) The teacher understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.

6(c) The teacher understands the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.

6(d) The teacher knows how to interpret data and explain the results of standardized assessments to students who are English learners, the students' families, and to colleagues.

6(e) The teacher understands appropriate accommodations for language learners being tested in the content areas.

6(f) The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

6(g) The teacher demonstrates the ability to use a combination of observation and other assessments to make decisions about appropriate program services for language learners.

6(h) The teacher demonstrates the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

6(i) The teacher demonstrates the ability to identify and utilize appropriate accommodations for language learners being tested in the content areas.

6(j) The teacher demonstrates the ability to use English language proficiency data (formative, summative, etc.), in conjunction with other student achievement data, to evaluate language instruction program effectiveness.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

7(b) The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

8(b) The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

8(c) The teacher selects, adapts, creates and uses various culturally and linguistically appropriate resources related to content areas and second language development.

8(d) The teacher has a repertoire of research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands the importance of staying current on research related to language learning.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

10(b) The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.

Performance

10(c) The teacher identifies ways in which to create family and community partnerships that promote students' linguistic, academic, and social development.

10(d) The teacher identifies ways in which to collaborate with colleagues to promote opportunities for language learners.

10(E) The teacher identifies ways in which to assist other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

GLOSSARY OF TERMS

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

Biliteracy – The ability to read and write in two languages

English as a Second Language (ESL) – The teaching/studying of English by nonnative English speakers-ESL is an educational approach in which English language learners are instructed in the use of English as an additional language. ESL refers to an additive language to either bilingual or multilingual speakers of other languages.

First Language – A person's native language and/or language spoken most fluently - also known as: L1, primary language, home language, native language, heritage language

Second Language – Any language that one speaks other than one's first language - also known as L2, target language, additive language

IDAHO STANDARDS FOR BILINGUAL EDUCATION TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, bilingual educations teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The bilingual education teacher understands the stages of development for learners of two languages and the impacts on their language and development.

Performance

1(b) The bilingual education teacher uses evidence-based strategies and approaches that promote bilingualism and biliteracy for language development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The bilingual education teacher has communicative competence and academic language proficiency in the first language and in the second language.

4(b) The bilingual education teacher understands the linguistic features of both the first language and the second language.

4(c) The bilingual education teacher has knowledge of the cultures of the first language and the second language.

4(d) The bilingual education teacher understands the methodology of teaching biliteracy.

Performance

4(e) The bilingual education teacher demonstrates proficiency in key linguistic structures and the ability to expose students to the linguistic features of the first and second language, such as various registers, dialects, and idioms.

4(f) The bilingual education teacher demonstrates the ability to address the cultures of the first and the second language in an instructional cycle.

4(g) The bilingual education teacher demonstrates the ability to plan literacy instruction for students in a bilingual program.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The bilingual education teacher understands how to measure students' level of proficiency in the first language and in the second language.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, English as a Second Language (ESL) teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English as a Second Language Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The ESL teacher understands linguistic features of the English language.

Performance

4(b) The ESL teacher is able to integrate linguistic features of the English language in lesson planning, delivery, and instruction.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Blended Early Childhood/Early Childhood Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The early childhood educator knows that family systems are inextricably tied to child development.

1(b) The early childhood educator understands the typical and atypical development from conception to age eight (8)~~of infants' and children's attachments and relationships with primary caregivers~~.

1(c) The early childhood educator understands how learning occurs and that children's development influences learning and instructional decisions.

~~1(d) The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.~~

~~1(e)~~1(d) The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child's mental health.

~~1(f)~~1(e) The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.

~~1(g)~~1(f) The early childhood educator understands the role of adult-child relationships in learning and development.

Performance

~~1(h)~~1(g) ~~1.~~ The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

~~1(i)~~1(h)~~2. The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.~~

~~1(j)~~1(i) ~~3.~~ The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

~~2(b) The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.~~

~~2(c)~~2(b) The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

~~2(d)~~2(c) The early childhood educator knows how to access information regarding specific children's needs and disability- related issues (e.g., medical, support, service delivery).

~~2(e)~~2(d) The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

Performance

~~2(f)~~2(e) The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

~~2(g)~~2(f) The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

~~3(a) The early childhood educator understands the importance and use of routines as a teaching strategy.~~

~~3(b)~~3(a) The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.

~~3(c)~~3(b) The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.

~~3(d)~~3(c) The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

~~3(e)~~3(d) The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

~~3(f)~~3(e) The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

~~3(g) The early childhood educator understands that the child's primary teacher is the parent.~~

~~3(h) The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.~~

Performance

~~3(i) The early childhood educator promotes opportunities for all children in natural and inclusive settings.~~

~~3(j)~~3(f) The early childhood educator embeds learning objectives within everyday routines and activities in natural and inclusive settings.

~~3(k)~~3(g) The early childhood educator creates an accessible learning environment, including the use of assistive technology.

~~3(l) The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.~~

~~3(m)~~3(h) The early childhood educator creates a positive, predictable, and safe ~~an~~ environment that encourages social emotional development, self-advocacy and increased independence.

~~3(n) The early childhood educator plans and implements intervention consistent with the needs of children.~~

~~3(o) The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.~~

~~3(p)~~3(i) ~~In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments~~The early childhood educator designs environments to support inquiry and exploration.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

~~4(a) The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).~~

~~4(b)~~4(a) The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices ~~as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards~~.

~~4(c)~~4(b) The early childhood educator ~~understands the process of self-regulation that assists children to identify and cope with emotions~~ aligns curriculum with Idaho's Early Learning eGuidelines and individual children's needs, along with the Idaho Content Standards and other early learning standards. The early learning childhood educator also understands and is current in academic domains, including English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, physical education and other disciplines applicable to their certification.

~~4(d)~~4(c) The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

~~4(e)~~4(d) ~~The early childhood educator understands the elements of play and how play assists children in learning~~The early childhood educator understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

~~4(f)~~4(e) The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

~~4(g)~~4(f) The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, ~~and~~ effective conflict resolutions, and develop self-regulation skills.

~~4(h)~~4(g) The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).

~~4(i) The early childhood educator understands the comprehensive nature of children's wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.~~

~~4(j) The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.~~

Performance

~~4(k)~~4(h) The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.

~~4(l) The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.~~

~~4(m)~~4(i) ~~The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3~~The early childhood educator applies developmentally appropriate practices and uses a variety of strategies and supports to individualize meaningful and challenging learning experiences for children with diverse needs across domains of development and content areas of learning.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

~~5(a) The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.~~

~~5(b) The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.~~

~~5(c) The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.~~

~~5(d) The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g., impulse control, problem solving, exploration).~~

~~5(e) The early childhood educator knows the importance of facilitating emergent literacy and numeracy.~~

5(a) The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

~~5(f)~~5(b) The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement) and how to weave those themes into meaningful learning experiences.

Performance

~~5(g) The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g., routines, materials and equipment, schedules, building relationships, assistive technology).~~

~~5(h) The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.~~

~~5(i)~~5(c) The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.

~~5(j) The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g., impulse control, problem solving, exploration).~~

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

~~6(a) The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.~~

~~6(b)~~6(a) The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and

periodic observations and record keeping of children's everyday activities and performance.

~~6(c)~~6(b) The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

~~6(d)~~6(c) The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Performance

~~6(e)~~6(d) The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

~~6(f)~~6(e) The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

~~6(g)~~6(f) The early childhood educator collaborates with families and professionals involved in the assessment process of children.

~~6(h)~~6(g) The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

6(h) The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g., observation, checklists, norm-referenced, teacher-created assessment, functional assessments).

6(i) The early childhood educator regularly monitors the progress of birth to age 8 children and makes instructional adjustments based on assessment data.

6(j) The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

6(k) The early childhood educator conducts functional behavior assessments to understand behavior in the context within which it occurs.

~~6(j)~~6(l) The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The early childhood educator ~~understands theory and research that reflect~~ designs instruction that reflects currently recommended professional practice ~~for engaging~~

~~with families and children~~ and provides opportunities for children (from birth through age 2, ages 3-5, and grades K-3) and families to learn through inquiry and exploration.

~~7(b) The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.~~

Performance

~~7(c)~~7(b) The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.

7(c) The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-~~oriented~~centered services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP).

7(d) The early childhood educator uses functional behavior assessment to develop a comprehensive, function-based behavior support plan that includes strategies for prevention and replacement of challenging behavior.

7(e) The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).

~~7(f) The early childhood educator analyzes activities and tasks and uses procedures for monitoring children's skill levels and progress.~~

~~7(g) The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.~~

Standard ~~#~~8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).

8(b) The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

Performance

8(c) The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open- ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).

8(d) The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The early childhood educator understands the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation and the Council for Exceptional Children /Division for Early Childhood (CEC/DEC) Initial Preparation Standards.

9(b) The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.

~~9(c) The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g., digital citizenship and ethical practice).~~

Performance

~~9(d)~~9(c) The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

~~9(e) The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).~~

9(d) The early childhood educator creates a manageable system to maintain all program and legal records for children.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

~~10(a) The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC.~~

~~10(b)~~10(a) The early childhood educator knows family systems ~~theory~~ and its application to the dynamics, roles, and relationships within families and communities.

~~10(c)~~10(b) The early childhood educator knows community, state, and national resources available for children and their families.

~~10(d)~~10(c) The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.

~~10(e)~~10(d) The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

~~10(f)~~10(e) The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.

~~10(g)~~10(f) The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

Performance

~~10(h)~~10(g) The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.

~~10(i)~~10(h) The early childhood educator identifies and accesses community, state, and national resources for children and families.

~~10(j)~~10(i) The early childhood educator advocates for children and their families.

~~10(k) The early childhood educator creates a manageable system to maintain all program and legal records for children.~~

~~10(l)~~10(j) The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

10(k) The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

~~10(m)~~10(l) The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

IDAHO FOUNDATION STANDARDS FOR CAREER-TECHNICAL TEACHERS

In addition to the standards listed here, career-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for career-technical teachers. Additionally, all teacher candidates are expected to meet the requirements defined in IDAPA (08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

3(a) The teacher is able to apply concepts of classroom motivation and management to laboratory and field settings.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands basic technological principles, processes, terminology, skills, and safety practices of the occupational area.

4(b) The teacher understands industry trends and labor market needs.

4(c) The teacher understands organizational and leadership structures in the workplace.

4(d) The teacher understands the philosophical principles and the practices of career-technical education.

4(e) The teacher understands the importance of intra-curricular student leadership development in career-technical program areas.

Performance

4(f) The teacher demonstrates specific occupational skills necessary for employment.

4(g) The teacher uses current terminology, industry logistics, and procedures for the occupational area.

4(h) The teacher incorporates and promotes leadership skills in state-approved Career-Technical Student Organizations (CTSO).

4(i) The teacher assesses the occupational needs of the community.

4(j) The teacher facilitates experiences designed to develop skills for successful employment.

4(k) The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, employment opportunities).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows how to analyze data about a student's progress, including assessments, to evaluate workplace readiness.

6(b) The teacher understands the importance of conducting a follow-up survey of graduates.

6(c) The teacher understands how to modify the instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.

6(d) The teacher understands how to assess student learning in applicable laboratory settings.

Performance

6(e) The teacher analyzes data about a student's progress, including assessments, to evaluate workplace readiness.

6(f) The teacher provides verbal and written assessment feedback on students' classroom and/or laboratory assignments.

6(g) The teacher modifies instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands state-approved career-technical secondary-to-postsecondary standards and competencies, and how these are organized in the curriculum.

7(b) The teacher understands how to embed state-approved career-technical student organization (CTSO) activities in the curriculum.

7(c) The teacher knows how to identify community and industry expectations and access resources.

Performance

7(d) The teacher designs instruction to meet state-approved career-technical secondary-to-postsecondary curricula and industry standards.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands how to provide students with realistic occupational and/or work experiences.

8(b) The teacher knows how to utilize education and industry professionals, and research to enhance student understanding of processes, knowledge, and safety.

8(c) The teacher understands integration of student leadership development, community involvement, and personal growth into instructional strategies.

8(d) The teacher understands how academic skills and advanced technology can be integrated into an occupational learning environment.

Performance

8(e) The teacher models ethical workplace practices.

8(f) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

8(g) The teacher integrates academic skills into each occupational area.

8(h) The teacher uses simulated and/or authentic occupational applications of course content.

8(i) The teacher uses experts from business, industry, and government as appropriate for the content area.

8(j) The teacher discusses innovation and entrepreneurship in the workforce and incorporates them where possible.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

9(b) The teacher understands the importance of maintaining current technical skills and seeking continual improvement.

9(c) The teacher understands current state and federal guidelines and regulations related to career-technical education requirements.

Performance

9(d) The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

9(e) The teacher participates in continual relevant professional development activities through involvement with local, state, and national career and technical organizations.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the role technical advisory committees play in continuous program improvement.

10(b) The teacher understands the importance of using industry experts to develop and validate occupational skills.

10(c) The teacher understands the importance of professional organizations within the content and occupational areas.

10(d) The teacher understands career-technical education advanced opportunities.

10(e) The teacher understands the local, state, and national opportunities of state-approved career-technical student organizations (CTSO).

Performance

10(f) The teacher participates with technical advisory committees for program development and improvement.

10(g) The teacher cooperates with educators in other content areas to develop instructional strategies and to integrate learning.

10(h) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Knowledge

11(a) The teacher understands how to safely handle and dispose of waste materials.

11(b) The teacher understands how to care for, inventory, and maintain materials and equipment.

11(c) The teacher understands safety contracts and operation procedures.

11(d) The teacher understands legal safety issues related to the program area.

11(e) The teacher understands safety requirements necessary to conduct laboratory and field activities.

11(f) The teacher understands time and organizational skills in laboratory management.

11(g) The teacher is aware of safety regulations at school and work sites.

Performance

11(h) The teacher ensures that facilities, materials, and equipment are safe to use.

11(i) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

11(j) The teacher demonstrates effective management skills in the classroom and laboratory environments.

11(k) The teacher models and reinforces effective work and safety habits.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Knowledge

12(a) The teacher understands workplace employability skills and related issues.

12(b) The teacher understands the issues of balancing work and personal responsibilities.

12(c) The teacher understands how to promote career awareness.

Performance

12(d) The teacher designs instruction that addresses employability skills and related workplace issues.

12(e) The teacher discusses how to balance demands between work and personal responsibilities.

12(f) The teacher provides opportunities for career awareness and exploration.

IDAHO STANDARDS FOR AGRICULTURAL SCIENCE AND TECHNOLOGY TEACHERS

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

4(b) The teacher knows about production agriculture.

4(c) The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

4(d) The teacher understands and has experience in one or more of the following specialized occupational areas:

- Agricultural production and marketing
- Agricultural equipment and supplies
- Agriculture product processing
- Ornamental horticulture and turf grass management (e.g., floriculture, greenhouse management)
- Agricultural business planning and analysis
- Natural resource management
- Environmental science
- Forestry
- Small animal production and care

4(e) The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

4(f) The teacher understands how to organize and implement Supervised Agricultural Experience (SAE) programs including but not limited to working with parents, students, adults, and employers.

4(g) The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).

Performance

4(h) The teacher applies natural and physical science principles to practical solutions.

4(i) The teacher discusses production agriculture.

4(j) The teacher discusses and demonstrates content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

4(k) The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

4(l) The teacher organizes and implements SAE programs including but not limited to working with parents, students, adults and employers.

4(m) The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

6(a) The teacher can develop and utilize performance-based assessments to evaluate student projects.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands the integrated programmatic approach of incorporating classroom and laboratory, FFA, and SAE.

Performance

7(b) The teacher actively incorporates components of FFA and SAE into instruction.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands that experiential learning theory is the foundation for classroom/laboratory instruction, SAE, and FFA leadership development.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the role of industry experts in agricultural education settings for the purpose of formal training.

10(b) The teacher understands the role of adult volunteers in secondary agricultural education and FFA programs.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO STANDARDS FOR BUSINESS TECHNOLOGY TEACHERS

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher possesses a foundational level of knowledge about a broad range of business and business technology subjects, which support current state-approved standards.

4(b) The teacher understands how to advise, oversee and facilitate a Business Professionals of America (BPA) chapter and how it relates to the Idaho and National BPA organizations.

Performance

4(c) The teacher integrates BPA through intra-curricular approaches in the business program of study.

4(d) The teacher integrates academic concepts into business and business technology content areas.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

4(b) The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4(c) The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

4(d) The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

4(e) The teacher understands the social, emotional, intellectual, physical, and moral development across the lifespan.

4(f) The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

4(g) The teacher understands the design, selection, and care of textiles and apparel products.

4(h) The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

4(i) The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

4(j) The teacher understands resource conservation and environmental issues in relation to family and community health.

4(k) The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

4(l) The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

4(m) The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

4(n) The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

Performance

4(o) The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

4(p) The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

4(q) The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

4(r) The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

4(s) The teacher demonstrates the design, selection, and care of textiles and apparel products.

4(t) The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

4(u) The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

4(v) The teacher integrates resource conservation and environmental issues in relation to family and community health.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

6(b) The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands how to apply family and consumer sciences national standards and other resources when planning instruction.

7(b) The teacher understands how program alignment across grade levels (6-12) and family and consumer sciences content area maximizes learning.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO STANDARDS FOR MARKETING TECHNOLOGY TEACHERS

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher possesses a foundational level of knowledge about a broad range of marketing and marketing technology subjects, which support current state-approved teacher endorsement standards.

4(b) The teacher understands how to advise, oversee, and facilitate a DECA chapter and how it relates to the Idaho and National DECA organizations.

Performance

4(c) The teacher embeds DECA activities and curriculum through an intra-curricular approach within the marketing program of study.

4(d) The teacher integrates academic concepts into marketing and marketing technology content areas.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO STANDARDS FOR TECHNOLOGY EDUCATION TEACHERS

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers.

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher has a basic understanding of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

4(b) The teacher understands the operation and features of computer-aided design and automated manufacturing systems.

4(c) The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

4(d) The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

4(e) The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

4(f) The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Performance

4(g) The teacher demonstrates the skills that support the fields of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

4(h) The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, and other related technology applications.

4(i) The teacher demonstrates architectural and mechanical drafting skills.

4(j) The teacher demonstrates the various phases of an engineering design process.

4(k) The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands how values and ethics affect communication.

4(b) The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

4(c) The teacher knows the components and processes of communication.

4(d) The teacher understands the interactive roles of perceptions and meaning.

4(e) The teacher understands how symbolism and language affect communication.

4(f) The teacher understands the role of organization in presenting concepts, ideas, and arguments.

4(g) The teacher knows methods and steps of problem solving in communication arts.

4(h) The teacher understands the impact of outside social structures and institutions--including historical, political, social, economic, and cultural perspectives--on communication processes and messages.

Performance

4(i) The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).

4(j) The teacher provides instruction and practice in conducting and applying research.

4(k) The teacher creates lessons that stress the importance of audience analysis and adaptation.

4(l) The teacher presents communication as a process consisting of integral components.

4(m) The teacher explains various methods of organization and their effects on the communication process.

4(n) The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands contemporary legal standards relating to communication and media.

Performance

9(b) The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR JOURNALISM TEACHERS

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).

4(b) The teacher understands the elements of design and layout.

4(c) The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).

4(d) The teacher understands the purposes, types, and rules of headline and caption writing.

4(e) The teacher possesses knowledge of interviewing skills.

4(f) The teacher knows how to organize and equip a production area.

4(g) The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).

4(h) The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).

4(i) The teacher understands advertising and finance.

4(j) The teacher knows the fundamentals of editing.

4(k) The teacher understands processes of effective critiquing.

4(l) The teacher understands journalistic and scholastic press law and ethics.

4(m) The teacher understands the role of journalism in democracy.

Performance

4(n) The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.

4(o) The teacher student application of design and layout techniques.

4(p) The teacher integrates the purposes and elements of photojournalism into the production process.

4(q) The teacher instructs students in the purposes, types, and rules of headline and caption writing.

4(r) The teacher provides opportunities for students to practice and use interviewing skills.

4(s) The teacher teaches editing skills and provides opportunities for student practice.

4(t) The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the models of interpersonal communication.

4(b) The teacher knows the processes and types of active listening.

4(c) The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

4(d) The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).

4(e) The teacher understands rhetorical theories and practices.

4(f) The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).

4(g) The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

4(h) The teacher understands the necessity of adapting public speaking styles and skills to various media.

4(i) The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

4(j) The teacher knows the theories and practices of argumentation.

4(k) The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).

4(l) The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).

4(m) The teacher knows how to identify and minimize communication anxiety.

Performance

4(n) The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).

4(o) The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

4(p) The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4(q) The teacher provides instruction integrating digital media and visual displays to enhance presentations.

4(r) The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).

4(s) The teacher provides opportunities for students to participate in debate and speaking events.

4(t) The teacher explains various methods of organization and their effects on the communication process.

4(u) The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR COMPUTER SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers' Association (CSTA).

The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands digital citizenship.

Performance

1(b) The teacher promotes and models digital citizenship.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and promote digital citizenship.

Performance

3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.

3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands data representation and abstraction.

4(b) The teacher understands how to effectively design, develop, and test algorithms.

4(c) The teacher understands the software development process.

4(d) The teacher understands digital devices, systems, and networks.

4(e) The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

4(f) The teacher understands the role computer science plays and its impact in the modern world.

4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.

4(h) The teacher understands the many and varied career and education paths that exist in Computer Science.

Performance

4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:

- Effectively uses primitive data types.
- Demonstrates an understanding of static and dynamic data structures.
- Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
- Effectively uses modeling and simulation to solve real-world problems

4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:

- Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.
- Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
- Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
- Effectively uses two or more development environments.
- Demonstrates knowledge of varied software development models and project management strategies.
- Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.

4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:

- Demonstrates an understanding of data representation at the machine level.
- Demonstrates an understanding of machine level components and related issues of complexity.
- Demonstrates an understanding of operating systems and networking in a structured computing system.
- Demonstrates an understanding of the operation of computer networks and mobile computing devices.

4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:

- Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.
- Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.

4(m) The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

Performance

5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Performance

7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.

7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.

7(d) The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Performance

8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.

8(c) The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

9(a) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.

1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.

1(c) The teacher recognizes the role of inquiry and exploration in learning and development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.

2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Performance

2(c) The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.

2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

Performance

3(b) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.

3(c) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.

3(d) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

4(b) The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).

4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.

4(e) The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.

4(f) The teacher understands the structure of mathematics and the connections and relationships within learning progressions.

4(g) The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

4(h) The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

4(i) The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Performance

4(k) The teacher models appropriate and accurate use of written and spoken language.

4(l) The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.

4(m) The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

8(a) The teacher engages all learners in developing higher order thinking skills.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.

IDAHO STANDARDS FOR ENGINEERING TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how to design developmentally appropriate engineering activities and assignments.

Performance

1(b) The teacher designs and implements developmentally appropriate engineering activities and assignments.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the principles and concepts of engineering design.

4(b) The teacher understands the role of mathematics in engineering design and analysis.

4(c) The teacher understands the role of natural and physical sciences in engineering design and analysis.

4(d) The teacher understands the ethical issues and practices of the engineering profession.

4(e) The teacher understands the importance of team dynamics and project management in engineering projects.

4(f) The teacher understands how to embed Technology Student Association (TSA) activities through intra-curricular approaches in the engineering program of study.

4(g) The teacher understands the differences in engineering career pathways and opportunities.

Performance

4(h) The teacher applies the principles and concepts of engineering design in the solution of an

4(i) engineering design problem.

4(j) The teacher can demonstrate the effects engineering has on the society, the environment and

4(k) the global community.

4(l) The teacher is able to work in a learning community/project team.

4(m) The teacher facilitates students working in teams to solve engineering design problems.

4(n) The teacher facilitates student understanding of engineering career pathways and opportunities.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows the symbols, terminology, and notations specific to engineering.

5(b) The teacher recognizes the importance of oral and written communication in the engineering discipline.

Performance

5(c) The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.

5(d) The teacher uses the symbols, terminology, and notations specific to engineering.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.

Performance

6(b) The teacher uses multiple assessment strategies to measure students' ability to apply an engineering design process to address an engineering design problem.

6(c) The teacher appropriately uses assessment strategies to measure students' ability to use notation, terminology, and symbols in oral and written communication.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands how to incorporate design into instructional practice strategies.

Performance

8(b) The teacher uses a variety of instructional tools and resources for teaching engineering design.

8(c) The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher is knowledgeable about the different career opportunities for engineering.

9(b) The teacher is familiar with professional engineering organizations and resources available through them.

Performance

9(c) The teacher stays abreast of professional engineering literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

9(d) The teacher engages in professional discourse about subject matter knowledge and pedagogy.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher is aware of community issues and needs for design opportunities.

Performance

10(b) The teacher is able to adapt lessons to address community needs using the engineering design process.

GLOSSARY OF TERMS

Engineering – The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind – Preparation would be a bachelor's degree

Engineering Design Process – A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.

Engineering Technology – The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer – Preparation would be an associate's degree or bachelor's degree in engineering technology

Technology – Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, and clinical experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands developmental levels in reading, writing, listening, viewing, and speaking.

1(b) The teacher understands how adolescents read, write, and make meaning of a wide range of texts, genres, and formats (e.g., literature, poetry, informational text, digital media, social media, multimodal).

Performance

1(c) The teacher creates developmentally appropriate learning experiences that take into account stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

2(a) The teacher designs and/or implements instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands how to use students' individual differences, data for literacy learning, identities, and funds of knowledge to create inclusive learning environments that help students participate actively in their own learning in English language arts (e.g., workshops, project based learning, guided writing, Socratic seminars, literature circles).

Performance

3(b) The teacher collaborates with colleagues to create literacy-rich interdisciplinary learning environments to help students participate actively in their own learning in English language arts.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher is knowledgeable about texts (print and non-print, digital, classic, contemporary, and young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.

4(b) The teacher understands principles of language acquisition, dialect, and grammar systems (e.g., descriptive and prescriptive)

4(c) The teacher understands the evolution and impact of language on society.

4(d) The teacher understands the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.

4(e) The teacher understands the use of contemporary technologies and/or digital media to compose multimodal discourse.

4(f) The teacher understands how to use strategies for acquiring and applying vocabulary knowledge.

Performance

4(g) The teacher uses literary theories to interpret and critique a range of texts.

4(h) The teacher demonstrates command of the conventions of standard English (e.g., grammar, usage, and mechanics).

4(i) The teacher models various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.

4(j) The teacher models the use of contemporary technologies and/or digital media to compose multimodal discourse.

4(k) The teacher designs instruction using strategies for acquiring academic and content-specific vocabulary.

4(l) The teacher models how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands research-based strategies that lend to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

Performance

5(b) The teacher designs and/or implements instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

5(c) The teacher designs and/or implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

5(d) The teacher designs and/or implements instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students can become independent, critical, and strategic readers, writers, speakers, and listeners.

5(e) The teacher designs and/or implements instruction related to speaking and listening that leads to students becoming critical and active participants in conversations and collaborations.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

6(a) The teacher uses data to differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments).

6(b) The teacher designs or knowledgeably selects appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

6(c) The teacher designs or knowledgeably selects a range of assessments for students that promote development as writers, are appropriate to the writing task, and are consistent with current research and theory.

6(d) The teacher responds to students' writing throughout the writing processes in ways that engage ideas and encourage their growth as writers over time.

6(e) The teacher communicates with students about their performance in ways that actively involve students in their own learning.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

7(b) The teacher plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading, and that utilize individual and collaborative approaches and a variety of reading strategies.

7(c) The teacher uses knowledge of theory, research, and practice to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

7(d) The teacher uses a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

9(a) The teacher models literate and ethical practices in English language arts teaching, engages in a variety of experiences related to English language arts, and reflects on their own professional practices.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf ~~and~~ / Hard of Hearing.

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. ~~***and Individual Learning Differences –***~~ ***The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*** ~~***exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.***~~

Knowledge

1(a) The teacher understands how language, culture, health, and family background influence the learning of individuals with exceptionalities.

1(b) The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

1(c) The teacher understands how exceptionalities can interact with development and learning.

Performance

1(d) The teacher ~~modifies~~ adapts developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.

1(e) The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. ~~***Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.***~~

Knowledge

2(a) The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

~~2(b) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.~~

~~2(c) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.~~

2(b) The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).

2(c) The teacher understands the educational implications of characteristics of various exceptionalities.

2(d) The teacher understands the effect of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

Performance

~~2(e)~~2(a) ~~The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.~~

~~2(f)~~2(e) The teacher ~~modifies~~ adapts learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environments, and provides for the maintenance and generalization of acquired skills across environments and subjects.

~~2(g)~~2(a) ~~The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.~~

~~2(h)~~2(f) The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation. ~~***Curricular Content Knowledge – The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.***~~

Knowledge

3(a) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

~~3(a)~~3(b) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. ~~the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities~~

~~3(b)~~3(a) ~~The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.~~

~~3(c)~~3(a) ~~The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.~~

Performance

3(a) The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

3(b) The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

~~3(a) The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.~~

~~3(b)~~3(a) ~~The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.~~

~~3(c)~~3(a) ~~The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.~~

Standard 4: ***Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*** ~~***Assessment - The teacher uses multiple methods of assessment and data sources in making educational decisions***~~

Knowledge

4(a) The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

4(b) The teacher knows how to accommodate and/or modify general and specialized curricula to make them accessible to individuals with exceptionalities.

~~4(a) The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.~~

~~4(b)~~4(a) ~~The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.~~

~~4(c)~~4(a) ~~In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.~~

~~4(d)~~4(a) ~~The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.~~

~~4(e)~~4(a) ~~The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.~~

~~4(f)~~4(a) ~~The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).~~

~~4(g)~~4(a) ~~The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals~~

~~with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.~~

Performance

4(c) The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

4(d) The teacher uses a variety of specialized curricula (e.g., academic~~, strategic~~, social, emotional, and ~~independence~~ life skills curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

~~4(h)~~4(a) ~~The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.~~

~~4(i)~~4(a)~~The teacher gathers background information regarding academic, medical, and social history.~~

~~4(j)~~4(a)~~The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.~~

~~4(k)~~4(a) ~~The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.~~

~~4(l)~~4(a)~~The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.~~

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues~~Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities~~.

Knowledge

5(a) The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

~~5(a) The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.~~

~~5(b)~~5(a) ~~The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.~~

~~5(c)~~5(a) ~~The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.~~

~~5(d)~~5(a) ~~The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.~~

~~5(a) The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.~~

~~5(b)~~5(a) ~~The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.~~

~~5(c)~~5(a) ~~The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.~~

~~5(d)~~5(a) ~~The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.~~

~~5(e) The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.~~

Performance

5(a) The teacher identifies and prioritizes areas of the general education curriculum and accommodations and/or modifications for individuals with exceptionalities.

5(b) The teacher integrates social-emotional, behavioral, and life skills with academic curricula.

~~5(f)~~5(a) ~~The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.~~

~~5(g)~~5(a) ~~The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.~~

~~5(h)~~5(a) ~~The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.~~

~~5(i)~~5(a)~~The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.~~

~~5(j)~~5(a)~~The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.~~

~~5(k)~~5(a) ~~The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.~~

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making~~Professional Learning and Ethical Practices – The teacher uses~~

~~***foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession***~~.

Knowledge

6(a) The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

6(b) In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

6(c) The teacher understands assessment information to identify supports~~,~~ ~~adaptations~~, and/or modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

6(d) The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments~~, etc.~~).

6(e) The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

~~6(a) The teacher understands how foundational knowledge and current issues influence professional practice.~~

~~6(b)~~6(a) ~~The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.~~

~~6(c) The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.~~

~~6(d)~~6(a) ~~The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.~~

~~6(e)~~6(a) ~~The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.~~

Performance

6(f) The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

6(g) The teacher gathers background information regarding academic, medical, and social history.

6(h) The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

6(i) The teacher integrates the results of assessments to determine eligibility and to develop a variety of individualized plans, including family service plans, transition plans, and behavior intervention ~~change~~ plans~~, etc~~.

6(j) The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

~~6(f) The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.~~

~~6(g) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.~~

~~6(h) The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.~~

~~6(i)~~6(a) ~~The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.~~

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context~~Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences~~.

Knowledge

7(a) The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

7(b) The teacher understands technologies used to support instructional assessment, planning, ~~and~~ delivery, and the evaluation of instruction for individuals with exceptionalities.

7(c) The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

7(d) The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

7(e) The teacher knows how to enhance ~~21st Century~~ student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

~~7(a) The teacher understands the theory and elements of effective collaboration.~~

~~7(b) The teacher understands how to serve as a collaborative resource to colleagues.~~

~~7(c) The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.~~

~~7(d)~~7(a) ~~The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.~~

~~7(e)~~7(a) ~~The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.~~

~~7(f)~~7(a) ~~The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.~~

Performance

7(f) The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

7(g) The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

~~7(g)~~7(a) ~~The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.~~

~~7(h)~~7(a) ~~The teacher collaborates with related service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.~~

~~The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.~~

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.

8(b) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

8(c) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Performance

8(d) The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

8(e) The teacher ~~emphasizes~~ develops explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

8(f) The teacher ~~matches their~~ aligns communication methods to an individual's language proficiency and cultural and linguistic differences.

8(g) The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

8(h) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands how foundational knowledge and current issues influence professional practice.

9(b) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

9(c) The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

9(d) The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

9(e) The teacher understands Ethical Principles and Professional Practice Standards for Special Educators to guide their practice.

Performance

9(f) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

9(g) The teacher models high expectations and ethical practice, and creates supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.

10(b) The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

10(c) The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance

10(d) The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

10(e) The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

10(f) The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

10(g) The teacher maintains confidential communication about individuals with exceptionalities.

IDAHO STANDARDS FOR TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands the need for students to ~~establish body awareness, communication, self-esteem, and social skills, as described in the American Foundation for the Blind~~ demonstrate skills within the Expanded Core Curriculum ~~(Expanded Core Curriculum)~~ (compensatory or functional academic skills, academic skills, including communication modes; orientation and mobility; social interaction skills; independent living skills; recreation and leisure skills; career education; use of assistive technology; sensory efficiency skills; and self-determination).

1(b) The teacher knows the effects of a visual impairment on the student's family or guardians, and the reciprocal impact on the student's self-esteem.

1(c) The teacher understands the ~~variations in functional capabilities and the~~ diverse implications ~~that~~ of various eye diseases ~~have on growth and development~~ including the effect of medication and treatments.

~~1(c)~~1(d) The teacher understands typical and atypical development as it applies to students with visual impairments, including those with additional disabilities.

Performance

~~1(d)~~1(e) The teacher provides students with a means to independently access materials readily available to the sighted world.

~~1(e)~~1(f) The teacher prepares students who have visual impairments, including those with additional disabilities, to respond to societal attitudes and actions with appropriate behavior and self-advocacy.

~~1(f)~~1(g) The teacher designs instructional experiences depending on individual student and familial stages of acceptance of the visual impairment.

~~1(g)~~1(h) The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher knows the impact of visual disorders on learning, experience, and concept development in PreK-12 grades.

2(b) The teacher ~~knows methods for the development of special auditory, tactual,~~ is aware of a variety of assistive technology options needed for auditory, tactual, and modified visual communication skills ~~for students with visual impairments, including those with additional disabilities~~ (e.g., ~~For example: assistive technology specific for the auditory and tactual learner, such as~~ screen readers, ~~refreshable braille display; pre-braille skills; braille reading and writing;~~ magnification options~~;~~, tactile graphics).

2(c) The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, communication, cognitive, spatial concept, and psychosocial development.

2(d) The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.

2(e) The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments, including those with additional disabilities, in a variety of environments.

2(f) The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, including those with additional disabilities, and for assisting classroom teachers in implementing these modifications.

Performance

2(g) The teacher teaches, writes, and reads ~~literary braille~~ Unified English Braille (UEB) and Nemeth (math and science), as well as music and computer braille codes.

2(h) The teacher secures specialized materials and equipment and provides training, as needed.

2(i) The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.

2(j) The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation/learning media assessments information to comprehensively design strategies as part of an IEP or 504.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behavior and expectations) that affect the learning behavior of students with visual impairments.

3(b) The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement and self-determination.

3(c) The teacher knows and understands instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (~~e.g.,~~ such as itinerant, residential, ~~transdisciplinary teaming~~ and other programs P-12).

Performance

3(d) The teacher develops management strategies for meeting students' needs effectively and efficiently in the context of various service delivery models and systems.

3(e) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

3(f) The teacher applies organizational strategies that maximize students' ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers).

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher knows the historical foundations for the education of children with visual impairments, including a continuum of service options.

4(b) The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.

4(c) The teacher knows and understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., The Americans with Disabilities Act, The Individuals with Disabilities Education Act, Section 504) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials, such as the American Printing House for the Blind Quota Funds).

4(d) The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.

4(e) The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.

4(f) The teacher knows the effects of medications on the visual system.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows and understands factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel.

5(b) The teacher knows and understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs, 504s and IFSPs.

5(c) The teacher knows and understands the roles of related service personnel (e.g., certified orientation & mobility specialists, physical therapists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., transcribers) in the education of students with visual impairments, including those with additional disabilities.

Performance

5(d) The teacher applies skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments, and ensures that students receive the services they need.

5(e) The teacher uses effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training and the use of equipment, braille materials for lessons, interlined transcriptions of students' written work in braille), and for ensuring that students have full access to needed adaptations and resources.

5(f) The teacher works collaboratively with professionals, family members and other personnel to help provide child-centered intervention for infants, toddlers, preschoolers and school-age students with visual impairments, including those with additional disabilities.

5(g) The teacher serves as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

6(b) The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment, including those with additional disabilities.

Performance

6(c) The teacher conducts alternative as well as functional evaluations of visual, literacy, basic orientation and mobility, and educational performance from P-12.

6(d) The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP or 504 development.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of all ages of students with visual impairments.

7(b) The teacher knows and understands resources available for individuals with visual impairments, including deaf-blindness and those with additional disabilities (e.g., ~~APH~~ materials, textbooks, agencies).

7(c) The teacher knows and understands techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.

Performance

7(d) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

7(e) The teacher uses visual, tactile, auditory and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts.

7(f) The teacher works collaboratively with the educational team to implement adaptations designed to compensate for visual impairments, including those with additional disabilities.

Standard ~~#~~8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of cognitive, auditory, tactual, and communication skills for the blind and visually impaired, including those with additional disabilities.

8(b) The teacher knows how to assist the student in related Expanded Core Curriculum skills~~, including developing visual, auditory, and tactile efficiency as well as basic orientation and mobility skills~~ in order to provide access to the content areas.

8(c) The teacher knows how to assist the student in developing alternative organizational and study skills.

8(d) The teacher knows methods for providing adapted physical and recreation skills for students who have visual impairments, including those with additional disabilities.

~~8(e) The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with blindness, visual impairments, and co-occurring impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).~~

~~8(f)~~8(e) The teacher knows strategies and resources for developing transition plans ~~and career awareness~~ that support the student's ability to function as independently as possible in the community.

Performance

~~8(g)~~8(f) The teacher designs, sequences, implements, and evaluates modifications for daily living skills, to increase independence.

~~8(h)~~8(g) The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

8(i)8(h)The teacher integrates knowledge of the visual impairment, including additional ~~and co-occurring~~ disabilities, with child development when designing and implementing cognitive, communication, and social skills instruction.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows and understands ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students' educational services, pursuing ongoing professional development).

9(b) The teacher knows and understands the functions of agencies, consumer organizations and initiatives that promote nation-wide standards of excellence for the provision of services to students with visual impairments, including those with additional disabilities.

9(c) The teacher knows and understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.

Performance

9(d) The teacher applies knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with educational programming, materials, and services they need to achieve to their full potential.

9(e) The teacher applies knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.

9(f) The teacher applies knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options).

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher knows strategies for assisting family, guardians, professionals, and other members of the community in planning appropriate transitions for students who have visual impairments, including those with additional disabilities.

10(b) The teacher knows the roles of paraprofessionals (e.g., sighted readers, transcribers, aides) who work directly with students who have visual impairments, including those with additional disabilities~~, (e.g., sighted readers, transcribers, aides) or who provide special materials to them~~.

10(c) The teacher knows that the attitudes, expectations, and behaviors of professionals and peers will affect the behaviors of students with visual impairments, including those with additional disabilities.

10(d) The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).

Performance

10(e) The teacher collaborates with parents, guardians, and other members of the community integral to the student's learning and development.

10(f) The teacher ~~clarifies the roles of~~ guides and supports the paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities~~, (e.g., readers, transcribers, aides) or who provide special materials to those students~~.

10(g) The teacher complies with FERPA.

Standard 11: The teacher knows how to read and produce contracted and uncontracted ~~Literary Braille~~ Unified English Braille (UEB) and Nemeth Codes.

Knowledge

11(a) The teacher ~~knows and~~ understands skills and rules for reading and producing ~~Literary Braille (uncontracted and contracted)~~ UEB and Nemeth Codes, including formatting.

~~11(b) The teacher knows and understands the rules of the Literary Braille and Nemeth Codes, including formatting.~~

Performance

~~11(c)~~11(b) The teacher applies skills for reading and producing ~~Literary Braille~~ UEB (uncontracted and contracted) and Nemeth Codes with a braille writer ~~and~~, slate and stylus, and electronic production.

~~11(d)~~11(c) The teacher applies the rules of the ~~Literary Braille~~ UEB and Nemeth Codes when producing and adapting student work.

~~11(e)~~11(d) The teacher uses resources to obtain ~~age-appropriate~~ braille materials such as American Printing House ~~(e.g., APH~~ materials, parent resources, and braille production centers~~)~~.

IDAHO STANDARDS FOR TEACHERS OF STUDENTS WHO ARE DEAF/HARD OF HEARING

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning.

1(b) The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.

1(c) The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.

Performance

1(d) The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.

1(e) The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.

1(f) The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands how hearing status and limitations of access to language may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.

2(b) The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.

2(c) The teacher understands the need for written and/or spoken English language learning for students whose native language is American Sign Language (ASL).

2(d) The teacher understands the need for differentiated instruction for language learning for emergent language users.

2(e) The teacher ~~understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following~~ knows that all of the following are critical influencing factors which need to be considered when setting up programs and services for deaf/hard of hearing students: communication needs; the student and family's preferred mode of communication; linguistic needs; hearing status and potential for ~~using~~ improving auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.

~~2(e)~~2(f) The teacher knows a variety of evidence-based strategies and resources for parent education related to early intervention (birth to age 5).

Performance

2(g) The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and ~~implanting~~ implementing differentiated instruction and peer interactions and communication.

~~2(f)~~2(h) The teacher provides appropriate instruction to students on the effective use of assistive technology and/or interpreting services to support effective access to instructional concepts.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the unique social and emotional needs of students who are deaf/ hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.

3(b) The teacher understands that Deaf cultural factors, communication, and family influences impact ~~classroom management of~~ students' ability to interact with peers and staff across educational environments, including non-academic educational spaces (e.g. playground, lunchroom, hallways, busses).

3(c) The teacher understands how the appropriate roles of ~~and the relationship among~~ the teacher, interpreter, and student foster positive social interaction, active engagement in learning, and self-motivation.

3(d) The teacher understands how to prepare students for the appropriate use of interpreters and support personnel.

3(e) The teacher understands how to manage assistive technology and communication modalities and the impact on the learning environment.

~~3(c)~~3(f) The teacher understands the influence of family communication and culture on all developmental demands.

Performance

~~3(d)~~3(g) The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access to support positive social interaction and active engagement in collaborative learning.

~~3(e)~~3(h) The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.

~~3(f)~~3(i) The teacher ~~prepares students for the appropriate use of interpreters and support personnel~~provides access to incidental language experiences.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

~~4(a) The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.~~

~~4(b) The teacher knows the various educational placement options and how they influence a deaf/hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.~~

~~4(c) The teacher understands the complex facets regarding issues related to deaf/hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).~~

4(a) The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

Performance

~~4(d)~~4(b) The teacher uses the tools, models, and strategies applicable to the instructional content area(s) that are appropriate to the needs of students who are deaf/hard of hearing.

~~4(e) The teacher educates others regarding the potential benefits, and constraints of the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities.~~

4(c) The teacher plans and implements transitions across service continuums.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

~~**Knowledge**~~

~~5(a) The teacher understands the role of the interpreter and the use and maintenance of assistive technology.~~

~~5(b) The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).~~

~~**Performance**~~

~~5(c) The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g., total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).~~

~~5(d) The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For teachers to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain the National Registry of Interpreters for the Deaf Certification (RID).~~

~~5(e) The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations.~~

~~5(f) The teacher provides instruction to students on the effective use of appropriate assistive technology.~~

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher ~~knows specialized terminology used in the~~ understands appropriate functional and standardized assessments ~~of~~ for students who are deaf/hard of hearing.

6(b) The teacher knows the appropriate assessment accommodations for students.

6(c) The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.

~~6(c)~~6(d) The teacher understands the limitations of assessment tools specific to individual student characteristics.

Performance

~~6(d)~~6(e) The teacher uses appropriate formal and informal assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.

~~6(e)~~6(f) The teacher designs and uses appropriate formative assessment tools.

~~6(f)~~6(g) The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.

~~6(g)~~6(h) The teacher uses data from assessments to inform instructional decision making relative to ~~develop present levels of~~ academic achievement and functional performance ~~(PLOP) and IEP goals~~.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

~~7(a) The teacher knows Federal and State special education laws (IDEA).~~

~~7(b)~~7(a) The teacher knows how to ~~develop a meaningful and compliant IEP~~ align unit plans to create meaningful instructional experiences to meet rigorous learning goals.

Performance

~~7(c)~~7(b) The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.

7(c) The teacher ~~implements the IEP~~ develops a unit plan to create meaningful instructional experiences to meet rigorous learning goals in compliance with the learner's education plan.

7(d) The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g. total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.

8(b) The teacher knows how to ~~develop~~ choose and apply instructional strategies that ~~incorporates~~ engages students in critical thinking, problem solving, and performance skills.

Performance

8(c) The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional objectives ~~purposes~~ and the unique needs of students who are deaf/hard of hearing.

8(d) The teacher maintains a learning environment that facilitates the ~~services~~ effective use of the educational interpreter, note taker, and other support personnel~~, as well as other accommodations~~.

8(e) The teacher ~~enables~~ implements accommodation(s) and uses assistive technology to support students who are deaf/hard of hearing to ~~use support personnel and assistive technology~~ maximize their understanding of content.

8(f) The teacher implements strategies for stimulating and using residual hearing.

8(g) The teacher facilitates independent communication in all contexts.

8(h) The teacher provides inclusion experiences.

~~8(e)~~8(i) The teacher applies first- and second-language teaching strategies to the instruction of the individual.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows The Code of Ethics for Idaho Professional Educators.

9(b) The teacher knows about laws affecting the deaf/hard of hearing community~~citizens and students~~.

9(c) The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.

9(d) The teacher is aware of their personal bias(es) related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

9(e) The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.

9(f) The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.

9(g) The teacher understands the dynamics of change and recognizes that the field of education is not static.

9(h) The teacher knows how to use technology to enhance productivity and professionalism.

9(i) The teacher knows federal and state special education laws (IDEA) as well as ADA laws.

~~9(h)~~9(j) The teacher understands the ethical relationship among the teacher, interpreter, and student.

Performance

~~9(i)~~9(k) The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

~~9(j)~~9(l) The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.

~~9(k)~~9(m) The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).

~~9(l)~~9(n) The teacher uses self-reflection as a means of improving instruction.

~~9(m)~~9(o) The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

~~9(n)~~9(p) The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

~~9(o)~~9(q) The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.

9(r) The teacher uses technology to enhance productivity and professionalism.

9(s) The teacher adapts to effectively interact with students using varying communication modalities appropriate to student need.

9(t) The teacher understands the theories, history, and importance of integrating culturally relevant perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.

~~9(p)~~9(u) The teacher demonstrates an increase of proficiency and commitment to maintaining instructional language competence.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students ~~(e.g., educational interpreters, class teachers, transliterators, tutors, note takers, and audiologist)~~.

10(b) The teacher knows of available ~~resources~~ services, organizations, and networks that support individuals who are deaf or hard of hearing.

10(c) The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.

10(d) The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.

~~10(d)~~10(e) The teacher knows of the memorandum of understanding between the State Department of Education and the Idaho Educational Services for the Deaf and Blind, including the supports provided by the Outreach Program.

Performance

~~10(e)~~10(f) The teacher facilitates the coordination of support personnel (e.g., interpreters ~~and transliterators~~) and agencies to meet the communication needs of students who are deaf/hard of hearing.

~~10(f)~~10(g) The teacher ~~accesses and shares information about available resources with family and community~~ provides families with support to make informed choices regarding communication modes, philosophies, and educational options.

IDAHO STANDARDS FOR TEACHERS OF GIFTED AND TALENTED STUDENTS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

The Idaho Standards for Teachers of Gifted and Talented Students incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted and Talented Education (2013).

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, high sensitivity, asynchronous development).

1(b) The teacher understands the cognitive, linguistic, social, emotional, and physical theories related to individuals with gifts and talents.

1(c) The teacher understands the moral and ethical challenges faced by individuals with gifts and talents.

1(d) The teacher understands the need for appropriate social and emotional counseling of individuals with gifts and talents.

1(e) The teacher understands the common misconceptions, myths and stereotypes about individuals with gifts and talents.

1(f) The teacher understands the characteristics and needs of twice-exceptional students.

Performance

1(g) The teacher demonstrates knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.

1(h) The teacher identifies, evaluates, develops, and implements strategies and resources to address the social and emotional needs of individuals with gifts and talents.

1(i) The teacher engages students in learning opportunities that develop moral and ethical dispositions.

1(j) The teacher advocates for individuals with gifts and talents and twice-exceptionalities by debunking common misconceptions, myths, and stereotypes associated with giftedness.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

2(b) The teacher identifies and provides appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts.

2(c) The teacher uses understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the environmental needs specific to individuals with gifts and talents, especially concerning the development of emotional well-being, positive social interactions, independence, and self-advocacy.

Performance

3(b) The teacher collaborates with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions.

3(c) The teacher uses communication as well as motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

4(a) The teacher organizes knowledge, integrates cross-disciplinary skills, and develops meaningful learning progressions within and across grade levels.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands curriculum models used to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

5(b) The teacher understands the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic, leadership, and performing or visual arts areas.

Performance

5(c) The teacher implements specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

5(d) The teacher implements the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic, leadership and performing or visual arts areas.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands assessments used in identifying students for gifted education programs and services in intellectual and talent areas according to Idaho Code §33-2001 (4).

Performance

6(b) The teacher engages individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

6(c) The teacher collaborates with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.

6(d) The teacher uses knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.

6(e) The teacher selects and administer assessments used to identify students for gifted education programs and services.

6(f) The teacher uses assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.

6(g) The teacher is able to recognize underrepresented populations in gifted education programs and choose assessments and interpret results in ways that minimize bias.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.

7(b) The teacher understands a variety of instructional strategies as supported by research for gifted and talented individuals used to enhance critical and creative thinking, problem-solving, and performance.

7(c) The teacher understands curriculum design that includes adaptations to content, process, product, and/or learning environments to differentiate instruction to meet the needs of individuals with gifts and talents.

7(d) The teacher understands how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

7(e) The teacher uses curriculum design that includes adaptations to content, process, product, and/or learning environments to address the needs of individuals with gifts and talents.

7(f) The teacher selects and utilizes a variety of curriculum and instructional strategies, as supported by research, to advance the learning of individuals with gifts and talents.

7(g) The teacher collaborates with families and professional colleagues in selecting, adapting, and using research-based strategies to promote challenging learning opportunities.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

8(b) The teacher uses and adapt a repertoire of research-based curriculum and instructional strategies to advance the learning and affective development of individuals with gifts and talents.

8(c) The teacher engages students in the development, practice, and transfer of meaningful experiences. .

8(d) The teacher delivers curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

~~9(a)~~9(h) The teacher understands how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.

~~9(b)~~9(i) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.

Performance

~~9(c)~~9(j) The teacher uses foundational knowledge of the field and their professional ethical principles and program standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the array of program options and services available for individuals with gifts and talents.

10(b) The teacher understands effective implementation of gifted and talented programs.

10(c) The teacher understands the State of Idaho components of a district plan for individuals with gifts and talents, as described in IDAPA 08.02.03.171.03.

Performance

10(d) The teacher collaborates with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

10(e) The teacher serves as a collaborative resource to colleagues regarding gifted and talented education.

10(f) The teacher educates parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.

10(g) The teacher uses collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and experiences.

10(h) The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.

10(i) and the teacher collaborates to implement program options and provide services for individuals with gifts and talents.

GLOSSARY OF TERMS

Individuals with Exceptionalities – Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Twice-Exceptional – Students who are twice-exceptional are identified as gifted and talented and are also identified with one or more disability or condition.

IDAHO STANDARDS FOR HEALTH TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.

3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society)..

Performance

3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.

3(d) The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.

4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.

4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.

4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.

4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Performance

4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Performance

5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.

5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands how positive evidence based community health values and practices play a role in the planning process.

7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.

7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.

7(d) The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

7(e) The teacher modifies instruction to reflect current health-related research and local health policies.

7(f) The teacher accesses valid, appropriate health information and health-promoting products and services.

7(g) The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows the laws and codes specific to health education and health services to minors.

Performance

9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Performance

10(b) The teacher advocates for a positive school culture toward health and health education.

IDAHO STANDARDS FOR LITERACY TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards across all content areas.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands developmental progressions of K-12 literacy skills, including emerging literacy.

1(b) The teacher understands how learners apply literacy skills to make meaning of a wide range of texts, genres, and formats (e.g., informational text, digital media, social media, multimodal, literature).

Performance

1(c) The teacher creates learning experiences that take into account developmental stages and diverse methods for acquiring literacy.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands there are multiple levels of literacy intervention and recognizes the advantages of beginning with the least intrusive for the student.

2(b) The teacher understands the theories and research needed to develop inclusive literacy learning environments that are responsive to students' local, national and international histories, individual and group identities, exceptional needs, and languages and dialects that affect student learning.

2(c) The teacher understands foundational theories of literacy and language acquisition as they relate to diverse learners, equity, and culturally responsive instruction.

2(d) The teacher understands the ways in which diversity influences the literacy development of all students.

Performance

2(e) The teacher provides students with linguistic, academic, and cultural literacy experiences that link their communities with the school.

2(f) The teacher adapts instructional materials and approaches to meet the language-proficiency needs of English learners, students with exceptional needs, and students who struggle to acquire literacy skills and strategies.

2(g) The teacher systematically develops and implements multiple levels of literacy intervention, beginning with the least intrusive for the student.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the role of routines in creating and maintaining positive learning environments using traditional print, digital, and online resources.

3(b) The teacher understands how to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning.

Performance

3(c) The teacher arranges instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities.

3(d) The teacher creates supportive environments where English learners are encouraged and given many opportunities to use English.

3(e) The teacher collaborates with colleagues to create an inclusive, literacy-rich environment to help students participate actively in their own literacy learning.

3(f) The teacher creates an inclusive literacy-learning environment that contextualizes curriculum instruction across content areas and helps students participate actively in their own learning.

3(g) The teacher facilitates effective student collaboration that provides authentic opportunities for the use of social, academic, and domain specific language.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences

that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands theoretical, historical, and evidence-based components of reading (i.e., emerging literacy skills, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary development, word analysis, and comprehension for a variety of forms and genres) and their development throughout the grades.

4(b) The teacher understands theoretical, historical, and evidence-based components of writing (i.e., writing process in a variety of forms, genres, and purposes; developmental spelling; sentence construction; conventions; characteristics of effective composing; keyboarding, word processing, and handwriting) and writing as a developmental process throughout the grades.

4(c) The teacher understands theoretical, historical, and evidence-based components of communication (i.e., development of oral language, verbal and non-verbal communication skills, structure of language, conventions of academic English, vocabulary acquisition and use, speaking, listening, and viewing) and their development throughout the grades.

4(d) The teacher understands the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature, Reading for Informational Text, and Reading Foundational Skills) based on grade level appropriateness and the developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Performance

4(e) The teacher interprets major theories of literacy processes and development to understand the needs of all learners in diverse contexts.

4(f) The teacher creates a classroom environment that fosters intrinsic motivation to read and write (e.g., access to print, choice, challenge, interests).

4(g) The teacher analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources.

4(h) The teacher analyzes variables of text complexity when selecting classroom materials.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands specific literacy skills required for success in different content areas.

5(b) The teacher understands research based strategies that lead to students becoming independent, critical, and strategic readers, writers, speakers and listeners across content areas.

5(c) The teacher understands how to design literacy instruction to promote active participation and collaboration.

Performance

5(d) The teacher uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5(e) The teacher designs and implements literacy instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students become independent, critical, and strategic readers, writers, speakers, and listeners.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands the research related to assessments and its uses and misuses.

6(b) The teacher understands purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

6(c) The teacher recognizes the basic technical adequacy of assessments (e.g., reliability, content, construct validity).

6(d) The teacher understands a variety of assessment frameworks, including the State of Idaho literacy assessments, proficiency standards, and student benchmarks.

Performance

6(e) The teacher collaborates with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.

6(f) The teacher analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

6(g) The teacher demonstrates the ability to communicate results of assessments to students, teachers, parents, and other stakeholders.

6(h) The teacher designs a range of authentic literacy assessments that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities.

6(i) The teacher actively engages students in analyzing their own data, assessing their progress, and setting personal literacy goals.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) The teacher plans literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

7(b) The teacher uses knowledge of theory, research, and practice in literacy to plan standards-based, coherent and relevant learning experiences using a range of different texts (e.g., across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that are motivating and accessible to all students, including English learners, students with exceptional needs, students from diverse language and learning backgrounds, and struggling literacy learners.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

8(a)

8(b) The teacher plans and implements research-based instructional strategies to meet unique language-proficiency needs of English learners.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

9(a) The teacher promotes the value of literacy by modeling a positive attitude toward literacy with students, colleagues, administrators, and parents and guardians.

9(b) The teacher consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands local, state, and national policies that affect literacy instruction.

Performance

10(b) The teacher engages in and reflects on a variety of experiences related to literacy that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

10(c) The teacher collaborates with others to build strong home-to-school and school-to-home literacy connections.

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Performance

1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.

1(e) The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.

2(b) The teacher knows how to use assessment data and appropriate interventions for students.

Performance

2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.

4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.

4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

Performance

4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.

4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4(h) The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.

4(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Performance

5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows how to assess students' mathematical reasoning.

Performance

6(b) The teacher assesses students' mathematical reasoning.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.

7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Performance

7(c) The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.

8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).

8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Performance

8(f) The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.

8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).

8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR ONLINE TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Online instruction represents a continuum of teaching and learning practices. Some characteristics of blended and online instruction are unique. Online schools, programs, and courses serving K-12 students are structured to support the needs of students and teachers in online environments. The Online Teacher Standards extend the Idaho Core Teacher Standards.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

2(a) The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions in the online environment.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The online teacher is familiar with legal mandates including, but not limited to the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility, as they pertain to the online environment.

2(b) The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

Performance

2(c) The online teacher applies adaptive/assistive technologies to help people who have disabilities gain access to information that might otherwise be inaccessible.

2(d) The online teacher demonstrates unique ways to customize or personalize activities.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The online teacher knows how to leverage management strategies to foster student motivation and engagement.

3(b) The online teacher understands motivational theories and their application within online environments.

3(c) The online teacher knows the importance of synchronous and asynchronous communication.

3(d) The online teacher understands the unique aspects of communicating with students and stakeholders in online environments.

3(e) The online teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Performance

3(f) The online teacher applies best practices to foster student motivation and engagement in online learning environments.

3(g) The online teacher provides timely and effective feedback.

3(h) The online teacher demonstrates application in addressing technical issues online students may have.

3(i) The online teacher is an effective and responsive communicator who demonstrates and models the ability to select and use appropriate forms of communication.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

Performance

4(a) The online teacher demonstrates knowledge of digital citizenship, access, equity, and safety concerns in online environments.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The online teacher understands current best practices in online teaching and learning pertinent to subjects taught.

5(b) The online teacher understands appropriate uses of technologies to promote student learning and engagement within the content.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The online teacher understands the importance of maintaining accurate records of student performance for instruction and accountability.

Performance

6(b) The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques appropriate to the online environment.

6(c) The online teacher practices appropriate strategies to ensure security and confidentiality of online student assessments and assessment data.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) The online teacher designs course materials that clearly communicate to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

7(b) The online teacher designs and develops subject-specific course materials appropriate to the online environment.

7(c) The online teacher uses multiple forms of technologies to design course materials or media.

7(d) The online teacher designs course materials to facilitate interaction and discussion.

7(e) The online teacher practices legal and ethical media rights and responsibilities.

7(f) The online teacher demonstrates use of design principles in the creation of course materials.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The online teacher understands how to adapt instructional strategies for an online environment.

8(b) The online teacher understands appropriate functions of Learning Management Systems (LMS) and Content Management Systems (CMS) for student learning.

8(c) The online teacher understands the variety of instructional delivery including synchronous and asynchronous modes (e.g., full-time online, blended, face-to-face).

Performance

8(d) The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.

8(e) The online teacher adapts tools, resources, and student-centered instructional strategies to engage students and enhance learning.

8(f) The online teacher demonstrates application of technologies for teaching, learning, and communication.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The online teacher understands concepts, biases, debates, and processes of inquiry that are central to the field of online teaching and learning.

9(b) The online teacher understands the importance of maintaining accurate records of communication and interaction with students and stakeholders for accountability and management.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The online teacher understands the importance of educating stakeholders and advocating within the community to advance online learning.

IDAHO STANDARDS FOR PHYSICAL EDUCATION TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1(a) The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

2(a) The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.

3(b) The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).

3(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Performance

3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).

3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3(f) The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.

5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, bio-mechanics, psychosocial aspects of physical activity).

5(d) The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).

5(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Performance*

5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.

5(g) The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

5(h) The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).

5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.

5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.

5(k) The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (weight training programs, exercise logs).

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands appropriate assessment protocols sensitive to student needs.

Performance

6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.

7(b) The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Performance

7(c) The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/ instructional strategies to maximize physical education activity and student success.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Performance

8(b) The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

Performance

9(b) The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.

10(b) The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Performance

10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard 11: Safety - The teacher provides a safe physical education learning environment.

Knowledge

11(a) The teacher understands the inherent risks involved in physical activity.

11(b) The teacher recognizes safety considerations when planning and providing instruction.

11(c) The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

11(d) The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).

11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.

11(f) The teacher understands the appropriate steps when responding to safety situations.

11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance

11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.

11(i) The teacher informs students of the risks associated with physical activity.

11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.

11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.

11(l) The teacher maintains CPR and first aid certification.

GLOSSARY OF TERMS

Exercise – A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one of more components of physical fitness is the objective. "Exercise" and "exercise training" frequently are used interchangeably and generally refer to physical activity performed during leisure time with the primary purpose of improving or maintaining physical fitness, physical performance, or health.*

Health – A human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges; it is not merely the absence of disease. Negative health is associated with illness, and in the extreme, with premature death.*

Health-Enhancing Physical Activity – Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights, climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity. *

Health-Related Fitness – A type of physical fitness that includes cardiorespiratory fitness, muscular strength and endurance, body composition, flexibility, and balance.*

Moderate-Intensity Physical Activity – On an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual's personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.*

Performance-Related Fitness – Those attributes that significantly contribute to athletic performance, including aerobic endurance or power, muscle strength and power, speed of movement, and reaction time.*

Physical Activity – Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. In these Guidelines, physical activity generally refers to the subset of physical activity that enhances health.*

Physical Fitness – The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition.*

Skillful Movement – An efficient, coordinated, fluent and aesthetic goal-directed voluntary performance that consists of specific body and/or limb behaviors that have physiological and biomechanical components.

Vigorous-Intensity Physical Activity – On an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual's personal capacity, vigorous-intensity physical activity is usually a 7 or 8 on a scale of 0 to 10.*

* Definitions quoted from the U.S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.

1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Performance

1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.

1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.

4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.

4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).

4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).

4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).

Performance

4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.

4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.

4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Performance

5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.

8(b) The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).

8(c) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

8(d) The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

8(e) The teacher implements Science and Engineering Practices in instructional planning.

8(f) The teacher uses research based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).

8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands the importance of keeping current on research related to how students learn science.

9(b) The teacher understands the importance of keeping current on scientific research findings.

Performance

9(c) The teacher incorporates current research related to student learning of science into instructional design.

9(d) The teacher incorporates current scientific research findings into instructional design.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

11(a) The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

11(b) The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.

11(d) The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.

11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

11(i) The teacher ensures safe science activities appropriate for the abilities of all students.

11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.

11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.

12(b) The teacher knows a variety of strategies to develop students' laboratory and field skills.

Performance

12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.

12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

IDAHO STANDARDS FOR BIOLOGY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.

4(b) The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.

4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Performance

4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.

4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.

4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.

4(b) The teacher understands fundamental structures of atoms and molecules.

4(c) The teacher understands basic principles of ionic, covalent, and metallic bonding.

4(d) The teacher understands periodicity of physical and chemical properties of elements.

4(e) The teacher understands laws of conservation of matter and energy.

4(f) The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.

4(g) The teacher understands kinetic molecular theory and gas laws.

4(h) The teacher understands mole concept, stoichiometry, and laws of composition.

4(i) The teacher understands solutions and colligative properties.

4(j) The teacher understands acids/base chemistry.

4(k) The teacher understands fundamental oxidation-reduction chemistry.

4(l) The teacher understands fundamental organic chemistry and biochemistry.

4(m) The teacher understands applications of chemistry in personal and community health and environmental quality.

4(n) The teacher understands fundamentals of nuclear chemistry.

4(o) The teacher understands the importance of accuracy and precision in measurements.

4(p) The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

4(q) The teacher understands the different types of chemical reactions.

4(r) The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Performance

4(s) The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.

4(t) The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.

4(u) The teacher applies the basic principles of ionic, covalent, and metallic bonding.

4(v) The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).

4(w) The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).

4(x) The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.

4(y) The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.

4(z) The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).

4(aa) The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).

4(bb) The teacher applies the concepts of acids/base chemistry to predict properties and reactions.

4(cc) The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.

4(dd) The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.

4(ee) The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.

4(ff) The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

4(gg) The teacher applies accuracy and precision to their measurements and calculations.

4(hh) The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

4(ii) The teacher categorizes and identifies a variety of chemical reaction types.

4(jj) The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

4(b) The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

4(c) The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Performance

4(d) The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

4(e) The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

4(f) The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR NATURAL SCIENCE TEACHERS

Teachers with natural science endorsements must meet all of the following standards:

1. ***Idaho Core Teacher Standards***
2. ***Idaho Foundation Standards for Science Teachers AND***
3. ***Idaho Standards for Biology Teachers OR***
4. ***Idaho Standards for Earth and Space Science Teachers OR***
5. ***Idaho Standards for Chemistry Teachers OR***
6. ***Idaho Standards for Physics Teachers***

IDAHO STANDARDS FOR PHYSICAL SCIENCE TEACHERS

Teachers with physical science endorsements must meet all of the following standards:

1. ***Idaho Core Teacher Standards***
2. ***Idaho Foundation Standards for Science Teachers AND***
3. ***Idaho Standards for Chemistry Teachers OR***
4. ***Idaho Standards for Physics Teachers***

IDAHO STANDARDS FOR PHYSICS TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

4(b) The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

4(c) The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

Performance

4(d) The teacher develops and applies conceptual models to describe the natural world.

4(e) The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

4(f) The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands the influences that contribute to intellectual, social, and personal development.

1(b) The teacher understands the impact of learner environment on student learning.

Performance

1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

4(b) The teacher understands how and why various governments and societies have changed over time.

4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.

4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.

4(e) The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.

4(f) The teacher understands how geography affects relationships between people, and environments over time.

4(g) The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Performance

4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

4(i) The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Performance

5(c) The teacher demonstrates and applies chronological historical thinking.

5(d) The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.

5(e) The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Performance

8(b) The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR ECONOMICS TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).

4(b) The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.

4(c) The teacher understands the functions and characteristics of money.

4(d) The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

4(e) The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).

4(f) The teacher understands how economic institutions shaped history and influence current economic practices.

4(g) The teacher understands the principles of sound personal finance and personal investment.

4(h) The teacher understands fiscal and monetary policy.

Performance

4(i) The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.

4(j) The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.

4(k) The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.

4(l) The teacher illustrates how economic indicators influence historic and current policy.

4(m) The teacher provides examples of the principles of business organizations and entrepreneurship.

4(n) The teacher fosters understanding of the important role of economic systems on economic growth.

4(o) The teacher develops learner understanding of economic issues through application of cost/benefit analyses.

4(p) The teacher conveys the importance and implications of the global marketplace.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR GEOGRAPHY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

4(b) The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Performance

4(c) The teacher uses past and present events to interpret political, physical, and cultural patterns.

4(d) The teacher connects the earth's dynamic physical systems to its impact on humans.

4(e) The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4(f) The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.

4(g) The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the American Government/Political Science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the relationships between civic life, politics, and government.

4(b) The teacher understands the political spectrum and factors that affect individual political views and behavior.

4(c) The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.

4(d) The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.

4(e) The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).

4(f) The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.

4(g) The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).

4(h) The teacher understands different forms of government found throughout the world.

Performance

4(i) The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.

4(j) The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.

4(k) The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.

4(l) The teacher integrates global perspectives and current events into the study of civics and government.

4(m) The teacher engages learners in civil discourse and promotes its use in a democratic society.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR HISTORY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.

4(d) The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.

4(e) The teacher understands the political, social, cultural, and economic development of the United States of America.

4(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.

4(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

4(h) The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Performance

4(i) The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.

4(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

4(k) The teacher facilitates student inquiry regarding international relationships.

4(l) The teacher relates the role of compromises and conflicts to continuity and change across time.

4(m) The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.

4(n) The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR SOCIAL STUDIES TEACHERS

Teachers with a social studies endorsement must meet the following Idaho Standards:

1. ***Idaho Core Teacher Standards AND***
2. ***Foundation Social Studies Standards AND***
3. ***History Standards OR***
4. ***Government and Civics Standards OR***
5. ***Economics Standards OR***
6. ***Geography Standards***

IDAHO STANDARDS FOR TEACHER LEADERS

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Understanding Adults as Learners to Support Professional Learning - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared responsibility for school outcomes.

Knowledge: The teacher leader demonstrates knowledge of:

1(a) Learning theory for adults.

1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development frameworks.

Performance: The teacher leader:

1(c) Models and facilitates high quality professional learning for individuals as well as groups.

1(d) Supports colleagues' differentiated professional growth.

Standard 2: Accessing and Using Research to Improve Professional Practice - The teacher leader understands how educational research is used to create new knowledge, support specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school culture; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of:

2(a) Action research methodology.

2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.

2(c) Implementation strategies for research-based change and for communication of findings for programmatic changes.

2(d) Identification of high quality research.

Performance: The teacher leader:

2(e) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions and designing and conducting action research to improve outcomes.

2(f) Models and facilitates analysis and application of research findings for informed decision making to improve outcomes with a focus on increased productivity and effectiveness.

2(g) Assists with application and supports communication of action research findings to improve outcomes.

2(h) Accesses high quality research from various resources.

Standard 3: Supporting Professional Learning - The teacher leader understands the constantly evolving nature of teaching and learning.

Knowledge: The teacher leader demonstrates knowledge of:

3(a) The standards of high quality professional development and their relevance to improved learning.

3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.

3(c) Appropriate technologies to support collaborative and differentiated professional learning for continuous improvement.

3(d) The role of shifting cultural demographics in educational practice.

Performance: The teacher leader:

3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.

3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.

3(g) Uses appropriate technologies to support collaborative and differentiated professional learning.

3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:

4(a) Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.

4(b) The Idaho Framework for Teaching, effective observation and strategies for providing instructional feedback.

4(c) Role and use of critical reflection in improving professional practice.

4(d) Effective use of individual interactions, structures, and processes for creating a collaborative culture including networking, facilitation, team building, goal setting, and conflict resolution.

4(e) Effective listening, oral communication, presentation skills, and expression in written communication.

Performance: The teacher leader:

4(f) Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.

4(g) Based upon the Idaho Framework for Teaching, demonstrates proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.

4(h) Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.

4(i) Develops, leads and promotes a culture of self-reflection and reflective dialogue.

4(j) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.

4(k) Models effective communication skills and processes.

4(l) Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student growth; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of:

5(a) Design and selection of targeted and effective assessment instruments and practices for a range of purposes.

5(b) Use of formative and summative data to inform the continuous improvement process.

5(c) Analysis and interpretation of data from multiple sources.

Performance: The teacher leader:

5(d) Informs and facilitates colleagues' selection or design of targeted assessment instruments to generate data that will inform instructional improvement.

5(e) Models use of formative and summative data to inform the continuous improvement process.

5(f) Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics).

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to support frequent and effective outreach with families, community members, business and community leaders, and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:

6(a) Contextual and cultural considerations of the student, family, school, and community and their influence on educational processes.

6(b) Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Performance: The teacher leader:

6(c) Recognizes, responds, and adapts to contextual and cultural considerations to create effective interactions among students, families, communities, and schools.

6(d) Promotes effective interaction and involvement of teachers, families, and stakeholders in the educational process.

6(e) Fosters colleagues' abilities to form effective relationships with families and other stakeholders.

Standard 7: Advocating for Students, Community, and the Profession - The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and student growth and to serve as an individual of influence and respect within the school, community, and profession.

Knowledge: The teacher leader demonstrates knowledge of:

7(a) The fluidity of local, state, and national policy decisions and their influence on instruction.

7(b) The process and the roles of stakeholders who influence policy, and how to advocate on behalf of students and the community.

7(c) **Performance: The teacher leader:** Analyzes the feasibility of potential solutions and relevant policy context.

7(d) Advocates effectively and responsibly to relevant audiences for realization of opportunities.

Standards 8: Understanding Systems Thinking – The teacher leader understands systems change processes, organizational change, and the teacher leader's role as a change agent.

Knowledge: The teacher leader demonstrates knowledge of:

8(a) Working effectively within an educational system, including an understanding of layers and power structures within the system.

8(b) How to develop dynamic relationships in a variety of situations, including dealing effectively with resistance to change.

8(c) Theories and processes for organizational change and the teacher leader's role in facilitating change.

Performance: The teacher leader:

8(d) Identifies the decision makers and the resource allocations available to them.

8(e) Establishes and cultivates dynamic relationships in a variety of situations.

8(f) Sets achievable goals and creates a plan to implement them with an effective message to mobilize others into action.

IDAHO STANDARDS FOR TEACHER LIBRARIANS

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the Idaho Standards for Library Science

Teachers (2007) and the ALA/AASL Standards for Initial Preparation of School Librarians (2010).

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher librarian is aware of and respects the diverse cultures within the entire learning community.

2(b) The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities and cultures.

2(c) The teacher librarian recognizes the importance of culturally significant learning and reading experiences.

Performance

2(d) The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

2(e) The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.

3(b) The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance

3(c) The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.

3(d) The teacher librarian supports flexible, open access for library services.

3(e) The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

3(f) The teacher librarian facilitates access to information in a variety of formats.

3(g) The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

3(h) The teacher librarian models and facilitates the effective use of current and emerging digital literacy tools and technology.

3(i) The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

4(b) The teacher librarian understands copyright laws, plagiarism, and fair use standards.

4(c) The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, digital, and visual literacies, including social media).

4(d) The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

4(e) The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.

4(f) The teacher librarian understands the process of information retrieval and resource sharing.

4(g) The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

4(h) The teacher librarian understands the principles of basic budget planning, collection development (e.g., selection, processing, and discarding), and the grant application process.

4(i) The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

4(j) The teacher librarian understands the importance of their role in developing and promoting reading (e.g., reading aloud to students and book talks).

Performance

4(k) The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

4(l) The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, digital, and visual literacies, including social media).

4(m) The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4(n) The teacher librarian catalogs and classifies library materials using professional library standards.

4(o) The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

4(p) The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

4(q) The teacher librarian administers and trains staff to ensure an effective school library program.

4(r) The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

4(s) The teacher librarian uses professional resources that provide guidance in the selection of quality materials and maintains current awareness of the library field.

4(t) The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.

4(u) The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

5(b) The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Performance

5(c) The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

5(d) The teacher librarian models and instructs multiple strategies for students, other teachers, and administrators to locate, select, evaluate, and ethically use information for specific purposes.

5(e) The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional resources.

5(f) The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher librarian understands many methods of assessing the library program.

6(b) The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies to monitor student progress.

Performance

6(c) The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.

6(d) The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.

6(e) The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher librarian understands how to develop and implement the school library program that reflects the mission, goals, and objectives of the school.

7(b) The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.

7(c) The teacher librarian acknowledges the importance of participating in curriculum development.

Performance

7(d) The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.

7(e) The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

7(f) The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.

7(g) The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

7(h) The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.

7(i) The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

7(j) The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.

8(b) The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Performance

8(c) The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

8(d) The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.

8(e) The teacher librarian provides opportunities to foster and model higher order thinking skills and metacognition.

8(f) The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.

8(g) The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.

8(h) The teacher librarian employs strategies to integrate multiple literacies with content curriculum.

8(i) The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.

8(j) The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.

8(k) The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

8(l) The teacher librarian designs and implements developmentally appropriate and challenging learning experiences, both independently and in collaboration with other teachers.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

9(b) The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.

9(c) The teacher librarian understands confidentiality issues related to library records.

9(d) The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Performance

9(e) The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.

9(f) The teacher librarian educates the school community on the ethical use of information and ideas.

9(g) The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.

9(h) The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities, such as professional learning communities, membership in library associations, attendance at professional conferences, and reading professional publications.

9(i) The teacher librarian uses professional resources to keep current in the field and to assist in the selection of quality materials.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher librarian understands various communication and public relations strategies.

10(b) The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

10(c) The teacher librarian recognizes the value of sharing expertise with colleagues.

Performance

10(d) The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.

10(e) The teacher librarian collaborates with colleagues and students to assess, interpret, and communicate information.

10(f) The teacher librarian participates in decision-making groups to continually improve library services.

10(g) The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

10(h) The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

10(i) The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

10(j) The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

10(k) The teacher librarian advocates for school library and information programs, resources, services, and the library profession.

10(l) The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the history and foundation of arts education.

4(b) The teacher understands the processes and content of the arts discipline being taught.

4(c) The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.

4(d) The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.

4(e) The teacher understands that the arts communicate, challenge, and influence culture and society.

4(f) The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.

4(g) The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

4(h) The teacher understands connections between art curriculum and vocational opportunities.

Performance

4(i) The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the relationships between the arts and how the arts are vital to all content areas.

Performance

5(b) The teacher engages students in identifying relationships between the arts and other content areas.

5(c) The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands assessment strategies specific to creating, performing, and responding.

6(b) The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.

Performance

6(c) The teacher assesses student work specific to creating, performing, and responding.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands regulations regarding copyright laws.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

10(b) The teacher understands the unique relationships between the arts and their audiences.

Performance

10(c) The teacher promotes the arts for the enhancement of the school, the community, and society.

10(d) The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Safety and Management - The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge

11(a) The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.

11(b) The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Performance

11(c) The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.

11(d) The teacher manages the simultaneous activities that take place daily in the arts classroom.

IDAHO STANDARDS FOR MUSIC TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

4(a) The teacher is able to prepare students for musical performance, including:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Reading and notating music

4(b) The teacher is able to teach students how to create music, including:

- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.

4(c) The teacher is able to prepare students to respond to musical works, including the following:

- Listening to, analyzing, and describing music.
- Evaluating music and music performances.

4(d) The teacher is able to prepare students to make musical connections, including:

- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

5(a) The teacher is able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR THEATRE ARTS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher knows the history of theater as a form of entertainment and as a reflection of culture and society influence.

4(b) The teacher knows the basic history, theories, and processes of play writing, acting, and directing.

4(c) The teacher understands technical theatre/stagecraft is an essential component of theatre arts.

Performance

4(d) The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.

4(e) The teacher demonstrates proficiency in all aspects of performance.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

5(a) The teacher demonstrates the ability to direct shows for public performance.

5(b) The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

9(a) Teacher demonstrates the ability to secure performance rights for various forms of productions.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety and Management - The teacher creates a safe, productive physical environment, including management of tools, supplies, equipment, and space.

Knowledge

11(a) The teacher understands how to operate safely and maintain the theatre facility.

11(b) The teacher understands how to operate safely and maintain technical theatre equipment.

11(c) The teacher understands OSHA and safety standards specific to theatre arts.

11(d) The teacher understands how to manage safely the requirements unique to theatre arts.

Performance

11(e) The teacher can operate safely and maintain the theatre facility.

11(f) The teacher can operate safely and maintain technical theatre equipment.

11(g) The teacher employs OSHA and safety standards specific to theatre arts.

11(h) The teacher can manage safely the requirements unique to theatre arts.

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands a variety of media, styles, and techniques in multiple art forms.

4(b) The teacher has knowledge of individual artists' styles and understands the historical and contemporary movements and cultural contexts of those works.

4(c) The teacher understands the elements and principles of art and how they relate to art making and art criticism.

4(d) The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).

4(e) The teacher understands the value of visual arts as they relate to everyday experiences.

Performance

4(f) The teacher applies a variety of media, styles, and techniques in multiple art forms.

4(g) The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.

4(h) The teacher applies the elements and principles of art and how they relate to art making and art criticism.

4(i) The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).

4(j) The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands that the process of second language acquisition includes a variety of skills within the presentational, interpretive, and interpersonal modes of communication.

1(b) The teacher understands that cultural knowledge is essential for the development of second language acquisition.

1(c) The teacher knows the methodologies and theories specific to second language acquisition.

1(d) The teacher understands the learner development process from novice to advanced levels of language proficiency.

Performance

1(e) The teacher uses a variety of skills within the presentational, interpretive, and interpersonal modes of communication.

1(f) The teacher integrates cultural knowledge into all language development.

1(g) The teacher integrates the language theories for first and second language acquisition related to cognitive development in order to facilitate language growth.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands sociolinguistic factors such as gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs that affect how individuals perceive and relate to their own culture and language and that of the second culture and language.

2(b) The teacher understands students' individual needs and how they affect the process of second language acquisition.

Performance

2(c) The teacher incorporates learning activities that enable students to identify how their perception of the target culture(s)compares with their own.

2(d) The teacher differentiates instruction to address the diverse needs of individual students' second language acquisition.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands that students thrive in a low affective filter learning environment.

3(b) The teacher knows current practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

Performance

3(c) The teacher implements strategies that encourage a low affective filter, such as group/pair work, focused practice, positive error correction, and classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

3(d) The teacher implements current best practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for language skills according to interpretive, presentational, and interpersonal modes.

4(b) The teacher knows the cultural perspectives as they are reflected in the target language.

4(c) The teacher understands key linguistic structures (e.g., phonetics, morphology, semantics, syntax, pragmatics) particular to the target language.

4(d) The teacher knows the history, arts, and literature of the target culture(s).

4(e) The teacher knows the current social, political, and economic realities of the countries related to the target language.

4(f) The teacher understands how the target language and culture perceives and is perceived by other languages and cultures.

4(g) The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

4(h) The teacher demonstrates advanced level performance according to interpretive, presentational, and interpersonal modes as defined by ACTFL.

4(i) The teacher integrates language skills and cultural knowledge in the target language within the presentational, interpretive, and interpersonal modes of communication.

4(j) The teacher advocates for the value and benefits of world language learning to education stakeholders.

4(k) The teacher uses the target language in presentational, interpretive, and interpersonal modes of communication and provides opportunities for the students to do so.

4(l) The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

4(m) The teacher systematically incorporates culture into instruction.

4(n) The teacher incorporates how the target language/culture perceives and is perceived by other languages and cultures.

4(o) The teacher demonstrates how culture and language are intrinsically connected.

4(p) The teacher demonstrates the way(s) in which key linguistic structures, including phonetics, morphology, semantics, syntax, and pragmatics, particular to the target language, compare to English communication patterns.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

5(a) The teacher uses a variety of techniques to foster proficiency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing).

Performance

6(b) The teacher uses the NCSSFL-ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing) to create proficiency- based to create proficiency-based formative and summative assessments.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands how to incorporate the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.

7(b) The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

7(c) The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

7(d) The teacher understands the relationship of a variety of well-articulated, sequential, and developmentally appropriate language outcomes and language program models.

7(e) The teacher knows how to create organized and cohesive curriculum towards successful second language acquisition.

Performance

7(f) The teacher incorporates the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.

7(g) The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

7(h) The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

7(i) The teacher creates organized and cohesive curriculum towards successful second language acquisition.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands the need to stay current on world languages methodologies based on emerging research in second language acquisition.

8(b) The teacher understands instructional practices that facilitate proficiency-based learning.

8(c) The teacher understands the importance of remaining current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

Performance

8(d) The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.

8(e) The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

10(b) The teacher understands the importance of and how to provide opportunities for students and teachers to communicate with native speakers.

10(c) The teacher knows how to communicate to education stakeholders the amount of time and energy needed for students to be successful in acquiring a second language.

10(d) The teacher understands the effects of second language acquisition on first language mastery and education in general.

Performance

10(e) The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

10(f) The teacher encourages students to participate in community experiences related to the target culture.

GLOSSARY OF TERMS

American Council of Teachers of Foreign Languages (ACTFL) - an organization for world language professionals of K-12 and higher education that sets the standards for an agreed upon set of descriptions of what individuals can do with language in terms of interpretive, interpersonal, and presentational modes for real-world situations in a spontaneous and non-rehearsed context. In addition, they provide proficiency guidelines that identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when how the language was acquired.

ACTFL Performance Descriptors – a roadmap for teaching and learning, helping teachers create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. Performance is described as the ability to use language that has been learned and practiced in an instructional setting.

Comprehensible Input – language that is accessible to students by ensuring that the instructor is using the target language within the reach of the students' comprehension

Comprehensible Output – language produced by the learner that is understandable to others, often through trial and error

Critical thinking - an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

Education Stakeholders – students, parents, faculty, administration, and community members

Interpersonal Mode (ACTFL) – learners interact and negotiate meaning in spoken, signed, or written conversations to share information reactions, feelings, and opinions

Interpretive Mode (ACTFL) – learners understand, interpret, and analyze what is heard and read on a variety of topics

Low Affective Filter – a metaphorical filter that is caused by a student's negative emotions which reduce the student's ability to understand the language spoken to them

NCSSFL (National Council of State Supervisors of Foreign Languages)-ACTFL Can Do Statements – describe the specific language tasks that learners are likely to perform at various levels of proficiency

Negotiation of Meaning – a process that speakers go through to reach a clear understanding of each other

Presentational Mode (ACTFL) – Learners present information, concepts, and ideas to inform, persuade, explain, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers

Proficiency – using the target language with fluency and accuracy

Second Language – Any language that one speaks other than one's first language - also known as L2, target language, additive language

Second Language Acquisition – The process by which people learn a second language and the scientific discipline that is devoted to understanding that process

Scaffolding - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques

Task-Based – Task-based learning focuses on the use of authentic language through meaningful tasks, such as visiting the doctor or requesting an appointment with an instructor through email. This method encourages meaningful communication and is student-centered.

OTHER TEACHER ENDORSEMENT AREAS

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

**The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

ADMINISTRATOR ENDORSEMENTS

IDAHO STANDARDS FOR SCHOOL PRINCIPALS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for school principals were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective school principals. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Mission, Vision, and Beliefs - Effective school principals develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

1(a) The school principal understands how to develop an educational mission for the school to promote the academic success and well-being of all students.

1(b) The school principal understands the importance of developing a shared understanding of and commitment to mission, vision, and beliefs within the school and the community.

1(c) The school principal understands how to model and pursue the school's mission, vision, and beliefs in all aspects of leadership.

Performance

1(d) The school principal participates in the process of using relevant data to develop and promote a vision for the school on the successful learning and development of all students.

1(e) The school principal articulates, advocates, and cultivates beliefs that define the school's culture and stress the imperative of child-centered education.

1(f) The school principal strategically develops and evaluates actions to achieve the vision for the school.

1(g) The school principal reviews the school's mission and vision and makes recommendations to adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

Standard 2: Ethics and Professional Norms - Effective school principals act ethically and according to professional norms to promote all students' academic success and well-being.

Knowledge

2(a) The school principal understands ethical frameworks and perspectives.

2(b) The school principal understands the Code of Ethics for Idaho Professional Educators.

2(c) The school principal understands policies and laws related to schools and districts.

2(d) The school principal understands how to act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

2(e) The school principal understands the importance of placing children at the center of education and accepting responsibility for each student's academic success and well-being.

Performance

2(f) The school principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

2(g) The school principal leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

2(h) The school principal models and promotes ethical and professional behavior among teachers and staff in accordance with the Code of Ethics for Idaho Professional Educators.

Standard 3: Equity and Cultural Responsiveness – School principals strive for equity of educational opportunity and culturally responsive practices to promote all students' academic success and well-being.

Knowledge

3(a) The school principal understands how to recognize and respect all students' strengths, diversity, and culture as assets for teaching and learning.

3(b) The school principal understands the need for each student to have equitable access to effective teachers, learning opportunities, and academic and social support.

3(c) The school principal understands the importance of preparing students to live productively in and contribute to society.

3(d) The school principal understands how to address matters of equity and cultural responsiveness in all aspects of leadership.

3(e) The school principal understands how to ensure that all students are treated fairly, respectfully, and with an understanding of each student's culture and context.

Performance

3(f) The school principal develops processes that employ all students' strengths, diversity, and culture as assets for teaching and learning.

3(g) The school principal evaluates student policies that address student misconduct in a positive, fair, and unbiased manner.

3(h) The school principal acts with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 4: Curriculum, Instruction, and Assessment - School principals develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.

Knowledge

4(a) The school principal understands how to implement and align coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

4(b) The school principal understands how to promote instructional practice that is consistent with knowledge of learning and development, effective teaching, and the needs of each student.

4(c) The school principal understands the importance of instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

4(d) The school principal understands how to utilize valid assessments that are consistent with knowledge of learning and development and technical standards of measurement.

4(e) The school principal understands how to ensure instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

Performance

4(f) The school principal participates in aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels and programs to promote student academic and career success.

4(g) The school principal uses and promotes the effective use of technology in the service of teaching and learning.

4(h) The school principal uses assessment data appropriately and effectively, and within technical limitations to monitor student progress and improve instruction.

Standard 5: Community of Care and Support for Students - School principals cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

Knowledge

5(a) The school principal understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of all students.

5(b) The school principal understands how to promote adult-student, peer-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5(c) The school principal understands the laws and regulations associated with special student populations.

5(d) The school principal understands various intervention strategies utilized to close achievement gaps.

5(e) The school principal understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance

5(f) The school principal participates in creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

5(g) The school principal assists in designing coherent, responsive systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

5(h) The school principal cultivates and reinforces student engagement in school and positive student conduct.

Standard 6: Professional Capacity of School Personnel - School principals develop the professional capacity and practice of school personnel to promote all students' academic success and well-being.

Knowledge

6(a) The school principal understands how to recruit, hire, support, develop, and retain effective and caring teachers and staff.

6(b) The school principal understands how to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

6(c) The school principal understands how to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

6(d) The school principal understands the importance of the personal and professional health of teachers and staff.

6(e) The school principal understands the Idaho adopted framework for teaching.

6(f) The school principal understands how to create individualized professional learning plans and encourage staff to incorporate reflective goal setting practices at the beginning of the school year.

6(g) The school principal understands how to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for all students.

6(h) The school principal understands how to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Performance

6(i) The school principal assists in developing teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

6(j) The school principal delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

6(k) The school principal increases their professional learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

6(l) The school principal utilizes observation and evaluation methods to supervise instructional personnel.

Standard 7: Professional Community for Teachers - School principals foster a professional community of teachers and other professional staff to promote all students' academic success and well-being.

Knowledge

7(a) The school principal understands how to develop workplace conditions for teachers and other staff that promote effective professional development, practice, and student learning.

7(b) The school principal understands how to establish and sustain a professional culture of trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7(c) The school principal understands how to promote mutual accountability among teachers and other staff for each student's success and the effectiveness of the school as a whole.

7(d) The school principal understands how to encourage staff-initiated improvement of programs and practices.

Performance

7(e) The school principal assists in developing and supporting open, productive, caring, and trusting working relationships among teachers and staff to promote professional capacity and the improvement of practice.

7(f) The school principal designs and implements job-embedded and other opportunities for professional learning collaboratively with teachers and staff.

7(g) The school principal assists with and critiques opportunities provided for collaborative examination of practice, collegial feedback, and collective learning.

Standard 8: Meaningful Engagement of Families and Community – School principals engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote all students' academic success and well-being.

Knowledge

8(a) The school principal understands how to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

8(b) The school principal understands and values the community's cultural, social, and intellectual, resources to promote student learning and school improvement.

8(c) The school principal understands how to develop and provide the school as a resource for families and the community.

8(d) The school principal understands the need to advocate for the school and district and for the importance of education, student needs, and priorities to families and the community.

8(e) The school principal understands how to build and sustain productive partnerships with the community to promote school improvement and student learning.

8(f) The school principal understands how to create means for the school community to partner with families to support student learning in and out of school.

8(g) The school principal understands how to employ the community's cultural, social, and intellectual resources to promote student learning and school improvement.

Performance

8(h) The school principal facilitates open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

8(i) The school principal demonstrates a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

8(j) The school principal advocates publicly for the needs and priorities of students, families, and the school community.

Standard 9: Operations and Management – School principals manage school operations and resources to promote all students' academic success and well-being.

Knowledge

9(a) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

9(b) The school principal understands how to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address all students' learning needs.

9(c) The school principal understands how to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.

9(d) The school principal understands the need to be responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

9(e) The school principal understands how to employ technology to improve the quality and efficiency of operations and management.

9(f) The school principal understands how to comply and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9(g) The school principal understands governance processes and internal and external politics toward achieving the school's mission and vision

9(h) The school principal understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

9(i) The school principal understands the value of transparency regarding decision making and the allocation of resources.

9(j) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

9(k) The school principal understands how to protect teachers' and other staff members' work and learning from disruption.

9(l) The school principal understands how to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

9(m) The school principal understands how to develop and manage productive relationships with the district office and school board.

9(n) The school principal understands how to develop and administer systems for fair and equitable management of conflict among students, teachers and staff, leaders, families, and community.

Performance

9(o) The school principal assists in managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

9(p) The school principal assists in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.

9(q) The school principal utilizes technology to improve the quality and efficiency of operations and management.

9(r) The school principal assists in developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement.

9(s) The school principal complies with and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

Standard 10: Continuous School Improvement – School principals act as agents of continuous school improvement to promote all students' academic success and well-being.

Knowledge

10(a) The school principal understands how to make school more effective for all students, teachers, staff, families, and the community.

10(b) The school principal understands methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.

10(c) The school principal understands change and change management processes.

10(d) The school principal understands a systems approach to promote coherence among improvement efforts and all aspects of school organization, programs, and services.

10(e) The school principal understands how to create and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

10(f) The school principal understands how to implement methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.

10(g) The school principal understands how to manage uncertainty, risk, competing initiatives, and politics of change.

10(h) The school principal understands how to assess and develop the capacity of staff to evaluate the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

10(i) The school principal understands how to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.

Performance

10(j) The school principal participates in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

10(k) The school principal analyzes situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

10(l) The school principal assists in developing appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

IDAHO STANDARDS FOR SUPERINTENDENTS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for superintendents were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective superintendents. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, superintendents must also meet the Idaho Standards for School Principals.

Standard 1: Mission, Vision, and Beliefs – Effective superintendents develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.

Knowledge

1(a) The superintendent understands the principles of developing and implementing strategic plans.

Performance

1(b) The superintendent articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education and continuous improvement.

1(c) The superintendent strategically develops, implements, and evaluates actions to achieve the vision for the district.

1(d) The superintendent reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs.

1(e) The superintendent develops shared understanding of and commitment to mission, vision, and beliefs within the district and the community.

1(f) The superintendent models and pursues the district's mission, vision, and beliefs in all aspects of leadership.

Standard 2: Ethics and Professionalism – Effective superintendents act ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.

Performance

2(a) The superintendent acts in accordance with and promotes the Code of Ethics for Idaho Professional Educators.

2(b) The superintendent acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.

2(c) The superintendent acts in accordance with and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

Standard 3: Equity and Cultural Responsiveness – Effective superintendents strive for equity of educational opportunity and respect diversity.

Performance

3(a) The superintendent ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

3(b) The superintendent recognizes and addresses implicit biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.

3(c) The superintendent safeguards and promotes the values of democracy, individual freedom and responsibility, equity, and diversity.

Standard 4: High Expectations for Student Success – Effective superintendents set high expectations for all students and cultivate the conditions for student learning.

Performance

4(a) The superintendent implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the district, embody high expectations for student learning, align with academic standards, and provide a pathway to college and/or career.

4(b) The superintendent aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels and schools to promote student academic success.

Standard 5: High Expectations for Professional Practice – Effective superintendents develop the professional capacity and practice of school personnel to promote student success.

Performance

5(a) The superintendent recruits, hires, supports, develops, and retains effective and caring educators and staff.

5(b) The superintendent develops principals', teachers', and staff members' professional knowledge, skills, and practice.

5(c) The superintendent delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of principals', teachers' and staff members' knowledge, skills, and practice.

5(d) The superintendent empowers and motivates principals, teachers, and staff to the highest levels of professional practice (individually and collectively) for continuous learning and improvement.

5(e) The superintendent develops workplace conditions for principals, teachers and other professional staff that promote effective professional development, practice, and student learning.

5(f) The superintendent empowers and entrusts principals, teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.

5(g) The superintendent establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives.

5(h) The superintendent establishes mutual accountability among educators and other professional staff for each student's success and the effectiveness of the district as a whole.

5(i) The superintendent supports open, productive, collaborative, trusting working relationships among principals, teachers, and staff to build professional capacity and improve practices.

5(j) The superintendent designs and implements job-embedded and other opportunities for professional learning collaboratively with principals, teachers, and staff.

Standard 6: Advocacy and communications – Effective superintendents engage with others in meaningful, reciprocal, and mutually beneficial ways to promote student success.

Performance

6(a) The superintendent engages in regular and open two-way communication with families, the community, and other stakeholders about the district, students, needs, problems, and accomplishments.

6(b) The superintendent creates means for the district community to partner with families to support student learning in and out of schools in the district.

6(c) The superintendent advocates for education, the district and school, principals, teachers, parents, and students to engender district support and involvement.

6(d) The superintendent works effectively in the political environment at district, local, and state levels.

6(e) The superintendent builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

Standard 7: Operations and Management – Effective superintendents manage district operations and resources to promote system success.

Knowledge

7(a) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract law.

7(b) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for school facilities, personnel, technology, support services, and instructional programs.

7(c) The superintendent understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7(d) The superintendent understands and helps the school district community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

Performance

7(e) The superintendent institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.

7(f) The superintendent organizes time and delegates responsibilities to balance administrative/ managerial, educational, and community leadership priorities.

7(g) The superintendent strategically manages human resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity.

7(h) The superintendent is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

7(i) The superintendent develops and maintains data and communication systems for continuous improvement.

7(j) The superintendent develops and administers systems for fair and equitable management of conflict among students, principals, teachers, staff, leaders, families, and community.

7(k) The superintendent complies with local, state, and federal laws, rights, policies, and regulations to promote student success.

Standard 8: Continuous Improvement – Effective superintendents engage in a process of continuous improvement to ensure student success.

Knowledge

8(a) The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

Performance

8(b) The superintendent uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.

8(c) The superintendent engages principals, teachers and stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district and school improvement.

8(d) The superintendent utilizes data to drive improvement.

8(e) The superintendent adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.

8(f) The superintendent manages change – uncertainty, risks, competing initiatives, and politics.

8(g) The superintendent ensures that a clearly articulated district continuous improvement plan is implemented, monitored, evaluated, and revised.

Standard 9: Governance – Effective superintendents understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

Knowledge

9(a) The superintendent understands and complies with applicable laws, statutes, and regulations.

9(b) The superintendent understands the role of and effectively utilizes legal counsel.

9(c) The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

9(d) The superintendent understands the roles and responsibilities of both the superintendent and the local governing board.

Performance

9(e) The superintendent manages governance processes and internal/external politics toward achieving the district's mission and vision.

9(f) The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

9(g) The superintendent seeks and implements effective solutions that comply with local, state, and federal laws, rules, and policies.

9(h) The superintendent ensures transparency by complying with the requirements of Idaho open meeting and public records laws.

9(i) The superintendent develops and fosters a productive relationship with the local governing board.

9(j) The superintendent advises the local governing board on legal, ethical, and current educational issues and provide/encourage ongoing professional development.

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for special education directors were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective special education directors. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, special education directors must also meet Idaho Standards for School Principals.

Standard 1: Mission, Vision, and Beliefs - Effective special education directors develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

1(a) The special education director understands the importance of the district's mission and vision to promote academic success and well-being of all students.

1(b) The special education director understands the beliefs of the teaching profession that promote high-expectation and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.

1(c) The special education director understands the importance of leading with the district's mission, vision and beliefs.

Performance

1(d) The special education director evaluates and assesses the mission of the district to ensure it promotes the academic success and well-being of all students.

1(e) The special education director, in collaboration with members of the district and the community, use relevant data to develop and promote a vision for the district on the successful learning and development of all children and on instructional and organizational practices that promote such success.

1(f) The special education director articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.

1(g) The special education director reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs and situations of all students.

1(h) The special education director develops shared understanding of and commitment to the mission, vision, and beliefs within the district and the community.

1(i) The special education director models and pursues the district's mission, vision, and beliefs in all aspects of leadership.

Standard 2: Ethics and Professional Norms - Effective special education directors act ethically and according to professional norms to promote all students' academic success and well-being.

Knowledge

2(a) The special education director understands the Code of Ethics for Idaho Professional Educators and its importance to all student success and well-being.

Performance

2(b) The special education director acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.

2(c) The special education director places children at the center of education and accepts responsibility for all students' general and special education academic success and well-being.

2(d) The special education director safeguards and promotes individual freedom and responsibility, equity, equal access, community, and diversity.

2(e) The special education director provides direction for ethical and professional behavior among principals, teachers, and staff.

Standard 3: Equity and Cultural Responsiveness – Special education directors strive for equity of educational opportunity and culturally responsive practices to promote all students' academic success and well-being.

Knowledge

3(a) The special education director understands the importance of student's equitable access to effective teaching, equal opportunities for academic, social supports, and resources to be successful.

3(b) The special education director understands leadership roles when addressing equity and cultural responsiveness to assure district policies and procedures are positive, fair, and unbiased.

Performance

3(c) The special education director develops district policies to address student misconduct in a positive, fair, and unbiased manner.

3(d) The special education director monitors and addresses institutional biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.

3(e) The special education director address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4: Curriculum, Instruction, and Assessment - Special education directors develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote all students' academic success and well-being.

Knowledge

4(a) The special education director understands the multi-tiered level of support system of curriculum, instruction, assessment, and technology that embodies high expectation for all students' learning, which is aligned with academic and behavior standards, and is culturally responsive.

4(b) The special education director understands child learning and development, effective teaching, and data utilization to increase student academic success.

4(c) The special education director understands the importance of assessment and the different types of assessment that drive instruction.

Performance

4(d) The special education director aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels, including post-secondary outcomes, to promote all students' academic and career success.

4(e) The special education director promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of all students.

4(f) The special education director ensures instructional practice that is intellectually challenging, authentic to all student experiences, recognizes student strengths, and is differentiated and personalized.

Standard 5: Community of Care and Support for Students - Special education directors cultivate an inclusive, caring, and supportive district community that promotes the academic success and well-being of all students.

Knowledge

5(a) The special education director knows how to create a safe, caring, and healthy district environment that includes all students as members of the district's community that promotes positive learning environments.

5(b) The special education director knows how to create an environment of strong engagement and positive conduct to meet the learning needs of all students.

Performance

5(c) The special education director promotes adult-student, peer-peer, school, and district-community relationships that value and support academic learning and positive social and emotional development.

5(d) The special education director infuses the district's learning environment with the cultures and languages of the district's community.

Standard 6: Professional Capacity of District and School Personnel - Special education directors develop the professional capacity and practice of district personnel to promote each student's academic success and well-being.

Knowledge

6(a) The special education director understands educational employment trends and how they impact the district's ability to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff.

6(b) The special education director knows the importance of on-going professional development to ensure opportunities for personal learning and growth, self-reflection, study, and improvement, maintaining a healthy work-life balance.

Performance

6(c) The special education director fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6(d) The special education director develops the capacity, opportunities, and support for special education teacher leadership and leadership from other members of the district community.

6(e) The special education director promotes the personal and professional health, well-being, and work-life balance of special education staff.

Standard 7: Professional Community for Teachers - Special education directors foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Knowledge

7(a) The special education director understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7(b) The special education director knows how to promote mutual accountability between special and general education to facilitate all students' educational success pursuant to the mission, vision, and beliefs of the district.

Performance

7(c) The special education director develops workplace conditions for special and general education staff that promote effective professional development, practice, and student learning.

7(d) The special education director empowers and entrusts special and general education staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.

7(e) The special education director promotes mutual accountability among special and general education staff for each student's success and the effectiveness of the district as a whole.

7(f) The special education director develops and supports open, productive, caring, and trusting working relationships among district and school leaders, teachers, and staff to promote professional capacity and the improvement of practice.

7(g) The special education director designs and implements job-embedded and other opportunities for professional learning collaboratively with district and school staff.

7(h) The special education director encourages special and general education staff-initiated improvement of programs and practices.

Standard 8: Meaningful Engagement of Families and Community – Special education directors engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Knowledge

8(a) The special education director understands how to facilitate open effective communication with families and communities to promote student learning and achievements.

8(b) The special education director understands how to motivate and engage families and communities as partners in increasing student growth, as measured by post-secondary success.

Performance

8(c) The special education director is approachable, accessible, and welcoming to families and members of the community.

8(d) The special education director creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of all students.

8(e) The special education director engages in regular and open two-way communication with families and the community about the district, schools, students, needs, problems, and accomplishments.

8(f) The special education director creates means for the district community to partner with families to support student learning in and out of district.

8(g) The special education director understands, values, and employs the community's cultural, social, and intellectual resources to promote student learning and district improvement.

8(h) The special education director develops and provides the district as a resource for families and the community.

8(i) The special education director advocates for the district, the importance of education and student needs, priorities to families, and the community.

8(j) The special education director advocates publicly for the needs and priorities of students, families, and the community.

8(k) The special education director builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.

Standard 9: Operations and Management – Special education directors manage district operations and resources to promote all students' academic success and well-being.

Knowledge

9(a) The special education director knows sources of funding (e.g., IDEA, General Funds, Medicaid) and how to create and implement budgetary systems aligned with the district's mission and vision.

9(b) The special education director knows how to allocate and account for district's monetary and non-monetary resources to assure each student's needs are met.

Performance

9(c) The special education director institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.

9(d) The special education director strategically manages staff resources, assigning and scheduling special education staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

9(e) The special education director is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

9(f) The special education director develops and maintains data and communication systems to deliver actionable information for classroom, school, and district improvement.

9(g) The special education director knows, complies with, and helps the district community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9(h) The special education director develops and administers systems for fair and equitable management of conflict among students, school and district staff, leaders, families, and community.

9(i) The special education director manages governance processes and internal and external politics toward achieving the district's mission and vision.

Standard 10: Continuous School and District Improvement - Special education directors act as agents of continuous school and district improvement to promote each student's academic success and well-being.

Knowledge

10(a) The special education director understands continuous improvement to engage in evidence based planning, implementation, and educational trends to improve outcomes for all students.

10(b) The special education director knows how to make schools within the district more effective for all students, teachers, staff, families, and the community.

Performance

10(c) The special education director uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.

10(d) The special education director assesses and develops the capacity of staff to gauge the value and applicability of emerging special education trends and the findings of research for the district and its improvement.

10(e) The special education director adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.

10(f) The special education director manages uncertainty, risk, competing initiatives, and the politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

PUPIL PERSONNEL SERVICES ENDORSEMENTS

IDAHO STANDARDS FOR AUDIOLOGY

All audiology candidates are expected to meet standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all audiology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for audiologists were adopted from the Council For Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2012 Standards for the Certificate of Clinical Competence in Audiology. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective audiologists. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard I: Degree – Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.

Implementation: Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program, indicating the degree date, and (b) an official transcript showing that the degree has been awarded, or a letter from the university registrar verifying completion of requirements for the degree.

Individuals educated outside the United States or its territories must submit official transcripts and evaluations of their degrees and courses to verify equivalency. These evaluations are typically conducted by credential evaluation services agencies recognized by the National Association of Credential Evaluation Services (NACES). Information that must be provided is (a) confirmation that the degree earned is equivalent to a U.S. doctoral degree, (b) translation of academic coursework into the American semester hour system, and (c) indication as to which courses were completed at the graduate level.

The CFCC has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program – The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: Applicants whose graduate degree was awarded by a U.S. institution of higher education must have graduated from a program holding CAA accreditation in audiology.

Satisfactory completion of academic course work, clinical practicum, and knowledge and skills requirements must be verified by the signature of the program director or official designee of a CAA-accredited program or a program admitted to CAA candidacy.

Standard III: Program of Study – Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.

Implementation: The program of study must address the knowledge and skills pertinent to the field of audiology. Clinical practicum must be approved by the academic program from which the student intends to graduate. The student must maintain documentation of time spent in supervised practicum, verified by the academic program in accordance with Standard IV.

Students shall participate in practicum only after they have had sufficient preparation to qualify for such experience. Students must obtain a variety of clinical practicum experiences in different work settings and with different populations so that they can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. Clinical practicum is defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. Time spent in clinical practicum experiences should occur throughout the graduate program.

Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence.

Supervisors must hold a current ASHA CCC in the appropriate area of practice. The supervised activities must be within the scope of practice of audiology to count toward certification.

Standard IV: Knowledge and Skills Outcomes – Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

Implementation: This standard distinguishes between acquisition of knowledge for Standards IV-A.1–21 and IV-C.1, and the acquisition of knowledge and skills for Standards IV-A.22–29, IV-B, IV-C.2–11, IV-D, IV-E, and IV-F. The applicant must submit a completed application for certification signed by the academic program director verifying successful completion of all knowledge and skills in all six areas of Standard IV. The applicant must maintain copies of transcripts, and documentation of academic course work and clinical practicum.

Standard IV-A: Foundations of Practice

The applicant must have knowledge of:

A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology

A2. Genetics and associated syndromes related to hearing and balance

A3. Normal aspects of auditory physiology and behavior over the life span

A4. Normal development of speech and language

A5. Language and speech characteristics and their development across the life span

A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment

A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning

A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems

A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services

A10. Pathologies related to hearing and balance and their medical diagnosis and treatment

A11. Principles, methods, and applications of psychometrics

A12. Principles, methods, and applications of psychoacoustics

A13. Instrumentation and bioelectrical hazards

A14. Physical characteristics and measurement of electric and other nonacoustic stimuli

A15. Assistive technology

A16. Effects of cultural diversity and family systems on professional practice

A17. American Sign Language and other visual communication systems

A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations

A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)

A20. Health care and educational delivery systems

A21. Universal precautions and infectious/contagious diseases

The applicant must have knowledge and skills in:

A22. Oral and written forms of communication

A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:

a. occupational and industrial environments

b. community noise

c. classroom and other educational environments

d. workplace environments

A24. The use of instrumentation according to manufacturer's specifications and recommendations

A25. Determining whether instrumentation is in calibration according to accepted standards

A26. Principles and applications of counseling

A27. Use of interpreters and translators for both spoken and visual communication

A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management

A29. Consultation with professionals in related and/or allied service areas

Standard IV-B: Prevention and Identification

The applicant must have the knowledge and skills necessary to:

B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems

B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs

B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

B5. Educate individuals on potential causes and effects of vestibular loss

B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

Standard IV-C: Assessment

The applicant must have knowledge of:

C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment

The applicant must have knowledge and skills in:

C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems

C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral

C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function

C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems

C7. Conducting and interpreting otoacoustic emissions and acoustic immitance (reflexes)

C8. Evaluating auditory-related processing disorders

C9. Evaluating functional use of hearing

C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan

C11. Referring to other professions, agencies, and/or consumer organizations

Standard IV-D: Intervention (Treatment)

The applicant must have knowledge and skills in:

D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication

D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:

a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology

b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use

c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence

d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems

D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments

D4. Treatment and audiologic management of tinnitus

D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)

D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems

D7. Evaluation of the efficacy of intervention (treatment) services

Standard IV-E: Advocacy/Consultation

The applicant must have knowledge and skills in:

E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders

E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services

E3. Identifying underserved populations and promoting access to care

Standard IV-F: Education/Research/Administration

The applicant must have knowledge and skills in:

F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services

F2. Applying research findings in the provision of patient care (evidence-based practice)

F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence

F4. Administering clinical programs and providing supervision of professionals as well as support personnel

F5. Identifying internal programmatic needs and developing new programs

F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

Standard V: Assessment – Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.

Standard V-A: Formative Assessment – The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

Implementation: Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation strategies for acquisition of knowledge and skills.

Standard V-B: Summative Assessment – The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

Implementation: Results of the Praxis Examination in Audiology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

Standard VI: Maintenance of Certification – Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3) years. This standard will apply to all certificate holders, regardless of the date of initial certification.

Implementation: Once certification is awarded, maintenance of that certification is dependent upon accumulation of the requisite professional development hours every three years. Payment of annual dues and/or certification fees is also a requirement of certification maintenance. A certificate holder whose dues and/or fees are in arrears on August 31, will have allowed their certification to expire on that date.

Individuals who hold the CCC in Audiology must accumulate 30 contact hours of professional development over the 3-year period and must submit a compliance form in order to meet this standard. Individuals will be subject to random review of their professional development activities.

If certification maintenance requirements are not met, certification will lapse. Reinstatement of certification will be required, and certification reinstatement standards in effect at the time of submission of the reinstatement application must be met.

IDAHO STANDARDS FOR SCHOOL COUNSELORS

The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and ~~Personal/~~Social/Emotional Development. The domains are aligned with ~~follow~~ the 201~~2~~8 American School Counselor Association (ASCA) Standards for School Counselor Preparation Programs ~~model~~ and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution. Additionally, all school counselor candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

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

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, data-informed~~results-based~~ school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1(a) The organizational structure and governance of the American educational system, as well as cultural, political, and social influences on current educational practices.

1(b) The organizational structure and components of an effective school counseling program.

1(c) Barriers to student learning and use of advocacy and data-informed~~driven~~ school counseling practices.

1(d) Leadership principles and theories.

1(e) Individual counseling, group counseling, and ~~classroom instruction~~ school counseling core curriculum.

1(f) Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.

1(g) Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, social justice, and advocacy.

1(h) Assessments relevant to K-12 education.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

~~1(i) Planning, organizing, implementing and evaluating a school counseling program.~~

~~1(j)~~1(i) Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.

~~1(k)~~1(j) Applying appropriate technologies to support student learning and development, assessment, planning, and delivery of ~~Using technology effectively and efficiently to plan, organize, implement and evaluate the~~ comprehensive school counseling programs.

~~1(l)~~1(k) Multicultural, ethical, and professional competencies.

~~1(m)~~1(l) Identification and expression of professional and personal qualities and skills of effective leaders.

~~1(n) Advocacy for student success.~~

~~1(o)~~1(m) Collaboration with parents, teachers, support personnel, administrators, and community partners ~~leaders and other stakeholders~~ to create learning environments that promote and support educational equity, success, and well-being for every student ~~success~~.

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundations of a comprehensive school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

2(a) Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2(b) Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.

~~2(c) Learning theories.~~

~~2(d)~~2(c) The evolution of the school counseling profession, the basis for a comprehensive ~~History and purpose of~~ school counseling program, and the counselor's role in supporting growth and learning for all students~~including traditional and transformed roles of school counselors~~.

~~2(e)~~2(d) Aspects of h~~H~~uman development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes ~~theories and developmental issues affecting student success~~.

~~2(f)~~2(e) District, state, and national student standards and competencies.

~~2(g)~~2(f) Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.

~~2(h)~~2(g) The three domains of academic ~~achievement~~, career, ~~planning~~ and ~~personal/~~social/emotional ~~-~~development.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

~~2(i)~~2(h) Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

~~2(j)~~2(i) The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.

~~2(k)~~2(j) Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.

~~2(l)~~2(k) Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.

~~2(m)~~2(l) Practices within the ethical and statutory limits of confidentiality.

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a comprehensive school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

3(a) Leadership principles, including ~~sources of power and authority, and~~ formal and informal leadership and authority.

3(b) Consultation models~~Organization theory~~ to facilitate advocacy, collaboration and systemic change.

3(c) Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.

3(d) Time management, including long- and short-term management, using tools such as schedules and calendars.

3(e) Process, perception, and outcome data; program and needs assessments; and other survey tools used to monitor and refine the school counseling program.~~Data-driven decision making.~~

~~3(f) Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.~~

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

~~3(g)~~3(f) Self-evaluation of ~~his/her own~~ competencies in order to formulate an appropriate professional development plan.

3(g) Engagement in local, state, and national professional growth and development opportunities.

3(h) Use of multiple data points, including student interviews, direct observation, educational records, consultation with stakeholders, and test results to systematically

address student needs and collaboratively establish goals.~~The ability to access or collect relevant data to monitor and improve student behavior and achievement.~~

3(i) Creation of ~~The capability to create~~ calendars to ensure the effective implementation of the school counseling program.

3(j) Coordination of activities that establish, maintain, and enhance the school counseling program.

~~3(j)~~3(k) Use of school-wide data to promote systemic change within the school.

Standard 4: Professional Practice~~Delivery~~ - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a comprehensive school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

4(a) The distinction between direct and indirect student services.

4(b) Counseling theories and techniques in different settings, such as individual planning, group counseling, and classroom school counseling core curriculum ~~lessons~~.

~~4(c) Classroom management.~~

~~4(d)~~4(c) Principles of career and post-secondary planning.

~~4(e)~~4(d) Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs ~~(IEP and 504 Plans)~~, religion, gender, sexual orientation, and ~~income~~ socio-economic status.

~~4(f)~~4(e) Responsive services ~~(~~e.g., trauma, suicide, ~~counseling and~~ crisis response,~~)~~ ~~including~~ grief, and bereavement.

~~4(g)~~4(f) How diagnoses and common ~~/or~~ medications or substances affect learning, behavior, and mood ~~affects the personal, social, and academic functioning of students~~.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

~~4(h)~~4(g) Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.

~~4(i)~~4(h) Demonstration of pedagogical skills, including culturally responsive c~~C~~lassroom management strategies, lesson planning, and personalized ~~and~~ instruction~~al skills~~.

~~4(j)~~4(i) Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.

~~4(k)~~4(j) The ability to build effective, high-quality student support programs.

~~4(l)~~4(k) Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.

~~4(m) The capability to provide responsive services, such as individual/small-group counseling and crisis response.~~

~~4(n)~~4(l) Participation as member of the crisis team, providing assistance to the school and community in a crisis.

~~4(o)~~4(m) Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.

~~4(p)~~4(n) Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.

~~4(q)~~4(o) The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.

~~4(r)~~4(p) Understanding and knowledge regarding how to provide supervision for school counseling interns ~~consistent with the principles~~.

4(q) Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic development~~achievement~~.

4(r) Strengths-based counseling and relationship building skills to support student growth and promote equality and inclusion.

4(s) Consulting and seeking supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

IDAHO STANDARDS FOR SCHOOL NURSES

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school nurse candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Knowledge

1(a) The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.

1(b) The school nurse understands the scope and standards of practice as identified by the American Nurses Association, National Association of School Nurses, and the Idaho State Board of Nursing administrative code.

1(c) The school nurse understands how to interpret data applicable to the school setting to ensure meaningful health and academic outcomes.

1(d) The school nurse understands the importance of documentation and uniform data set collection methods for evaluation and continuous quality improvement.

Performance

1(e) The school nurse conducts ongoing evaluations of school nursing practice.

1(f) The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.

1(g) The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

1(h) The school nurse demonstrates critical thinking skills, use of evidence-based practice, and clinical competence.

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

Knowledge

2(a) The school nurse understands how to improve knowledge and competency in school nursing.

2(b) The school nurse knows how to self-assess professional nursing practice.

2(c) The school nurse knows how to access professional resources and organizations that support school nursing.

2(d) The school nurse understands the current educational and health care laws which impact the ability of students to access education and healthcare in their community.

Performance

2(e) The school nurse participates in professional development related to current clinical knowledge and professional issues.

2(f) The school nurse seeks and acts on constructive feedback regarding professional development.

2(g) The school nurse pursues professional development as related to professional and program goals.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge

3(a) The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.

3(b) The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.

3(c) The school nurse knows how to document appropriately.

Performance

3(d) The school nurse follows FERPA and HIPPA guidelines while communicating effectively and with sensitivity to community and cultural values, in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, documentation, professional collaboration).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge

4(a) The school nurse understands the principles of collaboration in sharing knowledge and skills.

Performance

4(b) The school nurse works collaboratively to enhance professional practice and to contribute to a supportive, healthy school environment.

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Knowledge

5(a) The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.

5(b) The school nurse knows how to advocate and facilitate behavioral, emotional, and/or psychosocial services, both within the school environment and the community.

Performance

5(c) The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education (e.g. Idaho Nurse Practice Act, FERPA, HIPPA, IDEA, Section 504).

5(d) The school nurse acts as an advocate for students and families.

5(e) The school nurse delivers care in a manner that is sensitive to student diversity.

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered clinical practice and health education.

Knowledge

6(a) The school nurse understands developmentally appropriate health education.

6(b) The school nurse understands the influence of social determinates of health and family dynamics on student achievement and wellness.

6(c) The school nurse understands that health instruction within the classroom is based on learning theory.

6(d) The school nurse understands child, adolescent, family, and community health issues.

6(e) The school nurse understands how health issues impact student learning.

6(f) The school nurse knows how to identify physical manifestations of possible behavioral, emotional, and/or psychosocial issues.

Performance

6(g) The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.

6(h) The school nurse participates in the assessment of health education and health instructional needs of the school community.

6(i) The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.

6(j) The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.

6(k) The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.

6(l) The school nurse assists students in changing high-risk behaviors through education and referral.

Standard 7: Program Management - The school nurse is a manager of school health services.

Knowledge

7(a) The school nurse understands the principles of school nursing management.

7(b) The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, laws).

7(c) The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.

7(d) The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Performance

7(e) The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.

7(f) The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.

7(g) The school nurse demonstrates leadership skills to utilize human resources efficiently.

7(h) The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.

7(i) The school nurse uses appropriate technology in managing school health services.

IDAHO STANDARDS FOR SCHOOL PSYCHOLOGISTS

The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school psychologist candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress as it relates to educational, ~~and~~ social emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.

Knowledge

1(a) The school psychologist understands traditional standardized norm-referenced assessment instruments.

1(b) The school psychologist understands alternative assessment approaches (e.g., curriculum-based, portfolio, ecological).

1(c) The school psychologist ~~knows~~ understands non-test assessment procedures (e.g., observation, diagnostic interviewing, reviewing records).

1(d) The school psychologist understands the application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.

1(e) The school psychologist understands correct interpretation and application of assessment data.

1(f) The school psychologist understands the use of assessment data as it applies to the process of transitions at Pre-K through age 21 development levels.

Performance

1(g) The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.

1(h) The school psychologist ~~translates~~ interprets assessment results and uses those results to select and implement evidence-based practices~~into the design,~~

~~implementation, and accountability of empirically supported instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics~~.

1(i) The school psychologist uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.

1(j) The school psychologist interprets and synthesizes assessment information from a variety of sources.

Standard 2: Consultation and Collaboration - T~~t~~he school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Knowledge

2(a) The school psychologist understands variou~~sed~~ methods of consultation ~~in psychology and education~~ (e.g. behavioral, problem-solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.

2(b) The school psychologist understands how to facilitate effective communication and collaboration among families, teachers, community providers, and others~~methods for effective consultation and collaboration that link home, school, and community settings~~.

~~2(c) The school psychologist understands factors necessary for effective interpersonal communication.~~

~~2(d)~~2(c) The school psychologist understands how to communicate effectively in oral and written form.

Performance

~~2(e)~~2(d) The school psychologist uses effective consultation and collaboration methods to develop a climate in which consensus can be achieved to promote positive student outcomes.

~~2(f)~~2(e) The school psychologist consults and collaborates effectively in the planning, problem solving, and decision-making process~~es~~ to design, implement, and evaluate evidence-based practices (to include respect ~~educational and mental health services with respect~~ for cultural and linguistic diversity).

~~2(g)~~2(f) The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.

~~2(h)~~2(g) The school psychologist effectively communicates information in oral and written form for diverse audiences~~, for example,~~ (e.g., parents, teachers, other school personnel, policy makers, community leaders, and~~/or~~ others).

Standard 3: Effective Instruction and Development of Cognitive ~~and Academic~~ Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction, while considering biological, cultural, linguistic, and social influences on educational progress.

Knowledge

3(a) The school psychologist understands human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.

3(b) The school psychologist understands empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of students with diverse backgrounds and characteristics.

~~3(c) The school psychologist understands evidence-based curriculum and instructional strategies that facilitate students' academic achievement.~~

~~3(d)~~3(c) The school psychologist understands how to develop appropriate educational goals for students with different ability levels and social-cultural~~/social~~ backgrounds.

~~3(e)~~3(d) The school psychologist understands appropriate techniques to assess diverse learning and instruction~~ for using data in decision making, planning, and progress monitoring~~.

Performance

~~3(f) The school psychologist assists in achieving academic outcomes, such as classroom instructional support, literacy strategies, home and school collaboration, instructional consultation, and other evidenced-based practices.~~

~~3(g)~~3(e) The school psychologist uses assessment ~~and~~ data~~ collection methods~~ to ~~assist in~~ develop~~ing~~ and implement evidence-based instructional strategies that improve student engagement and learning, including those related to needs of ~~appropriate educational goals for~~ students with diverse ~~abilities and~~ backgrounds and characteristics.

~~3(h)~~3(f) The school psychologist assists in promoting the use of evidence-based interventions with fidelity.

Standard 4: Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands ~~human development and psychopathology, including~~ biological, cultural, environmental, and social influences on human development, mental health, and psychopathology.

Knowledge

4(a) The school psychologist understands biological, cultural, environmental~~developmental~~, and social influences on learning, behavior, mental health, and life skills.

4(b) The school psychologist understands techniques to assess socialization, mental health, and life skills, as well as ~~and~~ methods for using data in decision making, planning, and progress monitoring

4(c) The school psychologist understands evidence-based ~~supported~~ strategies to promote social-emotional functioning and mental health.

Performance

4(d) The school psychologist uses assessment and data collection methods to ~~collaboratively~~ develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.

4(e) The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.

4(f) The school psychologist uses empirically supported strategies to ~~collaboratively~~ develop and implement behavior change programs ~~services~~ at ~~the~~ individual, group, ~~and/or systems levels and to enhance~~ classroom, and school-wide levels~~school, home, and community factors related to student's mental health, socialization, and learning~~.

4(g) The school psychologist advocates for the mental health needs of students and families.

~~***Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, and/or linguistic.***~~

~~Knowledge~~

~~The school psychologist understands individual differences, abilities, and other diverse characteristics.~~

~~The school psychologist understands principles and research related to diversity factors for students, families, and schools, including factors related to culture, context, individual, and role differences.~~

~~The school psychologist understands empirically supported strategies to enhance educational services for students and families and effectively address potential influences on learning related to diversity.~~

~~The school psychologist understands the diversity of the continuum of educational development for students ages three through 21, including all educational service transitions.~~

~~Performance~~

~~The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds across multiple contexts.~~

~~The school psychologist collaborates to address individual differences, strengths, backgrounds, and needs in providing services to improve educational and mental health outcomes for students.~~

~~The school psychologist provides culturally competent and effective practices in all areas of school psychology service delivery.~~

Standard 5: School-Wide Practices to Promote Learning - The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge

5(a) The school psychologist understands school ~~and multi-tiered systems' structure,~~ organization~~, and theory~~ and structure.

5(b) The school psychologist understands a variety of educational programs to include tiered systems of support, general and special education.

5(c) The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.

Performance

5(d) The school psychologist~~, in collaboration with others,~~ demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments~~ for students and others~~.

5(e) The school psychologist ~~utilizes~~ uses data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability~~ responsibilities~~.

~~***Legal, Ethical, and Professional Practice – The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.***~~

~~*Knowledge*~~

~~The school psychologist understands the history and foundations of school psychology.~~

~~The school psychologist understands multiple service models and methods.~~

~~The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.~~

~~The school psychologist understands current federal and state statutes and regulations pertaining to educational services.~~

~~The school psychologist understands self-evaluation methods to determine areas for continuing professional development.~~

~~Performance~~

~~The school psychologist provides services consistent with ethical, legal, and professional standards.~~

~~The school psychologist engages in ethical and professional decision-making.~~

~~The school psychologist collaborates with and consults other professionals regarding legal and ethical educational practices.~~

~~The school psychologist applies professional work characteristics for effective practice, including respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability.~~

~~The school psychologist demonstrates legal and ethical practices in communication and the use of technology.~~

~~The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.~~***Standard 6: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.***

Knowledge

6(a) The school psychologist understands principles and research related to resiliency~~e and~~, risk, and protective factors in learning and mental health.

6(b) The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.

Performance

6(c) The school psychologist participates in school crisis prevention and response teams~~, in collaboration with others, demonstrates skills to promote services that enhance learning, mental health, safety, physical well-being, and resilience through protective and adaptive factors.~~

6(d) The school psychologist promotes services that enhance learning, mental health, safety, physical well-being, and resiliency through protective and adaptive factors~~, in collaboration with others, demonstrates skills to implement and/or evaluate effective crisis preparation, response, and recovery~~.

6(e) The school psychologist develops, implements, and evaluates prevention and intervention programs that address precursors to learning and behavioral problems~~uses assessment and data collection methods to collaboratively develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services~~.

6(f) The school psychologist demonstrates skills to implement effective crisis preparation, response, and recovery.

6(g) The school psychologist uses appropriate methods to evaluate outcomes of prevention, response activities, and crisis services.

~~***School-Wide Practices to Promote Learning - The school psychologist understands the unique organization and culture of schools and related systems.***~~

~~***Knowledge***~~

~~The school psychologist understands school and multi-tiered systems' structure, organization, and theory.~~

~~The school psychologist understands general and special education.~~

~~The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.~~

~~***Performance***~~

~~The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for students and others.~~

~~The school psychologist utilizes data-based decision-making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability responsibilities.~~

Standard 7: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge

~~The school psychologist understands the characteristics of families, family strengths and needs, family culture, and family–school interactions that impact student development.~~

7(a) The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students' academic, motivational, behavioral, mental health, and social characteristics.

7(b) The school psychologist understands the importance of ~~empirically supported strategies to support~~ family influences on student learning, socialization, and mental health.

7(c) The school psychologist understands methods to develop collaboration between families, schools, and community agencies.

Performance

7(d) The school psychologist collaborates and engages with parents in decision-making about their children to enhance ~~demonstrates skills, in collaboration with others, to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of~~ academic and social-behavioral outcomes ~~for students~~.

7(e) The school psychologist uses effective strategies ~~empirically supported strategies~~ to promote ~~effective~~ collaboration and partnerships among parents, schools, and community agencies, etc ~~regarding student learning, socialization, and mental health~~.

~~Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands human development and psychopathology, including biological, cultural, and social influences.~~

~~Knowledge~~

~~4(a) The school psychologist understands biological, cultural, developmental, and social influences on learning, behavior, mental health, and life skills.~~

~~4(b)~~4(a) ~~The school psychologist understands techniques to assess socialization, mental health, and life skills and methods for using data in decision-making, planning, and progress monitoring~~

~~4(c)~~4(a) ~~The school psychologist understands evidence-based supported strategies to promote social-emotional functioning and mental health.~~

~~**Performance**~~

~~4(d)~~4(a) ~~The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.~~

~~4(e)~~4(a) ~~The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.~~

~~The school psychologist uses empirically supported strategies to collaboratively develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to student's mental health, socialization, and learning.~~

Standard 8: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by a multitude of factors (i.e., ~~one or more of the following factors:~~ biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, ~~and/or~~ linguistic, etc.).

Knowledge

8(a) The school psychologist understands individual differences, abilities, and other diverse characteristics.

8(b) The school psychologist understands principles and research related to diversity factors for students, families, and schools, including, but not limited to, factors related to race, culture, gender, language acquisition, and environment~~context, individual, and role differences.~~

8(c) The school psychologist understands empirically supported strategies to enhance educational services for diverse students and families ~~and effectively address potential influences on learning related to diversity~~.

8(d) The school psychologist understands how stereotypes and biases impact mental health, learning, and service provision ~~the diversity of the continuum of educational development for students ages three through 21, including all educational service transitions~~.

Performance

8(e) The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics~~, cultures, and backgrounds across multiple contexts~~.

~~The school psychologist collaborates to address individual differences, strengths, backgrounds, and needs in providing services to improve educational and mental health outcomes for students.~~

8(f) The school psychologist provides culturally competent and effective practices in all areas of school psychology service ~~delivery~~(e.g. culturally sensitive assessment practices).

8(g) The school psychologist promotes fairness and social justice in school policies and programs.

8(h) The school psychologist is aware of their own biases, attitudes, and stereotypes and seeks to protect against their influence.

~~***Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.***~~

~~**Knowledge**~~

~~6(a) The school psychologist understands principles and research related to resilience and risk factors in learning and mental health.~~

~~6(b)~~6(a) ~~The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.~~

~~**Performance**~~

~~6(c)~~6(a) ~~The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental health, safety, physical well-being, and resilience through protective and adaptive factors.~~

~~6(d)~~6(a) ~~The school psychologist, in collaboration with others, demonstrates skills to implement and/or evaluate effective crisis preparation, response, and recovery.~~

~~6(e)~~6(a) ~~The school psychologist uses assessment and data collection methods to collaboratively develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.~~

Standard 9: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

9(a) The school psychologist understands research design, statistics, measurement, and various~~ed~~ data-collection and analysis techniques.

9(b) The school psychologist understands how to evaluate and apply research as a foundation for service delivery~~statistical and other data analysis techniques sufficient for interpretation of research and data in applied settings~~.

9(c) The school psychologist understands program evaluation methods at the individual, group, and systems levels.

Performance

9(d) The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.

9(e) The school psychologist demonstrates skills in ~~provides assistance in educational settings for~~ analyzing, interpreting, and using ~~empirical foundations for~~ effective practices at the individual, group, and/or systems levels.

9(f) The school psychologist assists teachers in collecting meaningful student data.

9(g) The school psychologist applies knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.

~~The school psychologist demonstrates skills in using various techniques and technology resources, in collaboration with others, for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels~~~~*Home/School/Community Collaboration – The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.*~~

~~Knowledge~~

~~The school psychologist understands the characteristics of families, family strengths and needs, family culture, and family–school interactions that impact student development.~~

~~The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students' academic, motivational, behavioral, mental health, and social characteristics.~~

~~The school psychologist understands empirically supported strategies to support family influences on student learning, socialization, and mental health.~~

~~The school psychologist understands methods to develop collaboration between families, schools, and community agencies.~~

~~Performance~~

~~The school psychologist demonstrates skills, in collaboration with others, to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social behavioral outcomes for students.~~

~~The school psychologist uses empirically supported strategies to promote effective collaboration and partnerships among parents, schools, and community agencies regarding student learning, socialization, and mental health.~~***Standard 10: Legal, Ethical, and Professional Practice –The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.***

Knowledge

10(a) The school psychologist understands the history and foundations of school psychology.

10(b) The school psychologist understands multiple service models and methods.

10(c) The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.

10(d) The school psychologist understands current federal and state statutes and regulations pertaining to educational services.

10(e) The school psychologist understands self-evaluation methods to determine areas for continuing professional development.

Performance

10(f) The school psychologist provides services consistent with ethical, legal, and professional standards.

10(g) The school psychologist engages in ethical and professional decision-making.

10(h) The school psychologist collaborates ~~with~~ and consults with other professionals regarding legal and ethical educational practices.

10(i) The school psychologist demonstrates~~applies~~ professionalism in their ~~work characteristics for effective~~ practice~~, including~~ (e.g., respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability).

10(j) The school psychologist demonstrates legal and ethical practices in communication and ~~the~~ use of technology.

10(k) The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.

~~***Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.***~~

~~**Knowledge**~~

~~9(a) The school psychologist understands research design, statistics, measurement, varied data collection and analysis techniques.~~

~~9(b)~~9(a) ~~The school psychologist understands statistical and other data analysis techniques sufficient for interpretation of research and data in applied settings.~~

~~9(c)~~9(a) ~~The school psychologist understands program evaluation methods at the individual, group, and systems levels.~~

~~**Performance**~~

~~9(d)~~9(a) ~~The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.~~

~~9(e)~~9(a) ~~The school psychologist provides assistance in educational settings for analyzing, interpreting, and using empirical foundations for effective practices at the individual, group, and/or systems levels.~~

~~The school psychologist demonstrates skills in using various techniques and technology resources, in collaboration with others, for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.~~

IDAHO STANDARDS FOR SCHOOL SOCIAL WORKERS

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. These standards were adapted from the 20~~08~~15 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, the National Association of Social Workers (NASW) School Social Work Standards, and the School Social Work Association of America's National School Social Work Model: Improving Academic and Behavioral Outcomes. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. ~~–~~Additionally, all school social worker candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

School Social Work is a complex and specialized field of practice that is affected by changes in education policy, research, and practice models that continue to evolve. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students' academic and social success. School social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. These standards reflect the values of our profession and current practice trends.

~~An important component of the School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.~~

Standard 1: Foundations of the professional school social worker ~~*– The competent school social worker is an advanced practitioner trained in mental health with a masters degree in social work, who provides services related to a person's social emotional and life adjustment to school and/or society. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students' academic and social success.*~~

Knowledge - The competent school social worker:

1(a) ~~U~~understands that state-issued social work license ensures ethical, legal, and professional social work practice in the P-12 educational setting~~school social work is an area of concentration built on the knowledge and competencies of graduate level social work education~~.

1(b) understands school social work is an area of advanced specialized practice built on the knowledge and competencies of a graduate level social work education;

1(c) values the importance of human relationships;

1(d) understands human behavior and social environment theories of typical and atypical development across the lifespan;

1(e) understands how atypical behavior and adverse experiences (i.e., trauma exposure, emotional and behavioral disorders) impact student, family, school and community functioning;

1(f) understands that engagement, assessment, intervention and evaluation are ongoing components of the dynamic and interactive process of school social work practice;

1(g) understands how their personal experiences and affective reactions may impact their effectiveness with students, families, schools and communities; and

1(h) understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills in the educational setting.

~~1(a)~~

~~1(b) Understands how to improve academic and behavioral outcomes of students.~~

~~1(c) Possesses skills and knowledge to ensure the delivery of scientifically supported services.~~

~~1(d) Knows how to promote a positive school climate and culture.~~

~~1(e) Knows how to maximize school-based and community resources.~~

~~1(f) Understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills.~~

~~**Performance - The competent school social worker:**~~

~~1(g) Uses knowledge to improve academic and behavioral outcomes of students.~~

~~1(h) Utilizes skills and knowledge to ensure the delivery of scientifically supported services.~~

~~1(i) Promotes a positive school climate and culture.~~

~~1(j) Maximizes school-based and community resources.~~

~~1(k) Synthesizes and applies a broad range of interdisciplinary and multidisciplinary knowledge and skills.~~

Standard 2: Demonstrate Ethical and Professional Behavior~~Engagement, Assessment, Intervention, and Evaluation - The competent school social worker engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations and communities for the enhancement of student learning and the educational system.~~

Knowledge - The competent school social worker:

2(a) understands the value base of the profession and its ethical standards;

2(b) understands relevant laws and regulations that may impact practice with students, families, schools and communities;

2(c) understands professional ethics delineated in the *National Association of Social Workers Code of Ethics, Code of Ethics for Idaho Professional Educators*, and Idaho Social Work licensing laws;

2(d) Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work (i.e., HIPPA, FERPA);

2(e) recognizes personal values and the distinction between personal and professional values;

2(f) understands how their personal experiences and affective reactions influence their professional judgment and behavior;

2(g) understands the profession's history, its mission, and the roles and responsibilities of the profession;

2(h) understands the role of other professions when engaged in inter-professional teams;

2(i) recognizes the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective; and

2(j) understands emerging forms of technology and the ethical use of technology in school social work practice.

~~2(a) Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.~~

~~2(b) Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.~~

~~2(c) Understands how to help students work cooperatively and productively.~~

~~2(d) Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.~~

~~2(e) Understands dispute resolution strategies.~~

~~2(f) Is familiar with the diagnostic tools used by other professionals in the school.~~

~~2(g) Understands the use of assessment as a means to evaluate the student's social emotional/mental functioning, including:~~

- ~~The child's physical, cognitive, and social emotional development.~~
- ~~Family history and factors that influence the child's overall functioning.~~
- ~~The child's behavior and attitude in different settings.~~
- ~~Patterns of interpersonal relationships in all spheres of the child's environment.~~
- ~~Patterns of achievement and adjustment at critical points in the child's growth and development.~~
- ~~Adaptive behavior and cultural factors that may influence learning; understands the relationship between assessment, eligibility, and placement decisions, including the development of Accommodation, Behavior, Response to Intervention (RTI) and Individualized Education Plans (IEP).~~

Performance - The competent school social worker:

2(k) adheres to the professional ethical responsibilities delineated in the *National Association of Social Workers Code of Ethics, Code of Ethics for Idaho Professional Educators*, and Idaho Social Work licensing laws;

2(l) models and promotes ethical practices for confidential communication;

2(m) uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

2(n) demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;

2(o) uses technology ethically and appropriately to facilitate practice outcomes; and

2(p) uses supervision and consultation to guide professional judgment and behavior.

~~2(h) Substantively and effectively builds relationships with individuals, families, groups, organizations, and communities.~~

~~2(i) Uses empathy and other interpersonal skills.~~

~~2(j) Develops a mutually agreed-on intervention goals and objectives.~~

~~2(k) Collects, organizes, and interprets student data.~~

~~2(l) Assesses student and family strengths and limitations with the goal of improving student social, emotional, behavioral, and academic outcomes.~~

~~2(m) Selects and utilizes appropriate intervention strategies.~~

~~2(n) Initiates actions to achieve student learning outcomes.~~

~~2(o) Implements prevention interventions that enhance student and family capacities.~~

~~2(p) Helps students and families resolve problems.~~

~~2(q) Negotiates, mediates, and advocates for students, families and the school system.~~

~~2(r) Plans for and facilitates transitions and termination of services.~~

~~2(s) Critically analyzes, monitors, and evaluates interventions.~~

~~2(t) Uses diverse interview techniques and written communication with all persons within the student's environment.~~

~~2(u) Mobilizes the resources of the school and community to meet the needs of students and their families.~~

~~2(v) Assists in establishing expectations for student learning consistent with students' strengths and educational goals.~~

Standard 3: Engage Diversity and Difference in Practice~~Knowledge of human behavior and the social environment – The competent school social worker is knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. School social workers apply pertinent theories and knowledge to understand biological, social, cultural, psychological, and spiritual development.~~

Knowledge - The competent school social worker:

3(a) understands how diversity and differences characterize and shape the human experience, are critical to the formation of identity and shapes a student's approach to academic performance;

3(b) understands diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status;

3(c) understands that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim;

3(d) understands the forms and mechanisms of oppression and discrimination; and

3(e) recognizes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

~~3(a) Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.~~

~~3(b) Understands the effects of mental illness on students' ability to participate in learning.~~

~~3(c) Understands the person-in-environment context of social work.~~

~~3(d) Understands the effects of biological, spiritual, legal, social, and cultural factors on human development and social functioning.~~

~~3(e) Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.~~

~~3(f) Understands strength-based assessments and practices that support growth and development.~~

~~3(g) Understands the social-developmental history with its focus on the student's functioning within the educational environment.~~

~~3(h) Understands principles of and strategies for effective behavior, emotional and social management within the school environment.~~

~~3(i) Understands how people's attitudes within the educational environment influence behavior of individuals.~~

~~3(j) Understands the importance of parents'/guardians' participation in fostering students' positive development.~~

~~3(k) Understands the goals and objectives of educational organizations.~~

~~3(l) Understands how service learning and volunteerism promote the development of personal and social responsibility.~~

Performance - The competent school social worker:

3(f) applies and communicates understanding of the importance of diversity and differences in shaping life experiences in practice with students, families, schools and communities;

3(g) presents themselves as learners and engages others as experts of their own experiences;

3(h) applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse populations and systems; and

3(i) considers how diversity and differences impact student learning, academic success and achievement.

~~3(m) Utilizes the human behavior in the social environment framework to guide processes of assessment, intervention, and evaluation with individuals, groups, families, and school system.~~

~~3(n) Critiques and applies knowledge to understand students in their educational, family and community environments.~~

~~3(o) Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, psychosocial, and legal factors that affect children's learning.~~

~~3(p) Develops and implements empirically based prevention and intervention plans that enable the child to "respond to intervention" (RTI).~~

~~3(q) Provides individual, group, and/or family counseling and other services to enhance success in the educational process.~~

~~3(r) Provides crisis intervention counseling and other services to the school community.~~

~~3(s) Provides consultation to teachers, administrators, parents, and community agencies.~~

~~3(t) Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.~~

~~3(u) Implements appropriate areas of student IEP, accommodation, and behavior plans.~~

~~3(v) Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.~~

Standard 4: Advance Human Rights and Social, Emotional, and Environmental Justice~~Policy practice - The competent school social worker advances social and economic well-being and delivers effective social work services in the educational setting. School social workers, as systems' change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students.~~

Knowledge - The competent school social worker:

4(a) understands methods of advocacy on behalf of students, families, school and communities;

4(b) understands that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education;

4(c) understands the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice; and

4(d) understands strategies designed to eliminate oppressive structural barriers to educational services are distributed equitably and human rights are protected.

~~4(a) Understands the interdisciplinary approach to service delivery within the educational environment.~~

~~4(b) Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.~~

~~4(c) Understands the collaborative process with parents, school personnel, community based organizations, and agencies to enhance the student's educational functioning.~~

~~4(d) Understands the school's role within the context of the larger community.~~

~~4(e) Understands the importance of audience and purpose when selecting ways to communicate ideas.~~

~~4(f) Understands how to work with administrators and other school personnel to make changes within the school.~~

~~4(g) Understands the organization and operation of safe school systems.~~

~~4(h) Understands school policies and procedures as they relate to student learning, safety and well-being.~~

Performance - The competent school social worker:

4(e) advocates for practices that advance social, economic and environmental justice in the educational setting;

4(f) involves students in identifying their strengths and needs to establish and attain their academic goals; and

4(g) empowers students, families, and educators to gain access to and effectively use school and community resources to enhance academic performance.

~~4(i) Analyzes, formulates, and advocates for policies that advance social well-being for students, families, and school system.~~

~~4(j) Collaborates with colleagues and clients for effective policy action.~~

~~4(k) Educates students and parents about school, State, and Federal policies and statutes and accompanying rights and responsibilities.~~

~~4(l) Identifies and addresses gaps in services for students and families.~~

~~4(m) Engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.~~

Standard 5: Engage in Practice-informed Research and Research-informed Practice~~Environmental contexts that shape practice Competent school social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. They recognize that the educational settings are dynamic, and use knowledge and skills to respond proactively.~~

Knowledge - The competent school social worker:

5(a) understands evidence-based methods of individual, group, family, and crisis counseling;

5(b) understands quantitative and qualitative research methods in advancing the science of school social work and evaluating practice in the educational setting;

5(c) knows the principles of culturally informed and ethical approaches to building knowledge in the educational setting;

5(d) understands that evidence derived from multi-disciplinary sources guide school social work practice; and

5(e) understands the process for translating research findings into effective school social work practice and interventions

~~5(a) Understands systems theories as they relate to classrooms, schools, families, and community.~~

~~5(b) Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.~~

~~5(c) Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.~~

~~5(d) Understands how to develop long- and short-term empirically based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.~~

~~5(e) Understands how to integrate and use technology for assessments, interventions, and information management.~~

~~5(f) Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.~~

~~5(g) Understands how to facilitate a collaborative relationship between general and special education systems to promote a unified system of education.~~

Performance - The competent school social worker:

5(f) uses practice experience and theory to inform research, scientific inquiry and employ evidence-based interventions;

5(g) uses research findings to evaluate and improve practice, policy, and social service delivery in the educational setting; and

5(h) uses evidence based knowledge in the development and implementation of individualized student support services (i.e., 504, IEP, LEP).

~~5(h) Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service.~~

~~5(i) Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.~~

~~5(j) Facilitates collaborative relationships between general and special education systems to promote a unified system of education.~~

~~5(k) Develops long- and short-term empirically based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.~~

~~5(l) Integrates and uses technology for assessments, interventions, and information management.~~

Standard 6: Engage in Policy Practice~~Empirically based practice - The competent school social worker engages in research-informed practice and practice-informed research. School social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery in the educational setting.~~

Knowledge - The competent school social worker:

6(a) understands the interdisciplinary approach to service delivery within the educational environment;

6(b) understands the collaborative process with parents, school personnel, community based organizations, and agencies to enhance the student's educational functioning;

6(c) is informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice;

6(d) understands their role in policy development and implementation within the educational setting;

6(e) recognizes and understands the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy within the educational setting;

6(f) understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation; and

6(g) understands school policies and procedures as they relate to student learning, safety and well-being.

~~6(a) Understands empirically based methods of individual, group, family, and crisis counseling.~~

~~6(b) Understands empirically-based methods of social work service delivery.~~

~~6(c) Understands the process of needs assessment, referral, and resource development.~~

~~6(d) Understands quantitative and qualitative research.~~

~~6(e) Understands scientific and ethical approaches to building knowledge.~~

~~6(f) Understands the use of empirically based assessment and evaluation results to develop student interventions.~~

Performance - The competent school social worker:

6(h) collaborates with students, families, schools and communities for effective policy action;

6(i) engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress;

6(j) assesses how social welfare and economic policies impact the delivery of and access to social services; and

6(k) applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

~~6(g) Uses practice in the educational setting to inform future research activities.~~

~~6(h) Uses research evidence to inform practice in assessment, prevention, intervention and evaluation with individuals, groups, families, and the school system.~~

~~6(i) Uses evidence based knowledge in the development and implementation of accommodation, behavioral, RTI, and IEP plans.~~

~~6(j) Collects, interprets and uses data in interdisciplinary collaboration to develop and foster academic achievement.~~

~~6(k) Involves students in self-assessment activities to help them become aware of their strengths and needs to establish and attain their goals.~~

Standard 7: Engage with Students, Families, Schools, and Communities~~Advocacy – The competent school social worker advances student, family and human rights for social and economic justice within educational settings. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.~~

Knowledge - The competent school social worker:

7(a) understands strategies to effectively engage with students, families, schools and communities;

7(b) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate engagement;

7(c) understands theories and methods of communication; and

7(d) values principles of relationship-building and inter-professional collaboration.

~~7(a) Understands methods of advocacy on behalf of individuals, families, and school systems.~~

~~7(b) Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.~~

~~7(c) Understands the need to improve access to services and resources.~~

~~7(d) Understands the forms and mechanisms of oppression and discrimination and how these factors impact student learning.~~

~~7(e) Recognizes the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights within the academic setting.~~

Performance - The competent school social worker:

7(e) applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with students, families, schools and communities;

7(f) utilizes cultural sensitivity and humility when engaging a variety of audiences; and

7(g) uses empathy, dispute resolution, reflection, and interpersonal skills to effectively engage and build relationships.

~~7(f) Advocates for student, family and human rights and social and economic justice.~~

~~7(g) Engages in practices that advance social and economic justice.~~

~~7(h) Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.~~

~~7(i) Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.~~

~~7(j) Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.~~

~~7(k) Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.~~

Standard 8: Assess Students, Families, Schools, and Communities~~Diversity and cultural competence - The competent school social worker understands how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.~~

Knowledge - The competent school social worker:

8(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate assessment with students, families, schools and communities;

8(b) understands methods of and how to conduct assessments related to adaptive behavior, learning styles, high-risk behavior (i.e. truancy, suicide, homicide, substance use, etc.) and social emotional health;

8(c) recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration; and

8(d) understands diagnostic tools in the educational setting.

~~8(a) Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.~~

~~8(b) Understands the broad range of backgrounds and experiences that shape students' approaches to learning.~~

~~8(c) Understands how students' success is influenced by prior learning and the diversity factors listed above.~~

~~8(d) Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.~~

~~8(e) Understands the issues of second language acquisition and the immigrant experience.~~

~~8(f) Understands ways in which similar behaviors may have different meanings to people in different cultures.~~

~~8(g) Understands that, as a consequence of difference and diversity, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.~~

Performance - The competent school social worker:

8(e) collects and organizes data, and applies critical thinking to interpret assessment information;

8(f) utilizes effective oral and written communication;

8(g) applies knowledge of human behavior and the social environment, and other theoretical frameworks in the analysis of assessment data;

8(h) develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges; and

8(i) uses assessment data; research knowledge; and the values and preferences of students, families, schools and communities to identify appropriate interventions.

~~8(h) Considers the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.~~

~~8(i) Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.~~

~~8(j) Communicates their understanding of the importance of difference in shaping life, learning and educational experiences.~~

~~8(k) Actively learns from and engages those with whom they work.~~

~~8(l) Considers how these factors impact student learning, academic success and achievement.~~

Standard 9: Intervene with Students, Families, Schools, and Communities~~Critical Thinking - The competent school social worker is knowledgeable about the principles of logic, scientific inquiry, and professional judgment and their implications to student learning.~~

Knowledge - The competent school social worker:

9(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to develop effective interventions relevant to the educational setting;

9(b) understands methods of identifying, analyzing and implementing evidence-informed interventions to achieve identified educational goals; and

9(c) understands the importance of inter-professional teamwork and communication when implementing evidence-informed interventions with students, families, schools and communities.

~~9(a) Understands how to analyze the usefulness of knowledge in specific situations.~~

~~9(b) Understands how synthesis and communication of relevant information is pertinent to the educational setting.~~

~~9(c) Understands how to integrate content knowledge for service delivery.~~

~~9(d) Understands theories and methods of communication.~~

Performance - The competent school social worker:

9(d) applies knowledge of human behavior and the social environment, and other theoretical frameworks in interventions;

9(e) critically identifies and implements prevention strategies and interventions to achieve identified goals to enhance wellness and academic performance;

9(f) brokers resources of the school and community to meet identified needs;

9(g) provides counseling, crisis intervention and other services;

9(h) uses inter-professional collaboration to achieve beneficial practice outcomes;

9(i) facilitates effective transitions and endings that advance mutually agreed-on goals; and

9(j) negotiates, mediates, educates, consults and advocates with and on behalf of students, families, schools and communities.

~~9(e) Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.~~

~~9(f) Uses critical thinking and professional judgment augmented by creativity and curiosity in decision making.~~

~~9(g) Analyzes models of assessment, prevention, intervention, and evaluation.~~

~~9(h) Synthesizes and communicates relevant information as it pertains to the learning environment.~~

~~9(i) Uses supervision and consultation to determine best practice service delivery.~~

~~9(j) Utilizes theories and appropriate methods of communication when engaging a variety of audiences.~~

Standard 10: Evaluate Practice with Students, Families, Schools, and Communities~~Ethical Practice - The competent school social worker conducts themselves ethically by applying ethical principles to guide professional practice and decision making within the educational setting.~~

Knowledge - The competent school social worker:

10(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to evaluate outcomes;
10(b) recognizes the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness; and
10(c) understands how to interpret and utilize research to evaluate and guide professional interventions and educational program development.

~~10(a) Understands federal and state laws and regulations as they pertain to ethical school social work practice.~~

~~10(b) Understands the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.~~

~~10(c) Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).~~

~~10(d) Understands the value base of the profession, its ethical standards, and relevant law.~~

Performance - The competent school social worker:

10(d) applies knowledge of human behavior and the social environment, person-in-environment and other theoretical frameworks in the evaluation of practice;
10(e) critically analyzes, monitors and evaluates intervention outcomes;
10(f) applies evaluation findings to improve practice effectiveness with students, families, schools and communities; and
10(g) selects and uses appropriate methods for evaluation of outcomes.

~~10(e) Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on confidentiality, and students' and families' rights.~~

~~10(f) Models and promotes ethical practices for confidential communication.~~

~~10(g) Manages personal values in a way that allows professional values to guide practice.~~

~~10(h) Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.~~

10(i) Tolerates ambiguity in resolving ethical conflicts.

10(j) Applies strategies of ethical reasoning to arrive at principled decisions.

10(k) Collaborates with other educational professionals in an interdisciplinary and ethical manner.

Standard 11: Identifies as a professional school social worker and conducts oneself accordingly - School social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Knowledge - The competent school social worker:

11(a) Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.

11(b) Understands and develops skills in advocacy, case management, classroom groups, community organization, consultation and in-service training.

11(c) Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.

11(d) Understands the importance of active participation and leadership in professional education and social work organizations.

11(e) Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for ongoing professional development.

11(f) Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.

11(g) Understands the significance of social work history.

Performance - The competent school social worker:

11(h) Advocates for student and family access to social work services in the educational setting.

11(i) Practices personal reflection and self-correction to assure continual professional development.

11(j) Attends to professional roles and boundaries within the context of the educational setting.

11(k) Demonstrates professional demeanor in behavior, appearance, and communication.

11(l) Engages in career-long learning.

11(m) Uses supervision and consultation.

11(n) Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.

~~Participates in professional activities and organizations that promote and enhance school social work practice.~~

IDAHO STANDARDS FOR SPEECH-LANGUAGE PATHOLOGY

All speech-language pathology candidates are expected to meet standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all speech-language pathology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for speech-language pathologists were adopted from the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective speech language pathologists. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard I: Degree – The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

Implementation: The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.

Standard II: Education Program – All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.

Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

Standard III: Program of Study – The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

Standard IV: Knowledge Outcomes

Standard IV-A – The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.

Standard IV-B – The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C – The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;

- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

Standard IV-D – For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E – The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F – The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard IV-G – The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

Standard IV-H – The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A – The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B – The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

a. Conduct screening and prevention procedures (including prevention activities).

b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.

c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.

d. Adapt evaluation procedures to meet client/patient needs.

e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

f. Complete administrative and reporting functions necessary to support evaluation.

g. Refer clients/patients for appropriate services.

2. Intervention

a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.

b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).

c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.

d. Measure and evaluate clients'/patients' performance and progress.

e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

b. Collaborate with other professionals in case management.

c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA Code of Ethics and behave professionally.

Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

These experiences should allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.

Standard V-C – The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. It is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.

Standard V-D – At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

Standard V-E – Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition

of essential clinical skills. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F – Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.

Standard VI: Assessment – The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.

Standard VII: Speech-Language Pathology Clinical Fellowship – The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.

The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.

Standard VII-A: Clinical Fellowship Experience – The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

Standard VII-B: Clinical Fellowship Mentorship – The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.

Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.

On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be

provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.

A CF mentor intending to supervise a Clinical Fellow located in another state may be required to also hold licensure in that state; it is up to the CF mentor and the Clinical Fellow to make this determination before proceeding with a supervision arrangement.

Standard VII-C: Clinical Fellowship Outcomes – The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to:

- integrate and apply theoretical knowledge,
- evaluate his or her strengths and identify his or her limitations,
- refine clinical skills within the Scope of Practice in Speech-Language Pathology,
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must submit the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.

Standard VIII: Maintenance of Certification – Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.

If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.

SUBJECT

Temporary and Proposed Rule, IDAPA 08.02.03, Rules Governing Thoroughness – Extended Content Standards and Science Assessment

REFERENCE

April 2008	Board approved the temporary and proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards.
August 2008	Board approved pending rule Docket 08-0203-0802, incorporating by reference the Idaho Extended Content Standards.
August 2017	Board adopted revised Idaho Science Content Standards.
August 2017	Board approved pending rule Docket 08-0203-1703, Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards Core Content Connectors in ELA and Math.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105 and 33-1612, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

This temporary and proposed rule updates IDAPA 08.02.03, Rules Governing Thoroughness, subsections 004.05 and 111.06. This temporary rule is required to comply with governing law.

Subsection 004.05

The Idaho Extended Content Standards in science are not currently aligned with the Idaho Content Standards for science adopted in 2017. Both the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) require that content standards for all students, regardless of cognitive ability, to be aligned with general education standards. This temporary and proposed rule will replace the Idaho Extended Content Standards in Science with the Idaho Content Standards Core Content Connectors-Science (subsection 004.05).

The purpose of the Core Content Connectors (Connectors) is to identify the most salient core academic content in science found in the Idaho Content Standards. The Connectors identify priorities for the instruction of students identified as having significant cognitive disabilities and align with the alternate assessment. They illustrate the necessary knowledge and skills students with significant cognitive

disabilities need to reach the learning targets or critical big ideas within the state standard.

The Connectors were developed by a team of Idaho science and special educators to promote how students with significant cognitive disabilities can engage in the Idaho Content Standards while following the learning progression. They have the following characteristics:

- Sequenced to help guide meaningful instruction for students with significant cognitive disabilities and lead to enduring skills in successive grades;
- Written as outcome based, which provides a description of what students should know and do;
- Written with high level of expectations for students with significant cognitive disabilities; and
- Align to grade-level standards to provide access to the general curriculum. Connectors are designed to contribute to a fully aligned system of content, instruction, and assessment.

Subsection 111.06

Under ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8., states are required to have challenging academic content and achievement standards and to administer assessments aligned to these standards to all students. Further, ESEA Section 111(b)(2)(B)(v) requires that states administer the science assessment at least once in grade bands 3-5, 6-9, and 10-12. Idaho currently administers the science assessment in grades 5 and 7 and as an end of course assessment in biology or chemistry at the high school level.

With the adoption of updated science content standards in 2017, the state must develop and administer a new assessment aligned to the new standards. After engagement with stakeholders during the development of the updated science content standards, and in ongoing engagement since the adoption, stakeholders including educators, administrators, and parents agree the science standards are structured in a spiraled sequence that build on the skills in grade bands 3-5, 6-8, and high school.

Engagement conversations between the Department of Education (Department) and these stakeholders have focused on administering assessments at the end of each of the grade bands (elementary school, middle school, and high-school), as this timeframe allows for teaching and learning progression of the standards in elementary, middle, and high school, while recognizing course sequences of the science domains (earth science, physical science, and life science) that vary across the state's local education agencies. Secondary teachers contributed perspectives on not limiting the high school science assessment to a single science domain (e.g. life science, or earth science), as it restricts the value of a well-rounded science education and preparation of Idaho's students in necessary science skills and knowledge.

This temporary and proposed rule changes the administration of the grade band 6-9 test from grade 7 to grade 8 (subsection 111.06.h-i). Additionally, the course-specific end of course science assessment (subsection 111.06.n) is replaced by a single science assessment administered in grade 11 (subsection 111.06.l). The administration of an assessment in grade 11 complies with ESEA Section 1111(b)(2), which specifies all students be assessed on the same set of standards. The current end of course assessment in biology or chemistry does not meet this requirement.

IMPACT

The adoption of this temporary and proposed rule ensures that students with the most significant cognitive disabilities will receive instruction and assessment aligned with general education standards as required by IDEA and ESEA. Additionally, a science assessment aligned to Idaho science content standards administered in grades 5, 8, and 11 will ensure Idaho's comprehensive assessment program is compliant with ESEA. Failure to comply with federal assessment requirements as outlined can result in the withholding of Title I administrative funds by the US Department of Education. The Department has a condition on Title I funds pending progress on the development of a high-quality science assessment.

ATTACHMENTS

Attachment 1 – Proposed Rule Text, IDAPA 08.02.03
Attachment 2 – Idaho Core Content Connectors - Science
Attachment 3 – Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a stand alone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and may circumvent the formal negotiated rulemaking process that takes place prior to a proposed rule being brought forward to the Board.

To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This temporary rule complies with the requirement that it is necessary to come into compliance with governing law or federal programs.

Once approved by the Board, the proposed rule is then published in the administrative bulletin and a 21-day public comment period commences. Unlike the negotiated rulemaking process, the public comment period only requires the public be given an opportunity to comment on what has already been drafted. Formal public hearings may also be conducted as part of the 21-day comment period. Following the close of the public comment period, changes may be made to the proposed rule in response to the comments received. The rule is then brought back to the Board, with changes if applicable, as a pending rule. If the pending rule is approved by the Board it is published again in the Administrative Bulletin as a pending (final) rule and forwarded to the Legislature for consideration.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Core Content Connectors – Science, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve temporary and proposed amendments to IDAPA 08.02.03 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.
All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (4-5-00)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.03 "Rules Governing Thoroughness." (4-5-00)

02. Scope. These rules shall govern the thorough education of all public school students in Idaho. (4-5-00)

002. WRITTEN INTERPRETATIONS.
Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702. (3-15-02)

003. ADMINISTRATIVE APPEALS.
Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (4-5-00)

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-29-10)

a. Arts and Humanities Categories: (3-24-17)

i. Dance, as revised and adopted on August 11, 2016; (3-24-17)

ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)

iii. Media Arts, as adopted on August 11, 2016. (3-24-17)

iv. Music, as revised and adopted on August 11, 2016; (3-24-17)

v. Theater, as revised and adopted on August 11, 2016; (3-24-17)

vi. Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)

vii. World languages, as revised and adopted on August 11, 2016. (3-24-17)

b. Computer Science, adopted on November 28, 2016. (3-24-17)

c. Driver Education, as revised and adopted on August 10, 2017. (3-28-18)

d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)

e. Health, as revised and adopted on August 11, 2016. (3-24-17)

f. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-28-18)

g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)

h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)

i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)

j. Science, as revised and adopted on August 10, 2017. (3-28-18)

k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)

l. College and Career Readiness Competencies adopted on June 15, 2017. (3-28-18)

m. Career Technical Education Categories: (3-29-17)

i. Agricultural and Natural Resources, as revised and adopted on August 16, 2018. (4-11-19)

ii. Business and Marketing Education, as revised and adopted on August 31, 2017. (3-28-18)

iii. Engineering and Technology Education, as revised and adopted on August 16, 2018. (4-11-19)

iv. Health Sciences, as adopted on August 16, 2018. (4-11-19)

v. Family and Consumer Sciences, as revised and adopted on August 16, 2018. (4-11-19)

vi. Skilled and Technical Sciences, as revised and adopted on August 16, 2018. (4-11-19)

vii. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-28-18)

04. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-29-17)

~~**05. The Idaho Extended Content Standards**. The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at https://.boardofed.idaho.gov. (3-28-18)~~

~~06~~05. **The Idaho Content Standards Core Content Connectors**. The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education ~~on August 10, 2017~~. Copies of the document can be found at the State Board of Education website at https://boardofed.idaho.gov. (~~3-28-18~~)

a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

b. Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

c. Science, as adopted by the State Board of Education on June 19, 2019. ( )

~~07~~06. **The Idaho Alternate Assessment Achievement Standards**. Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-28-18)

~~08~~07. **The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing**. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (4-2-08)

~~09~~08. **The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired**. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (4-2-08)

~~10~~09. **The Idaho Special Education Manual**. The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (4-11-19)

BREAK IN CONTINUITY OF SECTIONS

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (4-2-08)

02. Purposes. The purpose of assessment in the public schools is to: (3-15-02)

a. Measure and improve student achievement; (3-15-02)

b. Assist classroom teachers in designing lessons; (3-15-02)

c. Identify areas needing intervention and remediation, and acceleration; (3-15-02)

d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)

e. Inform parents and guardians of their child's progress; (3-15-02)

f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)

g. Identify performance trends in student achievement across grade levels tested and student growth

over time; and (3-15-02)

h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-29-12)

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (4-2-08)

a. All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (4-6-05)

c. Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. (3-29-17)

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (4-7-11)

a. Effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (4-7-11)

b. Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (4-7-11)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.n. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (3-29-17)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

c. Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-11-15)

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)

e. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)

f. Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science~~,~~; Idaho Alternate Assessment~~,~~; Idaho English Language Assessment. (3-29-17)

g. Grade 6 - Grade 6 Idaho Standards Achievement Tests~~, Idaho Alternate Assessment~~ in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (~~3-29-17~~)

h. Grade 7 - Grade 7 Idaho Standards Achievement Tests~~, Idaho Alternate Assessment~~ in English language usage~~,~~ and mathematics, ~~and science,~~ Idaho Alternate Assessment, Idaho English Language Assessment. (~~3-29-17~~)

i. Grade 8 - National Assessment of Educational Progress~~,~~; Grade 8 Idaho Standards Achievement Tests in English language usage, ~~and~~ mathematics, and science~~,~~; Idaho Alternate Assessment~~,~~; Idaho English Language
Assessment. (~~3-29-17~~)

j. Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)

k. Grade 10 - High School Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (~~4-2-08~~)

l. Grade 11 ~~–~~ High School Idaho Standards Achievement Test in science, Idaho Alternate Assessment, Idaho English Language Assessment, college entrance exam. (~~3-29-17~~)

m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (4-2-08)

n. ~~Students are required to take a high school End of Course Assessment in science provided by the state and administered by the district as applicable to the course completed by the students. (3-29-17)~~

07. Comprehensive Assessment Program Schedule. (5-3-03)

a. The Idaho Reading Indicator will be administered in accordance with Section 33-1615, Idaho Code. (3-29-17)

b. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

c. The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (4-11-15)

d. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)

e. Idaho's English Language Assessment will be administered in a time period specified by the State

Board of Education. (3-29-17)

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; and (3-29-12)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-29-12)

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

10. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

11. Test Security, Validity and Reliability. (4-2-08)

a. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (4-2-08)

b. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (4-2-08)

12. Demographic Information. Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (4-2-08)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

a. The Idaho Standards Achievement Tests (grades 3-8 and High School). (3-29-17)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (4-6-05)

i. Language Arts/Communications. (3-15-02)

ii. Math. (3-15-02)

iii. Science. (3-15-02)

iv. Social Studies. (3-15-02)

v. Health. (3-15-02)

vi. Humanities. (3-15-02)

BREAK IN CONTINUITY OF SECTIONS

IDAHO EXTENDED CONTENT STANDARDS

CORE CONTENT CONNECTORS

SCIENCE

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
STATE DEPAREMENT OF EDUCATION
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Introduction

The *Idaho Content Standards in Science* are essential for developing the science literacy of Idaho students, as it is vital that our students understand the fundamental laws and practices within scientific disciplines. The unifying goal is for Idaho students to practice and perform science and use their working knowledge of science to successfully function in a complex world. This document contains the *Idaho Extended Content Standards in Science*. The *Idaho Extended Content Standards in Science* are aligned with the *Idaho Content Standards in Science*, but have been reduced in depth and complexity, as is appropriate for students with the most significant cognitive impairments who qualify to participation in the Idaho Alternate Assessment. At the standard level, the *Idaho Extended Content Standards* are referred to as *Core Content Connectors*, signifying that the *Idaho Extended Content Standards* are "connected to the core content" of the *Idaho Content Standards in Science*.

Organization of the Standards

Kindergarten through Grade 2

The *Idaho Content Standards in Science* for students in kindergarten through grade 2 are broad and foundational. This makes them relevant and meaningful for all students, including those with the most significant cognitive impairments. Therefore, the *Core Content Connectors* for kindergarten through grade 2 are exactly the same as the performance standards outlined in the *Idaho Content Standards in Science* for the same grades. In kindergarten through grade 2, the *Core Content Connectors* are organized in tables with the header rows as illustrated below:

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
The Science Domains include the following: • Physical Science • Life Science • Earth Science	Categories specific to each science domain.	Description of the performance standard, including the numbering convention.	Statement summarizing the supporting content for each standard.

The numbering convention for the kindergarten through grade 2 *Core Content Connectors* also mirror those found in the *Idaho Content Standards in Science*, as illustrated below:

Science Domain	Unit	Grade Level	Standard Number	Numbering Convention
Physical Science (PS)	2	K	1	PS2-K-1

Grade 3 through High School

The remaining *Idaho Extended Content Standards in Science* are organized into grades 3, 4, and 5; middle school; and high school. The *Core Content Connectors* for students in these grades are aligned with the *Idaho Content Standards in Science*, but have been reduced in depth and complexity as appropriate for students with the most significant cognitive disabilities. The *Core Content Connectors* for grades 3, 4, and 5; middle school; and high school are organized in tables with header rows as illustrate below:

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
The Science Domains include the following: • Physical Science • Life Science • Earth Science	Categories specific to each science domain.	Description of the performance standard, including the numbering convention.	Description of the Idaho Core Content Connector that is aligned with each Idaho General Education Performance Standard, including the numbering convention.	Statement summarizing the supporting content for each standard.

The numbering convention for the *Core Content Connectors in* grades 3, 4, and 5; middle school; and high school is illustrate below:

Core Content Connector	Science Domain	Unit	Grade Level	Standard Number	Numbering Convention
CCC	Physical Science (PS)	1	5	1	CCC-PS1-5-1

Kindergarten Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Physical Science	Motion and Stability: Forces and Interactions	PS1-K-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Pushing or pulling can have different strengths and directions (e.g., the student pushes a ball in different ways.)
Physical Science	Motion and Stability: Forces and Interactions	PS1-K-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it (e.g., the student pulls an object toward them).
Physical Science	Energy	PS2-K-1. Make observations to determine the effect of sunlight on Earth's surface.	Sunlight warms Earth's surface (e.g., the student moves into sunlight to get warm).
Physical Science	Energy	PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Umbrellas, canopies, and tents that minimize the warming effect of the sun (e.g., the student stands under a structure when too warm).
Life Science	Molecules to Organisms: Structure and Processes	LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	All animals need food to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Life Science	Molecules to Organisms: Structure and Processes	LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items.	Living and non-living things have distinct characteristics (e.g., the student can differentiate between a plant and a rock).
Earth Science	Earth's Systems	ESS1-K-1. Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.	Different types of weather occur during the 4 seasons.
Earth Science	Earth's Systems	ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Plants and animals interact with Earth's surface to meet their needs (e.g., a bird uses twigs and pine straw to make a nest and a tree's roots can break apart a rock).
Earth Science	Earth and Human Activity	ESS2-K-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	Living things need specific resources (e.g., food water and shelter) from the land, and they typically live in places that have the things they need.
Earth Science	Earth and Human Activity	ESS2-K-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Certain kinds of intense weather events are more likely than others to occur in a given region.
Earth Science	Earth and Human Activity	ESS2-K-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	Humans can make choices that determine how much they impact Earth with interacting with it's resources.

Grade 1 Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Physical Science	Waves	PS1-1-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Vibrating materials can make sound, and sound can make certain materials vibrate if held near the source.
Physical Science	Waves	PS1-1-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	Illumination could be from an external light source or by an object giving off its own light. Different observations can be made in different areas using varying light sources.
Physical Science	Waves	PS1-1-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	Some materials allow light to pass through them, others allow only some light through and others block all the light.
Physical Science	Waves	PS1-1-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	Devices can be used to send information over distances (a light source, a paper cup and string, or drum beats.)
Life Science	Molecules to Organisms: Structure and Processes	LS1-1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Humans can copy animals' and plants' structures to solve a problem (e.g., a lily pad's design can be used to create a raft for a human).

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Life Science	Molecules to Organisms: Structure and Processes	LS1-1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Offspring can tell their parents they need something by making certain noises or acting in a certain manner.
Life Science	Molecules to Organisms: Structure and Processes	LS1-1-3. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	A pattern can be shown when plants and animals are born, grow, change, and expire.
Life Science	Heredity: Inheritance and Variation of Traits	LS2-1-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Young plants and animals can look very similar to their parents, but do not exactly match.
Earth Science	Earth's Place in the Universe	ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.	The moon revolves around Earth and Earth revolves around the sun.
Earth Science	Earth's Place in the Universe	ESS1-1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	The number of hours of daylight during the summer season is more than the number of hours during the winter season.

Grade 2 Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Physical Science	Matter and Its Interactions	PS1-2-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Different types of materials can be grouped together based on observable features (e.g., color, texture, hardness, and flexibility).
Physical Science	Matter and Its Interactions	PS1-2-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	Determining the different properties of materials can help determine their varied purposes.
Physical Science	Matter and Its Interactions	PS1-2-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	Objects can be made of smaller pieces that can be taken apart and put back together.
Physical Science	Matter and Its Interactions	PS1-2-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	After heating certain substances, they can be cooled back down to what they were originally. Other substances are permanently changed after heating or cooling.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	A plant will grow bigger when it is placed in the sun and given water.

Science Domain	Category	Idaho General Education Performance Standard	Summary of Supporting Content
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Animals can interact with plants to help pollinate them or spread their seeds (e.g., bee covered in pollen sucking the nectar from a flower).
Life Science	Biological Adaptation: Unity and Diversity	LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.	Plants and animals on land and in water have structures that help them survive in that habitat.
Earth Science	Earth's Place in the Universe	ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Natural Earth events can either occur very quickly or very slowly (e.g., comparing a lightning strike to a glacier melting).
Earth Science	Earth's Systems	ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Blowing wind and flowing water and move Earth particles and change the shape of Earth's surface.
Earth Science	Earth's Systems	ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.	Pictures and drawings of Earth from high up can show different land formations and bodies of water.

Grade 3 Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Motion and Stability: Forces and Interactions	PS1-3-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	CCC-PS1-3-1 Identify forces as the cause of an object's movement.	Forces can cause an object to move and changes in forces can change that motion (e.g., students pushing on a wooden crate).
Physical Science	Motion and Stability: Forces and Interactions	PS1-3-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	CCC-PS1-3-2 Predict the cycle of motion for an object moving in a pattern.	Patterns of motion can be used to predict future motion (e.g., a child on a swing).
Physical Science	Motion and Stability: Forces and Interactions	PS1-3-3 Ask questions to determine cause-and-effect relationships of electric or magnetic interactions between two objects not in contact with each other.	CCC-PS1-3-3 Describe how magnets interact with metal objects when they are not in contact with each other (e.g., place a paper clip two inches away from a magnet and slowly push the paper clip until the magnetic force pulls the paper clip to the magnet).	Some forces, such as electrical and magnetic forces, do not require objects to be in contact (e.g., for balloons, static electricity; for magnets, distance and orientation).
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS1-3-1 Construct an argument that some animals form groups that help members survive.	CCC-LS1-3-1 Determine how the group behavior helps the animals. (Note: Benefits might include obtaining food and protection).	Animals often form groups to help them survive.
Life Science	Inheritance and Variation of Traits	LS2-3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	CCC-LS2-3-1 Use evidence from graphics to identify similarities and differences between parents and their offspring.	Many of the traits of organisms are similar to those of their parents.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Inheritance and Variation of Traits	LS2-3-2 Use evidence to support the explanation that traits can be influenced by the environment.	CCC-LS2-3-2 Identify evidence that shows how the environment has influenced traits in plants and animals.	Some traits of organisms result from environmental factors, such as lack of food, water, and exercise (for animals).
Earth Science	Earth's Systems	ESS1-3-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	CCC-ESS1-3-1 Describe typical weather conditions expected during a particular season.	Specific seasons have typical weather conditions.
Earth Science	Earth's Systems	ESS1-3-2 Obtain and combine information to describe climates in different regions of the world.	CCC-ESS1-3-2 Describe the climate of a region of the world.	Different regions of the world have different climates.
Earth Science	Earth and Human Activity	ESS2-3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	CCC-ESS2-3-1 Match the preventative measure to the related weather hazard.	Humans can take steps to reduce the impact of weather-related hazards.

Grade 4 Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Energy	PS1-4-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.	CCC-PS1-4-1 Recognize that if two identical objects are moving at different speeds, then the one moving faster has more energy.	The faster a given object is moving, the more energy it has. (Note: A "given object" is important here. It is not about comparing the energy of different objects, but two identical objects at different speeds can be compared).
Physical Science	Energy	PS1-4-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	CCC-PS1-4-2 Identify examples of energy transferring from place to place (e.g., electrical energy becoming light energy in a lamp, electrical energy becoming heat energy in a microwave).	Energy can be transferred from place to place through sound, light, heat, or electricity.
Physical Science	Energy	PS1-4-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	CCC-PS1-4-3 Predict the motion of a stationary object when a moving object collides with it.	When a moving object collides with another object, energy is transferred and the motion changes.
Physical Science	Energy	PS1-4-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	CCC-PS1-4-4 Given a situation, identify the device that is used to convert energy from one form to another (e.g., in a flashlight, a battery converts chemical energy to light; in a fan, electrical energy is converted to motion energy).	Devices can convert energy from one form to another for a variety of uses.
Physical Science	Waves	PS2-4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and understand that waves can cause objects to move.	CCC-PS2-4-1 Identify how wave patterns (amplitude and wavelength) can cause objects to move.	Waves move in patterns that can differ in amplitude (height) and wavelength (spacing between waves) and understand that waves can cause objects to move.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Waves	PS2-4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	CCC-PS2-4-2 Identify the correct path light follows between a light source, the object, and the eye.	The reflection of light from objects and light entering the eyes allows the objects to be seen.
Physical Science	Waves	PS2-4-3 Generate and compare multiple solutions that use patterns to transfer information.	CCC-PS2-4-3 Describe how different sound patterns can convey different meanings.	Information can be transmitted in patterns through the use of multiple devices (e.g., Morse code, binary code, music).
Life Science	From Molecules to Organisms: Structure and Function	LS1-4-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	CCC-LS1-4-1 Identify the functions (survival, growth, behavior, and/or reproduction) of various plant and animal structures. (Note: Structures could include thorn, stem, roots, petal, heart, lungs, stomach, brain, skin, or skeleton).	Structures of organisms work together to sustain life.
Life Science	From Molecules to Organisms: Structure and Function	LS1-4-2 Use a model to describe how animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.	CCC-LS1-4-2 Identify an animal's response to a given environmental stimuli (e.g., ring a bell, a dog hears it and comes to the food bowl; a porcupine senses danger and bristles its quills at an enemy; a skunk senses danger and sprays).	Animals receive information through their senses, process the information in their brains, and respond.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-4-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	CCC-LS2-4-1 Sequence the producers, consumers, and decomposers in a food web.	Matter flows among organisms.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth's Place in the Universe	ESS1-4-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	CCC-ESS1-4-1 Describe how fossils in rock layers reveal changes in the landscape over time.	Patterns of rock formations and fossils in rock layers reveal changes in the landscape over time.
Earth Science	Earth's Systems	ESS2-4-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	CCC-ESS2-4-1 Use evidence (e.g., pictures, measurements, data) to show how erosion and/or weathering changes the landscape.	Erosion and weathering reshape the landscape over time.
Earth Science	Earth's Systems	ESS2-4-2 Analyze and interpret data from maps to describe patterns of Earth's features.	CCC-ESS2-4-2 Use map symbols to describe Earth's features.	Maps describe patterns of Earth's features.
Earth Science	Earth's Systems	ESS3-4-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	CCC-ESS3-4-1 Describe an energy source's effect on the environment.	Energy and fuels are derived from natural resources and their uses affect the environment.
Earth Science	Earth's Systems	ESS3-4-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	CCC-ESS3-4-2 Choose a design that would lessen the impact of a natural hazard on an environment (e.g., a raised house in an area prone to flooding).	Humans can take steps to reduce the impact of natural hazards.

Grade 5 Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Matter and Its Interactions	PS1-5-1 Develop a model to describe that matter is made of particles too small to be seen.	CCC-PS1-5-1 Use a model to explain that matter is still present even when it too small to be seen (e.g., sugar dissolved in water is still present; thus, the water is sweet).	Matter still exists even when it is too small to be seen.
Physical Science	Matter and Its Interactions	PS1-5-2 Measure and graph quantities to provide evidence that, regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	CCC-PS1-5-2 Identify total weight data that show the total weight of matter before and after heating, cooling, or mixing materials.	Regardless of the type of change that occurs, the total weight of the matter stays the same.
Physical Science	Matter and Its Interactions	PS1-5-3 Make observations and measurements to identify materials based on their properties.	CCC-PS1-5-3 Make observations and match the materials based on their properties (e.g., color, hardness, solubility).	Different substances have different properties (e.g., color, texture, hardness).
Physical Science	Matter and Its Interactions	PS1-5-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	CCC-PS1-5-4 Use observations to determine if the mixing of two or more substances results in a new substance (e.g., baking cookies, making slime).	The mixing of two or more substances sometimes forms a new substance.
Physical Science	Motion and Stability: Forces and Interactions	PS2-5-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.	CCC-PS2-5-1 Use observations to determine that objects, regardless of weight, fall toward Earth due to its gravitational force.	Gravity causes objects to fall toward Earth.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Energy	PS3-5-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and warmth) was once energy from the sun.	CCC-PS3-5-1 Trace the source of an animal's energy through a food chain back to the sun.	Energy in animals' food was once energy from the sun.
Life Science	From Molecules to Organisms: Structure and Function	LS1-5-1 Support an argument that plants get the materials they need for growth chiefly from air and water.	CCC-LS1-5-1 Use data from investigations to identify that air and water are the main sources of growth materials for plants (e.g., essential vs. non-essential).	Plants acquire their material for growth chiefly from air and water.
Life Science	Biological Evolution: Unity and Diversity	LS2-5-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	CCC-LS2-5-1 Identify the environment in which the fossil animal or plant lived.	Some plants and animals that once lived are no longer alive, but fossils provide information about those plants and animals and their environment.
Life Science	Biological Evolution: Unity and Diversity	LS2-5-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	CCC-LS2-5-2 Determine which variation of the characteristic is most helpful to the animal in its current environment (e.g., birds: shape and size of beaks).	Sometimes, differences in the characteristics between individuals of the same species provide advantages.
Life Science	Biological Evolution: Unity and Diversity	LS2-5-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	CCC-LS2-5-3 Determine the needs of organisms that can survive in a habitat and/or needs of organisms that cannot survive in a habitat.	In a particular habitat, some organisms can survive and some cannot.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Biological Evolution: Unity and Diversity	LS2-5-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	CCC-LS2-5-4 Determine how the environment may need to change after a natural or manmade event in order for the organisms found there to survive.	When an environment changes, the organisms in the environment may be impacted.
Earth Science	Earth's Place in the Universe	ESS1-5-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	CCC-ESS1-5-1 Identify that the sun is the closest star to Earth.	The sun appears brighter because it is closer to Earth than other stars.
Earth Science	Earth's Place in the Universe	ESS1-5-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	CCC-ESS1-5-2 Use data and/or images to show that shadows can change in length and direction depending on the time of day in a predictable pattern. Use a graphical display to sequence up to four basic phases of the moon. Given a model, name the seasons.	Day and night, seasons, phases of the moon, and shadows follow a regular pattern.
Earth Science	Earth's Systems	ESS2-5-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	CCC-ESS2-5-1 Use a model to describe how an organism interacts with the land, water, or air in its environment.	All living things interact with the air, water, and land available on Earth.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth's Systems	ESS2-5-2 Describe and graph the amounts and percentages of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	CCC-ESS2-5-2 Using a model, identify where fresh water and salt water are found.	The majority of the water found on Earth is salt water. Fresh water is limited and found in various areas.
Earth Science	Earth's Systems	ESS3-5-1 Support, obtain, and combine information about ways that individual communities use science ideas to protect Earth's resources and the environment.	CCC-ESS3-5-1 Describe ways to protect Earth's resources and clean up the environment (e.g., place trash in the trash can).	People can take steps to protect Earth's resources and the environment.

Middle School Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Matter and Its Interactions	PS1-MS-1 Develop models to describe the atomic composition of simple molecules and extended structures.	CCC-PS1-MS-1 Use models to distinguish molecules as either simple molecules (such as oxygen) or extended structures (such as carbon dioxide).	Matter is made up of very small pieces called molecules, and within molecules there are atoms.
Physical Science	Matter and Its Interactions	PS1-MS-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	CCC-PS1-MS-2 Recognize that chemical changes involve changes in the molecules (atoms are rearranged), leading to a new material with properties that are different from the properties of the original substances.	Some materials interact to form new substances with new properties.
Physical Science	Matter and Its Interactions	PS1-MS-3 Gather and make sense of information to describe how synthetic materials come from natural resources and impact society.	CCC-PS1-MS-3 Gather information to identify the natural resources used to make a synthetic product (e.g., petroleum into plastics, aluminum into cans).	Natural resources can be used to make materials useful to society.
Physical Science	Matter and Its Interactions	PS1-MS-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	CCC-PS1-MS-4 Use a model to identify that the particles that make up an object move fast or slowly, depending on the temperature of the object.	Matter exists in various states (i.e., solid, liquid, and gas). The molecules in matter behave differently when heat is added or removed.
Physical Science	Matter and Its Interactions	PS1-MS-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	CCC-PS1-MS-6 Use presented evidence to determine if a reaction has released or absorbed thermal energy (e.g., fireworks).	Some chemical reactions release heat; others store heat.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Motion and Stability: Forces and Interactions	PS2-MS-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	CCC-PS2-MS-1 Use models to predict how the motion of objects of the same size with different speeds will be affected when the objects collide.	When objects collide, they exert forces on each other that will affect their motion (e.g., collisions between balls or between a ball and a stationary object).
Physical Science	Motion and Stability: Forces and Interactions	PS2-MS-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	CCC-PS2-MS-2 Predict how the motion of objects with different masses will change when acted on by forces.	Unbalanced forces cause a change of motion. The amount of change depends upon the size of the force and mass of the object.
Physical Science	Motion and Stability: Forces and Interactions	PS2-MS-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	CCC-PS2-MS-3 Use data to make statements about the effect of distance on the interactions between magnets.	Some forces (e.g., magnetic forces) act at a distance without physical contact with an object.
Physical Science	Motion and Stability: Forces and Interactions	PS2-MS-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	CCC-PS2-MS-4 Predict how the motion of objects with different masses will change when acted on by forces.	Gravitational force exists between any two objects. The size of the force depends upon the mass of the object.
Physical Science	Motion and Stability: Forces and Interactions	PS2-MS-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	CCC-PS2-MS-5 Relate the orientation of magnets and the distance between them to the behavior of the magnets.	The behavior of magnets varies with changes in orientation, distance, and the strength of the magnet.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Energy	PS3-MS-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	CCC-PS3-MS-1 Use mass and speed data to determine the object with the greatest kinetic energy.	Kinetic energy (motion energy) is proportional to the mass of the object. Kinetic energy increases as speed increases.
Physical Science	Energy	PS3-MS-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	CCC-PS3-MS-3 Describe situations where thermal energy is transferred (e.g., if ice is added to a cup of water or if water in a pot is heated on a stove).	Heat can be transferred from one object to another. Humans have invented devices to "manage" this transfer.
Physical Science	Energy	PS3-MS-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	CCC-PS3-MS-4 Use temperature data to determine the changes of objects of the same material but different masses when heat is applied for a certain period of time.	Temperature is a measure of the average kinetic energy of matter.
Physical Science	Energy	PS3-MS-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	CCC-PS3-MS-5 Identify the motion energy transfer in presented examples (e.g., a ball that was moving begins to slow down, so this means that energy was transferred from the object).	When the motion energy of an object changes, the object may gain or lose energy, but the total energy is conserved.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Waves	PS4-MS-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	CCC-PS4-MS-1 Compare wave diagrams to identify differences in wavelength and amplitude.	Mechanical waves (water, sound, waves in a rope at the gym) have a repeating pattern, including amplitude, which demonstrates the energy of the wave.
Physical Science	Waves	PS4-MS-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	CCC-PS4-MS-2 Use models to recognize that light can be reflected, absorbed, or transmitted (light passes through the object).	Light waves can be reflected, transmitted, or absorbed by different materials.
Physical Science	Waves	PS4-MS-3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	CCC-PS4-MS-3 Identify advantages or disadvantages of various means of communication.	Technological advances have improved our ability to communicate.
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	CCC-LS1-MS-1 Use evidence to show that all living things are made up of one or more cells, which are the smallest units that can be said to be alive.	All living things are made up of one or more cells, which are the smallest units that can be said to be alive.
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-2 Develop and use a model to describe the function of a cell as a whole and ways that parts of cells contribute to the function.	CCC-LS1-MS-2 Describe the function of one or more of the following cell parts: nucleus, chloroplast, mitochondria, cell membrane, and cell wall.	Cells are made up of parts with different functions that work together.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-3 Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.	CCC-LS1-MS-3 Use evidence to support a claim that groups of cells form tissues. Tissues come together to form organs, and multiple organs form organ systems.	The body is a group of systems working together to carry out body functions.
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-4 Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.	CCC-LS1-MS-4 Use evidence to describe how living things share characteristics (e.g., response to the environment, reproduction, energy use, growth and development, life cycles, made of cells).	All living things have certain shared characteristics.
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-5 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	CCC-LS1-MS-5 Use a model or diagram to show that during photosynthesis, sunlight is used to combine carbon dioxide and water into food molecules, which can be used or stored by the plant and oxygen is given off.	Plants take in matter (in the form of carbon dioxide and water), and use energy from the sun to produce food, and release oxygen into the environment through photosynthesis.
Life Science	From Molecules to Organisms: Structure and Function	LS1-MS-6 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	CCC-LS1-MS-6 Describe how food must be broken down so that the nutrients can be absorbed by the organism.	Food moves through different processes to form new molecules that support growth and release energy.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-MS-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	CCC-LS2-MS-1 Use data as evidence to show whether a population increases or decreases as a result of a change in the availability of resources in the ecosystem.	Organisms are dependent on interactions in their environment, including other living things and the physical environment.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-MS-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	CCC-LS2-MS-2 Describe interactions among organisms across multiple ecosystems (e.g., how a predatory, land-based animal interacts with prey in water ecosystems).	There are a variety of interactions within and across ecosystems that may be competitive or mutually beneficial.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-MS-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	CCC-LS2-MS-3 Complete a cycle to show the flow of energy within the ecosystem.	Energy cycles show how matter and energy is transferred within an ecosystem.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-MS-4 Develop a model to describe the flow of energy through the trophic levels of an ecosystem.	CCC-LS2-MS-4 Use a food chain/web to complete an energy pyramid.	Food webs can be broken down into an energy pyramid, showing the energy available to organisms.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-MS-5 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	CCC-LS2-MS-5 Use data to determine the effect on a population when a supply is limited due to environmental conditions.	Ecosystems are dynamic; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Heredity: Inheritance and Variation of Traits	LS3-MS-1 Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	CCC-LS3-MS-1 Describe that changes to gene structures can cause new traits that may be helpful or harmful.	Structural changes to genes lead to mutations that may be helpful or harmful.
Life Science	Heredity: Inheritance and Variation of Traits	LS3-MS-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	CCC-LS3-MS-2 Use a model to describe how asexual reproduction differs from sexual reproduction.	All organisms reproduce, either sexually and/or asexually. Asexual reproduction occurs from a single organism. Sexual reproduction leads to offspring that inherit traits from both their parents.
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	CCC-LS4-MS-1 Given images of ancient and present-day organisms, describe how the organism changed over time (e.g., wooly mammoth and modern elephant).	Fossil records provide information about how living things have changed over time.
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships.	CCC-LS4-MS-2 Compare fossils with present-day organisms with similar characteristics.	Similarities and differences between various organisms living today and organisms in the fossil record.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-3 Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.	CCC-LS4-MS-3 Compare the similarities of organisms within a similar classification (e.g., genus, species).	Similarities in anatomical structures across multiple species can be used to identify relationships.
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	CCC-LS4-MS-4 Describe a trait in a population that would help organisms survive in a specific environment (e.g., wolf surviving in Yellowstone Park better than in a desert environment).	Natural selection favors organisms that have traits that increase the likelihood of survival.
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	CCC-LS4-MS-5 Use information to describe selective breeding as a process that allows the best traits to be chosen.	Humans have the ability to influence the characteristics that organisms have.
Life Science	Biological Evolution: Unity and Diversity	LS4-MS-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	CCC-LS4-MS-6 Given a description of an environment, identify the animals or plants within a species that are most likely to survive.	Natural selection favors the survival of organisms in a species with favorable traits.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth's Place in the Universe	ESS1-MS-1 Develop and use a model of Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	CCC-ESS1-MS-1 Use a model to identify Earth's seasons and relate them to Earth's tilt and revolution around the sun	Patterns of the motion of the sun, the moon, and stars in the sky can be observed, described, and predicted.
Earth Science	Earth's Place in the Universe	ESS1-MS-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	CCC-ESS1-MS-2 Describe the motions of all objects in the solar system that occur due to the gravitational force of the sun. Our solar system is within the Milky Way galaxy which is one of many galaxies.	Earth is part of the solar system, and gravity is the attractive force between objects in the system.
Earth Science	Earth's Place in the Universe	ESS1-MS-3 Analyze and interpret data to determine scale properties of objects in the solar system.	CCC-ESS1-MS-3 Use data to order the planets based on their size or distance from the sun.	Planets can be compared based on size, distance from the sun, and composition (e.g., hot versus cold, rocky versus gaseous).
Earth Science	Earth's Place in the Universe	ESS1-MS-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history.	CCC-ESS1-MS-4 Identify the relative age of fossils based on their location in a column of rock layers.	Rock layers and the fossil record provide a way to organize Earth's history.
Earth Science	Earth's Systems	ESS2-MS-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	CCC-ESS2-MS-1 Describe how heat from Earth's core powers the rock cycle. Describe how the water cycle impacts the rock cycle (weathering and erosion).	Earth materials cycle through processes such as the rock cycle (which includes weathering and erosion).

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth's Systems	ESS2-MS-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	CCC-ESS2-MS-2 Given a scenario, describe which process (weathering, erosion, deposition) contributed to the change of Earth's surface.	Fast and slow processes (geoscience processes) shape and reshape the surface of Earth.
Earth Science	Earth's Systems	ESS2-MS-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	CCC-ESS2-MS-3 Use maps to show how the shapes of continents fit together as evidence of plate motions.	Data (maps, investigations of rocks and fossils) show that the surface of Earth consists of plates that have collided, spread apart and moved over time.
Earth Science	Earth's Systems	ESS2-MS-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	CCC-ESS2-MS-4 Describe the parts of the water cycle.	Water continually cycles through Earth's systems: among land, ocean, and the atmosphere.
Earth Science	Earth's Systems	ESS2-MS-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	CCC-ESS2-MS-5 Describe weather conditions to predict local weather patterns.	The movement of air masses causes changes in weather, including temperature, precipitation, and wind.
Earth Science	Earth's Systems	ESS2-MS-6 Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	CCC-ESS2-MS-6 Describe how climate is determined in an area based on location, shape of land, and distance from water.	Climates vary and are influenced by interactions involving sunlight, the ocean, the atmosphere, and landforms.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth and Human Activity	ESS3-MS-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	CCC-ESS3-MS-1 Use data to explain why specific resources are limited.	Humans depend on a variety of natural resources for survival. These come from various parts of the world, and many are not renewable.
Earth Science	Earth and Human Activity	ESS3-MS-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	CCC-ESS3-MS-2 Classify natural hazards as "predictable" or "not yet predictable."	Data from natural hazards (volcanic eruptions, earthquakes, tsunamis, severe weather, hurricanes, tornados, landslides, floods, and forest fires) can be used to help mitigate the harmful effects of future events.
Earth Science	Earth and Human Activity	ESS3-MS-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	CCC-ESS3-MS-3 Match human activities with their effect on Earth.	Human activities can alter the biosphere by damaging habitats.
Earth Science	Earth and Human Activity	ESS3-MS-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	CCC-ESS3-MS-4 Link population increases to a greater need for consumption of resources.	Human population and the resources they use impact Earth systems.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth and Human Activity	ESS3-MS-5 Ask questions to interpret evidence of the factors that cause climate variability over time.	CCC-ESS3-MS-5 Use data (numerical, graphical, or pictorial) as evidence of rising temperatures over the last 100 years.	Human activities (by burning fossil fuels) and natural processes can alter the Earth which can lead to climate variability.

High School Core Content Connectors

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.	CCC-LS1-HS-1 Explain that the DNA in a cell's nucleus is the genetic code that creates proteins that determine a cell's function.	Living things are made up of a variety of types of cells that have different functions. The function of a cell is determined by its DNA, which is found in the cell's nucleus.
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	CCC-LS1-HS-2 Use a model to explain the function of a body system and identify the major organ in the system.	Living organisms have systems that work together to maintain life. The organs that make up these systems carry out specific functions.
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	CCC-LS1-HS-3 Sequence the steps in an investigation to show how an organism reacts to stimuli (e.g., eyes reacting to light, heart or lungs reacting to exercise).	Organisms, and the organs and cells within them, react to maintain an internal balance (homeostasis). [Note: The term "homeostasis" should not be used within items for the Low and Moderate levels.]
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	CCC-LS1-HS-4 Use a model to explain what happens during cell division.	Cell division and multiplication, which occurs through a process called mitosis, enable growth and the replacement of dead or damaged cells.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	CCC-LS1-HS-5 Use a model to identify the inputs that go into the plant (e.g., sunlight, water) and the outputs from the plant (e.g., food, oxygen) during photosynthesis (for example, fill in the missing part of the model).	Plants produce their food through a process called photosynthesis. Photosynthesis uses light energy to convert carbon dioxide and water into sugars plus released oxygen.
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large, carbon-based molecules.	CCC-LS1-HS-6 Use a model to identify that the elements that make up sugar molecules can be used to form other molecules (e.g., amino acids, DNA, proteins).	Sugar molecules contain carbon, hydrogen, and oxygen. They are used to make other carbon-based molecules.
Life Science	From Molecules to Organisms: Structure and Function	LS1-HS-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken, and the bonds in new compounds are formed, resulting in a net transfer of energy.	CCC-LS1-HS-7 Use a model of cellular respiration to explain the input and output of the process.	Cellular respiration converts oxygen and sugar into carbon dioxide, water, and energy.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-1 Use mathematical and/or computational representations to support explanations of factors that affect the carrying capacities of ecosystems at different scales.	CCC-LS2-HS-1 Use data to determine if the food supply present in an ecosystem can sustain a specified increase in the number of organisms, or populations of organisms, eating that food supply in an ecosystem.	Ecosystems have carrying capacities, which limit the numbers of organisms and populations they can support. Balance exists in organisms, populations, and ecosystems.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	CCC-LS2-HS-2 Use data or a graphical representation to describe the relationship between population size and the availability of resources in an ecosystem.	Balance (equilibrium) exists in organisms, populations, and ecosystems. Interactions within an ecosystem keep the numbers and types of organisms relatively constant. If a modest disturbance to an ecosystem occurs, it may return to its original status. Extreme changes can challenge the functioning of an ecosystem.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	CCC-LS2-HS-4 Create a food web that shows the movement of matter and energy within an ecosystem	Matter and energy flow through a food web (ecosystem) with only small fractions transferred from one level to another.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	CCC-LS2-HS-5 Given a model, describe the role of carbon during photosynthesis and respiration as it moves through the environment.	Photosynthesis and cellular respiration result in the cycling of carbon in the environment.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but that changing conditions may result in a new ecosystem.	CCC-LS2-HS-6 Classify natural and human-initiated changes in the physical environment that can affect a population.	Changes in the physical environment (e.g., landslides, floods, development) can lead to temporary or permanent changes to an ecosystem.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	CCC-LS2-HS-7 Identify actions that can be taken to preserve or restore the environment.	Human activity can change the environment. Many changes are harmful, but humankind can also take steps to preserve and restore the environment/ ecosystems.
Life Science	Ecosystems: Interactions, Energy, and Dynamics	LS2-HS-8 Evaluate the evidence for the role of group behavior on individual's and species' chances to survive and reproduce.	CCC-LS2-HS-8 Given a group behavior, explain how that behavior helps individuals and species survive and reproduce.	Group behavior has evolved because it can increase the chances of survival and reproduction.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Heredity: Inheritance and Variation of Traits	LS3-HS-1 Ask questions to clarify relationships about the roles of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	CCC-LS3-HS-1 Explain how traits (genes) are passed from one generation to the next through DNA.	DNA contains genetic information that is passed from parent (cell or organism) to offspring. The instructions for forming species' characteristics (traits) are carried in DNA.
Life Science	Heredity: Inheritance and Variation of Traits	LS3-HS-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	CCC-LS3-HS-2 Use a model to explain how new genetic combinations are a result of meiosis, DNA replication errors, or mutations caused by environmental factors.	Genetic variation can involve reproduction between two individuals and the process of meiosis (cell division).
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	CCC-LS4-HS-1 Using descriptions and pictures, determine the sequential development pattern from a fossil to a present-day organism.	Many organisms currently found on Earth are similar and can be traced back to common ancestors that lived very long ago.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	CCC-LS4-HS-2 Determine which factor (e.g., an inherited genetic variation, limited resources, organisms that were more fit to survive in an environment) resulted in a specific adaptation within a species.	Evolution explains the change across successive generations in a biological population.
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	CCC-LS4-HS-3 Given a scenario of similar organisms with different traits, predict which organism will likely survive (e.g., birds with different shaped beaks trying to eat insects).	Organisms with traits that are advantageous and affect survival are more likely to reproduce, and thus become more common in the population.
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	CCC-LS4-HS-4 Use evidence to explain that organisms that survive can pass on beneficial traits.	Natural selection is the result of the survival of organisms with traits that increase the survival rate and the production of more offspring.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	CCC-LS4-HS-5 Describe an environmental change that will result in changes in the population of organisms.	Changes in an environment favor the survival of some organisms over others and can support the emergence of new species.
Life Science	Biological Evolution: Unity and Diversity	LS4-HS-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	CCC-LS4-HS-6 Use data (pictorial, graphical, or tabular) to determine the effectiveness of a strategy to protect a species.	Human activity often changes the physical environment in ways that favor some species and harm others, sometimes leading to extinction.
Earth Science	Earth and Space Sciences	ESS1-HS-1 Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	CCC-ESS1-HS-1 Use a model to explain that the energy released from the sun's core warms the Earth and provides the surface of the Earth with light.	Energy from the sun reaches the Earth.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth and Space Sciences	ESS1-HS-2 Construct an explanation of the current model of the origin of the universe based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	CCC-ESS1-HS-2 Use evidence to explain that the motion of distant galaxies is one way we know that the universe is expanding from its origin.	The expansion of the universe from its origins can be explained in multiple ways, one of which is the motion of distant galaxies.
Earth Science	Earth and Space Sciences	ESS1-HS-3 Communicate scientific ideas about the way stars, throughout their life cycles, produce elements.	CCC-ESS1-HS-3 Use a model to explain that stars produce elements (including hydrogen, helium, and iron) during their life cycles.	Stars, throughout their life cycle, produce elements.
Earth Science	Earth and Space Sciences	ESS1-HS-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	CCC-ESS1-HS-4 Use data to predict the motion of an object with a consistent orbit.	Data can be used to predict the motion of orbiting objects in the solar system.
Earth Science	Earth and Space Sciences	ESS1-HS-5 Evaluate evidence of past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	CCC-ESS1-HS-5 Explain that the youngest rocks are formed as tectonic plates move apart.	The theory of plate tectonics and evidence from movements of continental and oceanic plates can be used to explain the ages of crustal rocks.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth and Space Sciences	ESS2-HS-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	CCC-ESS2-HS-1 Use models to demonstrate the results of surface and internal processes (e.g., mountains, valleys, sea mounts, volcanoes).	Changes to Earth's continental and ocean-floor features are caused by Earth's internal and surface processes over time.
Earth Science	Earth and Space Sciences	ESS2-HS-5 Plan and conduct an investigation of the properties of water and its effects on Earth's materials and surface processes.	CCC-ESS2-HS-5 Use a model to explain how water changes Earth's materials and surface processes through erosion.	Water affects Earth's materials and changes surface processes.
Earth Science	Earth and Space Sciences	ESS2-HS-7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	CCC-ESS2-HS-7 Explain how life on Earth changes as Earth's systems change (Note: limit to common occurrences and simple cause/effect relationships).	Changes in Earth's systems and life on Earth occur simultaneously.
Earth Science	Earth and Space Sciences	ESS3-HS-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	CCC-ESS3-HS-1 Evaluate how the availability of natural resources and/or the occurrence of natural hazards influence human activity.	Human activity can be influenced by the availability of natural resources and occurrence of natural hazards.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Earth Science	Earth and Space Sciences	ESS3-HS-4 Evaluate or refine a technological solution that reduces the impacts of human activities on natural systems.	CCC-ESS3-HS-4 Predict how given technologies (e.g., recycling plants, devices to reduce emissions, etc.) will reduce the effect of human activities on natural systems based on a scenario.	Technology can be used to reduce the impacts of human activities on natural systems.
Earth Science	Earth and Space Sciences	ESS3-HS-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	CCC-ESS3-HS-5 Predict environmental change based on current climate data.	Data and evidence forecast the current and future rates of global or regional change that impact Earth systems.
Earth Science	Earth and Space Sciences	ESS3-HS-6 Use a computational representation to illustrate the relationships among Earth's systems and how those relationships are being modified due to human activity.	CCC-ESS3-HS-6 Use a model to explain the influence of two or more human activities on Earth's systems.	Illustrate the relationships among Earth's systems and how those relationships are influenced due to human activity.
Physical Science	Physical Sciences (Chemistry)	PSC1-HS-1 Develop models to describe the atomic composition of simple molecules and extended structures.	CCC-PSC1-HS-1 Use a model to show how atoms combine to form simple molecules (O_2) or complex molecules (NaCl or CO_2).	Matter is made up of single and complex molecules, and within molecules there are atoms.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Physical Sciences (Chemistry)	PSC2-HS-3 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	CCC-PSC2-HS-3 Identify increasing the amount of reactants or increasing the temperature as ways to speed up a chemical reaction.	Chemical reactions can be sped up by increasing the amount of reactants or by increasing the temperature.
Physical Science	Physical Sciences (Chemistry)	PSC2-HS-4 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	CCC-PSC2-HS-4 Recognize that when chemicals change, new material is formed after the reaction with equivalent mass/atoms before and after.	When substances change, mass is conserved (i.e., the masses before and after the reaction are present in different forms).
Physical Science	Physical Sciences (Physics)	PSP1-HS-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	CCC-PSP1-HS-3 Use models to predict how impact is minimized when protective components are included.	When objects collide, they exert forces on each other, which affects their motion. Some objects minimize force (e.g., bumper on a car, helmet on a football player.)
Physical Science	Physical Sciences (Physics)	PSP2-HS-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	CCC-PSP2-HS-5 Model magnetic behavior based on force (e.g., stronger magnets versus weaker magnets; number of paper clips one magnet can hold versus another.)	When two objects interact in a magnetic field, forces between the objects change due to the interaction.

Science Domain	Category	Idaho General Education Performance Standard	Idaho Core Content Connector	Summary of Supporting Content
Physical Science	Physical Sciences (Physics)	PSP3-HS-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.	CCC-PSP3-HS-1 Compare wave diagrams to identify differences in frequency, wavelength, and amplitude through media.	Mechanical waves (water, sound, waves in a rope at the gym) have repeating patterns (including amplitude, frequency, wavelength) that are impacted by the media (e.g., air, water) through which they travel.
Physical Science	Waves	PSP3-HS-2 Evaluate questions about the advantages of using digital transmission and storage of information.	CCC-PSP3-HS-2 Identify an advantage or disadvantage of a specific digital information technology.	Technological advances have improved our ability to store and transmit information. There are advantages and disadvantages to digital transmission and storage.

Science Assessment

State Board of Education

June 19, 2019

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Science Assessment Requirements

ESEA Requirement

Assess all students on the *same set of standards* once in grades bands 3-5, 6-8 and 9-12

Currently Administering

Grade 5, Grade 7 , End of Course Assessment in Biology or Chemistry

Science Assessment Peer Review

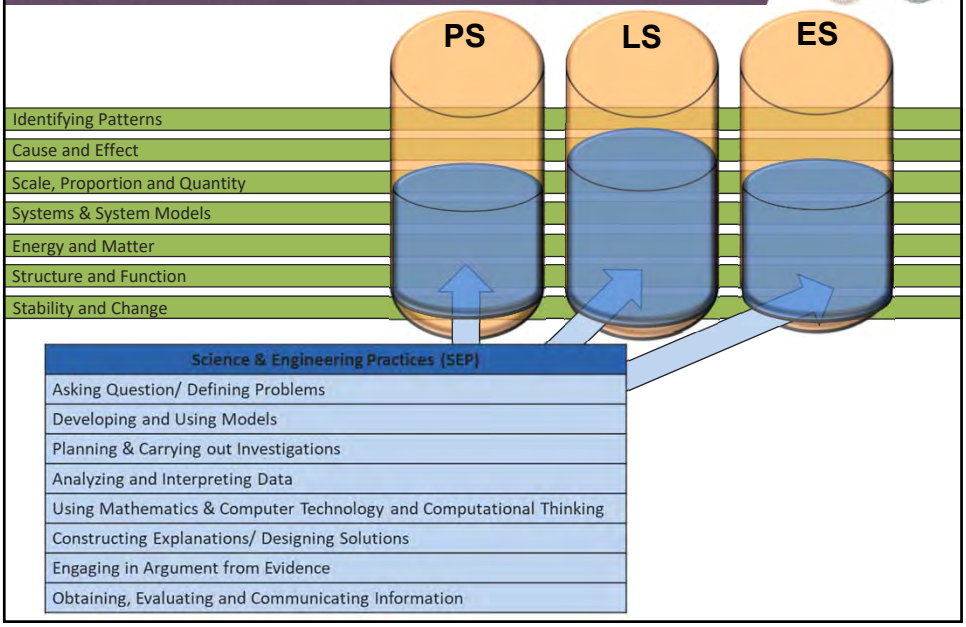
2018 ESEA Peer Review Findings

General Science Assessment partially meets requirements

- Out of compliance with ESEA
- Condition on Title 1 Funds
  - Pending development of new science assessment aligned to new standards

*Idaho will need to submit evidence to the US Department of Education in December 2020 for peer review of new assessment aligned to new standards.

Modeling the New Idaho State Science Standards



Temp and Proposed Rule Change

Middle School: Move from Grade 7 to Grade 8

- Course sequencing to ensure students have coverage of the content standards across domains

High School: Comprehensive assessment in Grade 11

- Shared value/importance of science content
- Students need 6 credits in science – 4 lab based credits

Stakeholder Engagement

2016/2017: Science Standards Committee

August 2017: IASA Presentation on Standards and assessment considerations

October 2017: Standards Committee members reviewed new science assessment design ideas

2017/18: Assessment Advisory Committee

2018/2019: New Science Assessment Development with Idaho educators

2019: Assessment Roadshow Presentations

Assessment Development

- One-time funding appropriated by legislature for assessment development in FY-2019
- Item sharing with CT, HI, OR, RI, UT, VT, WV & WY
- *Idaho Specific Assessment*
  - Idaho Educators
  - Idaho Bias and Sensitivity Committee

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Science Assessment Implementation Timeline

Spring 2020

- Field Test in Elementary, Middle School, High School

Spring 2021

- Operational assessment in Elementary, Middle School, High School
  Standard Setting (Summer 2021)

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Lewis-Clark State College Non-Traditional Route to Certification

REFERENCE

October 2017	Board approved the initial concept of a mastery-based program for teacher certification for individuals who meet the requirements of the Mastery-Based Route to Certification: Alternative Authorization – Content Specialist.
April 2018	Board approved the College of Southern Idaho's Alternative Authorization-Content Specialist, Mastery-Based Route to Teaching Program

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1201 – 33-1207, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Workforce Readiness; Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

During its April 2019 meeting, the Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the proposed Lewis-Clark State College (LCSC) PACE Mastery-Based Pathway to Certification. Through the desk review, the Standards Committee found that the program as proposed met the requirements for the State Board-approved Mastery-Based Route to Certification: Alternative Authorization – Content Specialist. However, the Standards Committee expressed concern about whether or not this new program would meet the enhancement standards of the Idaho Standards for Initial Certification of Professional School Personnel. In addition, the Standards Committee discussed how this pathway may better fit as a non-traditional route.

The PSC voted to recommend conditional approval with reservations. The PSC recognized that the proposal aligns to the State Board-approved Mastery-Based Route to Certification: Alternative Authorization – Content Specialist, while acknowledging the PSC Standards Committee's concerns regarding the lack of evidence in meeting enhancement standards.

After receiving notice of the PSC's recommendation, LCSC met with PSC staff to discuss the concerns noted in the PSC motion. PSC staff also met with OSBE staff member Tracie Bent to discuss similarities between the Non-Traditional Route and the Mastery-Based Route to Certification: Alternative Authorization – Content

Specialist. Following these discussions, PSC staff gave LCSC the option to make an addendum to their request, re-categorizing the proposal under the Non-Traditional Route to certification.

LCSC submitted an addendum to their initial proposal, changing the program to a Non-Traditional Route to Certification.

IMPACT

This new program will enable LCSC to prepare educators through a non-traditional route in addition to the traditional and alternate routes to certification that are currently available through the institutions programs.

ATTACHMENTS

Attachment 1 – LCSC AltCert Request for PSC
Attachment 2 – LCSC AltCert Proposal Letter for PSC
Attachment 3 – LCSC Appendix 1 Mastery-Based Pathway Crosswalk
Attachment 4 – LCSC Addendum to Mastery-Based Route to Certification

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Administrative Code, IDAPA 08.02.02. non-traditional routes to certification must include, at a minimum, the following components:

a. Pre-assessment of teaching and content knowledge;
b. An academic advisor with knowledge of the prescribed instruction area;
c. Exams of pedagogy and content knowledge; and
d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel.

Currently, there are two approved non-traditional routes to certification. Approval of Lewis-Clark State College's proposal would add a third non-traditional route to certification. The Board will also have the opportunity to consider a fourth non-traditional route to certification proposed by the College of Southern Idaho on the Planning, Policy and Governmental Affairs agenda. Approval of the program as a non-traditional program is consistent with the PSCp discussion at their April 2019 meeting. Staff recommends approval.

BOARD ACTION

I move to accept LCSC's addendum proposal and to approve the proposed program as amended in Attachment 4 as a non-traditional route to certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: Lewis-Clark State College Program Date of Submission March, 2019

Name: PACE Mastery-Based Pathway Certification & Endorsement

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.

Is this a request from an Idaho **public** institution?
Yes X No

If yes, on what date was the Proposal Form submitted to the State Board of Education? N/A

Section I: Evidence that the program will cover the knowledge and performances outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Performance/Knowledge	Alignment of Danielson Framework & Modules
Standard 1 **Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	***Performances.*** 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning. 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. ***Knowledge.*** 1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows	**Module A – Content methods and standard alignment** Alignment: INTASC Standard 1* LCSC faculty will assess evidence of a candidate's ability to demonstrate: An understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas). The ability to design and implement developmentally appropriate and challenging learning experiences. The candidate: 1. Draws on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d) (INTASC Standards 9 and 10 Embedded) 2. Seeks out information about learner interests to engage learners in developmentally appropriate learning experiences.

	how to use instructional strategies that promote student learning. 1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. 1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others. 1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. ***Dispositions.*** 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. 1(j) The teacher takes responsibility for promoting learners' growth and development. 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	(1b) (INTASC Standard 9 Embedded) 3. Engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (1i; 1j) (INTASC Standard 10 Embedded) **INTASC Standard 1 Assessment Example:** 1. The candidate conducts a classroom (demographic) study to learn about the learners in the classroom (including information gathered from family, community, and school resources). Using the information from the study, the candidate develops a lesson-plan and assessments (formal & informal) with the express purpose of meeting the specific strengths and/or needs of learners in the classroom. 2. The candidate teaches the lesson (videoed) while being attentive to the developmental levels of the learners and modifies instruction based on formative assessment(s). 3. The candidate submits the video to their mentor/peer for feedback and discussion on how to improve learner growth & development in the classroom. 4. The candidate uses the feedback to adjust the lesson plan, and as appropriate reflect on teaching practice. **Artifacts:** Demographic study results, Lesson plan, Video, Mentor/Peer feedback, Revised/scaffolded lesson, Journal/reflection * *INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 16 – 19.
Standard 2 **Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	***Performances.*** 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing	**Module A – Content Methods and Standard Alignment** Alignment: INTASC Standard 2* LCSC faculty will assess evidence of a candidate's ability to demonstrate: Understanding of learner differences (particularly culture & community) to foster inclusive learning environments that enable each learner to meet high standards. The candidate: 1. Draws upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and

	learners to accelerate as they demonstrate their understandings. 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. ***Knowledge.*** 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. 2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. 2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction. ***Dispositions.*** 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and	responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2m; 2o) (INTASC Standard 9 Embedded) 2. Recognizes how diverse learners process information and develop skills and incorporates multiple approaches to learning that engage a range of learner preferences. (2a; 2d; 2g; 2h; 2m; 8p) (INTASC Standards 9 and 10 Embedded) 3. Uses information on learners' language proficiency levels and incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m; 2o; 8p) (INTASC Standard 9 Embedded) 4. Includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m) (INTASC Standard 9 Embedded) 5. Applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f) (INTASC Standards 9 and 10 Embedded) 6. Follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (2f; 2g) (INTASC Standard 9 Embedded) **INTASC Standard 2 Assessment Example:** *Assessment is continued from Standard 1, as this would be a summative for Module A* *5. The candidate uses the mentor/peer feedback (and prior learner assessment and demographic study information) to create a series of new lesson plans focused on meeting additional learner needs. The new lessons need to include: • Assessments and activities that provide learners the opportunity to demonstrate their learning in more than one modality. • Evidence of language acquisition and/or development considerations.

	various skills, abilities, perspectives, talents, and interests. 2(n) The teacher makes learners feel valued and helps them learn to value each other. 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	• Connections to resources/supports needed by students who have been identified with specific learning differences. • Provisions for variances in pacing due to student ability/need. 6. The candidate teaches the lessons and works to adjust the instruction the lessons progress based on the needs identified. 7. The candidate will submit at least one video to a mentor/peer for feedback specific to the effectiveness of supportive strategies for students with English development needs, and or other specific learning needs (e.g. IEPs, IFSPs, 504s, gifted, RtI, or and other legal requirements) as identified. 8. The candidate will reflect on the feedback from the Mentor/Peer and provide a self-diagnostic regarding growth and specific learning relating to the module. **Artifacts:** Lesson plans, Student work samples, Video, Mentor/Peer feedback, Reflection * *INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 16 – 19.
Standard 3 **Learning Environments** The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.	***Performances.*** 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	**Module B – Creating an environment that fosters college and career ready skills** Alignment: INTASC Standard 3* LCSC faculty will assess evidence of a candidate's ability to demonstrate: Collaboration in creating learning environments that: foster college and career ready skills, support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. The candidate: 1. Articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a) (INTASC Standards 9 and 10 Embedded) 2. Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p) 3. Articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for

	3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. ***Knowledge.*** 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. 3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways. ***Dispositions.*** 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in	others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a) 4. Communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f; 3r) **INTASC Standard 3 Assessment Example (Module B):** 1. The candidate involves one or more classes in the development of a classroom leaning plan paying particular attention to norms for: • Self-management, • Self-awareness, • Interpersonal skills, • Collaboration, • Communication, • Creativity, and • Problem-solving 2. The candidate will create a series of interactions for learners in the environment (e.g. learning contracts, group work) where the norms from #1 can be observed/evaluated. 3. The candidate will solicit feedback from a mentor/peer to incorporate/modify norms based on school/district expectations and to promote growth, then finalize the classroom learning plan. 4. The candidate will evaluate the learners during #2 and provide feedback to the learners on the college and career readiness skills. 5. The candidate will require the learners to reflect on their motivation during the learning activities as well as effectiveness in using time, resources, communication, and in collaboration with peers. 6. The candidate will reflect on learner responses and journal about the effectiveness of the impact and implementation of the college and career readiness skills in the classroom Artifacts: Classroom learning plan, learner artifacts (learning contracts, groups, learner self-evaluations), Feedback on learner performance, Candidate journal. * *INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 21 – 23. **Module C – Creating an environment for all learners** Alignment: INTASC Standard 3*

	exploration and invention, work collaboratively and independently, and engage in purposeful learning. 3(q) The teacher seeks to foster respectful communication among all members of the learning community. 3(r) The teacher is a thoughtful and responsive listener and observer.	LCSC faculty will assess evidence of a candidate's ability to: Work collaboratively to create learning environments that: support individual and collaborative learning, active engagement in learning, self-motivation, and encourage positive social interaction. The candidate: 1. Sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (3n) (INTASC Standards 9 and 10 Embedded) 2. Communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f; 3r) (INTASC Standard 10 Embedded) 3. Is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (3f; 3r) (INTASC Standard 10 Embedded) 4. Manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time. (3d; 8n) (INTASC Standard 10 Embedded) 5. Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p) (INTASC Standard 10 Embedded) 6. Provides opportunities for learners to use interactive technologies responsibly. (3g; 3m) (INTASC Standard 9 Embedded) **INTASC Standard 3 Assessment Example (Module C):** 1. The candidate plans at least three instructional activities that include two or more of the following (per activity): • Clear expectations • Whole group, small group, and individual work • Interactive technology • Transitions that vary in time, classroom space, and/or materials • Verbal and non-verbal communication • Connections to resources/individuals outside the classroom (preferably outside the U.S.A.) • Connections to cultural diversity

		After creating the instructional activities, the candidate and solicits feedback from a mentor/peer to ensure that the activities are addressing the specific needs of students in the classroom (this may include additional collaboration with SPED, ESL, Gifted, or other specialists). 2. The candidate conducts the learning activities (videoed) during one or more classes. 3. The candidate reviews the video looking specifically for evidence of; • Clear communication with learners, • Communication among learners • Respect • Effective use of classroom time, resources, space • Active engagement in the activity/learning • Adjustments made to the environment • Adjustments made due to cultural or other differences (e.g. SES, race, language, etc.) 4. The candidate provides a reflective journal entry on successes and room for improvement in the classroom environment based on the video(s). Artifacts: Instructional activities, video(s), Candidate journal. * *INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 21 – 23.
Standard 4 **Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	***Performances.*** 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar	**Module D – Differentiation and application of content** **Creating an environment for all learners** Alignment: INTASC Standard 4* LCSC faculty will assess evidence of a candidate's ability to demonstrate: Understanding of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches. The creation of learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. The candidate: 1. Accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct and appropriate for learners. (4h; 4j; 4l; 5i)

	concepts, and makes connections to learners' experiences. 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding. 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language. ***Knowledge.*** 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches. ***Dispositions.*** 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	2. Draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate learner's need for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r; 9d) (INTASC Standard 10 Embedded) 3. Uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (4a; 4j; 4n; 4r; 8e) (INTASC Standard 10 Embedded) 4. Engages learners in applying methods of inquiry used in the discipline. (4c) (INTASC Standard 10 Embedded) 5. Links new concepts to familiar concepts and helps learners see them in connection to their prior experiences. (4d; 4r) (INTASC Standard 10 Embedded) 6. Models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (4c; 4h; 4o) 7. Consults with other educators to make academic language accessible to learners with different linguistic backgrounds. (4g) (INTASC Standards 9 and 10 Embedded) **INTASC Standard 4 & 5 Assessment Example:** 1. The candidate will create a unit of study (multiple lesson plans) that will include: • A clear learning progression of content standards • Content from multiple (3 or more) perspectives • Opportunities for learners to practice inquiry and academic language • Instructional resources modified for instruction (by the candidate) • Points of connection for new concepts to prior knowledge • A requirement for learners to cite or support their conclusions/ideas with evidence. • Cross-disciplinary skills (5) • Questioning that challenges assumptions (5) • Critical & creative thinking (5)

	4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives. 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.	• Connections to local and/or global issues (5) 2. The candidate will also provide evidence of the anticipation of learner misconceptions regarding the content. 3. The candidate will solicit feedback from their mentor & incorporate the feedback into the unit (as appropriate). 4. The candidate will instruct the unit (videoed) 5. The candidate will watch their video and journal regarding the performances (4a – 4i)… Artifacts: Unit of study, mentor feedback, instructional resources (modified & original), misconceptions evidence, video, journal * *INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 24 – 26.
Standard 5 **Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	***Performances.*** 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). 5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. 5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking	**Module D – Differentiation and application of content** Alignment: INTASC Standard 5* LCSC faculty will assess evidence of a candidate's ability to demonstrate: Connection of concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The candidate: 1. Helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas. (5i; 5j) (INTASC Standard 10 Embedded) 2. Engages learners in applying content knowledge and skills in authentic contexts. (5b) (INTASC Standard 10 Embedded) 3. Engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (5d; 5k; 5m) (INTASC Standard 10 Embedded) 4. Engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and

	inventive solutions to problems, and developing original work. 5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems. 5(h) The teacher develops and implements supports for learner literacy development across content areas. ***Knowledge.*** 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences. 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning. 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum. ***Dispositions.***	provides practice in both. (5e; 5h; 5n; 8h) (INTASC Standard 10 Embedded) 5. Provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (5h) (INTASC Standards 9 and 10 Embedded) 6. Guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives. (5c; 5g; 5k; 5l) (INTASC Standard 9 Embedded) 7. Structures interactions among learners and with local and global peers to support and deepen learning. (5p) (INTASC Standard 10 Embedded) **INTASC Standard 4&5 Assessment Example:** *Assessment is continued from Standard 1, as this would be a summative for Module D some items for standard 5 are notated with the prior standard to improve readability and flow.* 5.(cont) The candidate will also reflect on their use of: • academic language and content area literacy, and • resources for diverse student experiences with content. * *INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 27 – 29.

	5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues. 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning. 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	
Standard 6 **Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making for teachers and learners.	***Performances.*** 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others. 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. 6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice	**Module E – Designing instruction and assessment literacy** Alignment: INTASC Standard 6* LCSC faculty will assess evidence of a candidate's ability to demonstrate: The use of multiple methods of assessment to engage learners in understanding their own growth, to monitor learner progress, and to guide decision making for both the candidate and learners. The candidate: 1. Uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t) (INTASC Standard 10 Embedded) 2. Uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t) (INTASC Standards 9 and 10 Embedded) 3. Participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (6c) (INTASC Standards 9 and 10 Embedded) 4. Engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points outs strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements. (6d; 6f; 6n; 6o; 6q; 6r; 6s) (INTASC Standards 9 and 10 Embedded)

	both to engage learners more fully and to assess and address learner needs. ***Knowledge.*** 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback. 6(o) The teacher knows when and how to evaluate and report learner progress against standards. 6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. ***Dispositions.*** 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning. 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress. 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.	5. Makes digital and/or other records of learner performance so that s/he can monitor each learner's progress. (6i) (INTASC Standard 9 Embedded) 6. Matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (6b; 6j; 6k) 7. Engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. (6j; 6k; 6v) (INTASC Standard 9 Embedded) 8. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs. (6i; 6k; 6p; 6u) (INTASC Standard 9 Embedded) 9. Differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically. (6k) (INTASC Standard 9 Embedded) **INTASC Standard 6 Assessment Example:** 1. The candidate will design several formal as well as informal assessments** that: • demonstrate alignment with learning objectives • permit the collection of performance data • are varied in scope, delivery, and type • are differentiated for learners who need accommodations in assessments or testing conditions 2. Work with a mentor/peer to evaluate the assessments and adjust as needed. 3. After assessments are administered, work with a mentor/peer to evaluate the learner performance data to: • adjust planning practices • determine learning needs, strengths, and to use to differentiate content, processes, and or/ products • prepare a plan for future assessment needs for the learners 4. Submit a reflective journal*** on: • the process of creating assessments • the impact of the assessment bias on the learners • planning that has been impacted by learner performance data

	6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	• how the use of technology is used to support assessment practices for engagement as well as addressing learner needs. Artifacts: Candidate created assessments, adjusted assessments, notes/record of the interactions with the mentor/peer for assessment adjustment as well as learner performance data, Reflective journal, leaner work samples (as appropriate) * *INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 30 – 33. **Assessments created for this portion of the assessment will be used as part of the "unit" creation to meet requirements for standard 7. ***Reflective journal will also include components for Standard 8.
Standard 7 **Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	***Performances.*** 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs. 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning. ***Knowledge.***	**Module E – Designing instruction and assessment literacy** Alignment: INTASC Standard 7* LCSC faculty will assess evidence of a candidate's ability to demonstrate: Instruction and planning that support every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The candidate: 1. Uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g) (INTASC Standard 10 Embedded) 2. Plans and sequences common learning experiences and performance tasks linked to the learning objectives and makes content relevant to learners. (7a; 7c; 7k) (INTASC Standard 10 Embedded) 3. Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. (7j; 7l; 7p) (INTASC Standard 9 Embedded) 4. Integrates technology resources into instructional plans. (7k; 7m; 8o; 8r) 5. Plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows

	7(g) The teacher understands content and content standards and how these are organized in the curriculum. 7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge. 7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. 7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses. 7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). ***Dispositions.*** 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community. 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning. 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	about learners, including developmental levels, prior learning, and interests. (7d; 7f; 7n) (INTASC Standards 9 and 10 Embedded) 6. Uses data from formative assessments to identify adjustments in planning. (7d; 7l; 7q) (INTASC Standard 10 Embedded) 7. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q) (INTASC Standard 10 Embedded) 8. Uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refi ne plans to meet learner needs. (7d; 7e; 7n; 7p) (INTASC Standards 9 and 10 Embedded) 9. Uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. (7f; 7p) (INTASC Standards 9 and 10 Embedded) 10. Uses information from informal interactions with families to adjust his/ her plans and to incorporate home-based resources to provide further support. (7o; 7q) (INTASC Standards 9 and 10 Embedded) **INTASC Standard 7 Assessment Example:** 1. The candidate will create a unit of study (or series of lessons as appropriate) by: • selecting content, materials, & resources • instructional & classroom processes, • products • working collaboratively with at least one specialized teacher (e.g., special educators, language learning specialists, librarians, media specialists, etc.) • contacting parents/community members for relevance with culture/community and soliciting support that are: • relevant to the standards and learners in the class • provide evidences and opportunities for differentiation • sequenced to provide learners several ways to demonstrate knowledge, transfer, and mastery (as appropriate)

		• informed by assessment data** • delivered collaboratively (one or more lessons), either synchronously or asynchronously with a specialized teacher 2. After the creation of the unit and during the instructional time-frame, the candidate will work to adjust the unit plans based on: • assessment data** • student needs, • to enhance learning opportunities Artifacts: Unit plan, evidence of collaboration, adjusted lessons for the unit plan, student work samples (as appropriate) * *INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 34 – 37. **Assessments created for Standard 6 are used in this portion of the assessment to make adjustments to the unit plan.
Standard 8 **Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	***Performances.*** 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	**Module E – Designing instruction and assessment literacy** Alignment: INTASC Standard 8* LCSC faculty will assess evidence of a candidate's ability to demonstrate: The use of a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to each other, and to build skills to apply knowledge in meaningful ways. The candidate: 1. Directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (7k) (INTASC Standard 10 Embedded) 2. Makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8m) 3. Prepares learners to use specific content-related processes and academic language (as appropriate to the learning objective). S/he also incorporates strategies to build group work skills. (4j) (INTASC Standard 10 Embedded) 4. Analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses

	8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). ***Knowledge.*** 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated. 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships. 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning. 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness. ***Dispositions.*** 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	instructional strategies to respond to those needs. (7j; 8b; 8l; 8p) (INTASC Standards 9 and 10 Embedded) 5. Integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standards 9 and 10 Embedded) 6. Seeks assistance in identifying general patterns of need in order to support language learners. (8k; 8m) (INTASC Standards 9 and 10 Embedded) 7. Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience. (8g; 8j; 8n; 8o; 8r) (INTASC Standards 9 and 10 Embedded) 8. Poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. (8f; 8g; 8q) (INTASC Standard 10 Embedded) 9. Models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so. (8e; 8m; 8q) (INTASC Standard 10 Embedded) 10. Develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. (8i; 8q) (INTASC Standards 9 and 10 Embedded) **INTASC Standard 8 Assessment Example:** 1. The candidate will video at least one teaching experience from the "unit" developed for Standard 7 to demonstrate the use of instructional strategies that are appropriate for learners in the classroom. 2. The video(s) will need to reflect the use of: • strategies to adapt instruction

	8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. 8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. 8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	• varied roles (e.g., instructor, facilitator, coach, audience) • multiple representations of content/skills taught and practiced • multiple forms of communication (e.g. speaking, listening, reading, writing) • Varied levels and purposes of questioning • Engagement with problem-solving • Use of technology 3. The candidate will write a reflective journal*** that defends the strategies used in the unit as well as the ways learners were involved in the learning process. Artifacts: Video, reflective journal*** * *INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 37 – 40. ***Reflective journal will also include components for Standard 8.
Standard 9 **Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	***Performances.*** 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	**Modules A – E as identified.** Alignment: INTASC Standard 9* LCSC faculty will assess evidence of a candidate's ability to demonstrate: Engagement in ongoing professional learning. The use of evidence to evaluate practice of self and on others (e.g. learners, families, other professionals, and the community), and adaptation of practice to meet the needs of each learner. The candidate: 1. Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t) Evidenced through participation and successful completion of Modules A-E 2. Completes professional learning processes and activities required by the state in order to meet re-certification or re-licensure requirements. (9b; 9k; 9nl; 10t) Evidenced through successful completion of Modules A-E

	9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. ***Knowledge.*** 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. 9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. 9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse). 9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities. ***Dispositions.*** 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	3. Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d) Module E 4. Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9l) Module E 5. Seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n) Module D & E (e.g. Step 3 for Standard 5, step 5 for Standard 6) 6. Gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n) Module E 7. Acts in accordance with ethical codes of conduct and professional standards. (9o) Module E 8. Complies with laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o) Module C 9. Accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o; 9o) Module E 10. Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (9f) Modules C, D, & E 11. Recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. (4q; 9e; 9m) Modules B & E 12. Accesses resources to deepen his/ her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (9e) Modules A, D, & E

	9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	13. Reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9l) Modules A, D, & E **INTASC Standard 9 Assessment Example:** *Since this Standard is embedded in the modules, indicators of successful completion are also embedded in the performance indicators for the other modules.* Sample Examples: For number 3 above "The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d)" evidence of the performance can be found in step 1 for Standard 7 and in step 4 in Standard 6 For number 5 above "The teacher seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n) evidence of the performance can be found in Modules A, D, & E (e.g. Step 1 for Standard 1, step 5 for Standard 2, step for 3 standard 4, step 3 for Standard 5, step 5 for Standard 6) Artifacts: The evidences of collaboration for the appropriate module assessment, Successful completion of the program. * *INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 41 – 44.
Standard 10 Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and	***Performances.*** 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and	**Modules A – E as identified.** Alignment: INTASC Standard 9* LCSC faculty will assess evidence of a candidate's ability to: Seek appropriate leadership roles and opportunities to take responsibility for student learning. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The candidate:

community members to ensure learner growth, and to advance the profession.	supportive culture, identify common goals, and monitor and evaluate progress toward those goals. 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being. 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. 10(h) The teacher uses and generates meaningful research on education issues and policies. 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change. 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession. ***Knowledge.*** 10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners. 10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. 10(n) The teacher knows how to work with other adults and has developed skills in collaborative	1. Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r) Modules A – E 2. Participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r) Module B 3. Elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (10d; 10m; 10q) Module E 4. Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8h; 10d; 10g) Modules A – E 5. Leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l) Modules A – E 6. Makes practice transparent by sharing plans and inviting observation and feedback. (10r) Modules A, D & E 7. Works to improve practice through action research. (10h) Modules A, C, D, & E **INTASC Standard 10 Assessment Example:** *Since this Standard is embedded in the modules, indicators of successful completion are also embedded in the performance indicators for the other modules.* Sample Examples: For number one above "The teacher participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r)" evidence of the performance can be found in Modules A – E (e.g. Steps 1 & 3 for Standard 1, steps 5 & 7 for Standard 2, step 3 for standard 3 (Module B), step 1 for standard 3 (Module C), step for 3 standard 4, step 3 for Standard 5, step 5 for Standard 6) For number five above "Leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l) evidence of the performance can be found in Modules

	interaction appropriate for both face-to-face and virtual contexts. 10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning. ***Dispositions.*** 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. 10(s) The teacher takes responsibility for contributing to and advancing the profession. 10(t) The teacher embraces the challenge of continuous improvement and change.	A – E and is documented through the successful completion of the performance assessments Artifacts: The evidences of communication and collaboration for each of the appropriate module assessments, Successful completion of the program. **INTASC Learning Progressions for Teachers* was used to as a framework for module development. Specific performance measures were taken directly from pps. 45 – 47.

Section II: New Program Course Requirements

The program proposed is an alternate route teacher certification program that incorporates experience, competency, and traditional Carnegie units.

1. Candidates are required to meet proposed levels of competency in their discipline according to the process involved for completion of the *Uniform Standard for Evaluating Content Competency Rubrics* developed by the Idaho State Board of Education.
2. Candidates will engage in five modules and complete a performance assessment using the pedagogy studied in the module. Successful completion of the performance assessment will meet the needs of pedogeological competency for the module and *INTASC Model Core Teaching*/ *Idaho Core Teaching Standards*. The modules are as follows;
   Module A – Content methods and standard alignment
   Module B – Creating an environment that fosters college and career ready skills
   Module C – Creating an environment for all learners
   Module D – Differentiation and application of content
   Module E – Designing instruction and assessment literacy
3. Candidates are also required to complete a content knowledge assessment (Praxis II)
4. Candidates are required to complete the State of Idaho "*Common Summative Assessment*" using the *Danielson Framework for Teaching* in order to receive full certification.

IDAPA Requirements for Alternative Authorization - Content Specialist	Board Approved Mastery-Based Alternate Authorization Program for Content Specialists	Lewis & Clark State College Alternate Authorization Program for Content Specialists
a. Initial Qualifications a) A candidate must hold a baccalaureate degree or have completed all the requirements of a baccalaureate degree except the student teaching or practicum portion.	Candidate must hold a baccalaureate degree at minimum.	Candidate must hold a baccalaureate degree at minimum.
b) 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.	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.	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. In cases where a candidate is not currently employed, A supporting district will work with LCSC to 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.
b. Alternative Route Preparation Program—College/University Preparation or Other State Board Approved Certification Program. a) 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;	At the time of authorization, a consortium comprised of a designee from the 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.	At the time of authorization, a consortium comprised of a designee from the state board approved certification program (LCSC), 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.
b) The candidate must complete a minimum of nine (9) semester credit hours or its	The candidate must complete a minimum of five (5) self-paced, online	The candidate must complete the five performance (pedagogical) assessments either upon completion of the

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;	pedagogy modules. The consortium developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization.	self-paced online pedagogy modules or at any point the candidate requests to move forward. The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization. The modules will be offered with opportunity to enroll on a monthly basis and will permit a candidate to enroll in as many modules as desired at a time.
c) 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;	At the time of authorization, an individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A candidate must successfully complete all requirements of the individualized learning plan annually as one (1) condition for annual renewal and/or pass all content, pedagogy and performance assessment to receive a recommendation for certification.	At the time of authorization, an individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. As a condition of the learning plan, a candidate will provide evidence of a passing sore on the Praxis test. If they do not have a passing score content coursework may be assigned to gain the requisite knowledge needed to pass the Praxis exam. A candidate must successfully complete all requirements of the individualized learning plan annually as one (1) condition for annual renewal and/or pass all content, pedagogy and performance assessment to receive a recommendation for certification.
d) 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	The state board approved certification program shall provide assessments to credit equivalent knowledge, dispositions and relevant life/work experiences through a process of gathering evidence of candidate's relevant history and ongoing performance and application of pedagogy throughout the program.	The state board approved certification program shall provide assessments to credit equivalent knowledge, dispositions and relevant life/work experiences through a process of gathering evidence of candidate's relevant history and ongoing performance through successful completion of the *Uniform Standard for Evaluation of Content Competency* as well as coursework as designated in the individualized leaning plan. Ongoing performance and application of pedagogy throughout the program are measured by the successful completion of the performance-based pedagogical assessments. In cases where a candidate's performance does not meet the competency requirement detailed feedback on strengths and weaknesses of the performance will be provided.
e) Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.	Prior to entering the classroom, the candidate shall meet the state qualifying score* on the mastery-based content assessment, the proposed *Uniform*	Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed *Uniform Standard for Evaluation of Content Competency.*

	Standard for Evaluation of Content Competency. *****If the candidate does not achieve required points, they may qualify for a Provisional Certificate while meeting additional requirements	In cases where the candidate does not meet the state qualifying score but qualifies for a Provisional Certificate while meeting additional requirements they may be permitted to continue in the program.

College Chair/Director/Dean (Institution): _____ Date: 3/18/2019

Graduate Chair/Director/Dean or other official (Institution; as applicable): _____ Date: _____

Proposal to the Professional Standards Commission – Standards Committee

Lewis-Clark State College – Content Specialist Alternative Authorization

Mastery-Based Pathway to Certification

Introduction

Just over a year ago the State Board of Education issued reports and convened workgroups to illustrate the need for highly-trained instructors and well-prepared teachers to be developed due to the current status of the teacher pipeline in Idaho. Members at the October 2017 Board Meeting unanimously approved a competency-based pathway that could provide opportunities to address the current needs of districts where highly-qualified teachers are in desperate need. At the April 2018 Board Meeting the College of Southern Idaho (CSI) was provided conditional approval to begin offering a program in Region IV.

Lewis-Clark State College (LCSC) also desires to address the urgent need for pathways that will provide school districts access to highly-trained educators. We also reiterate the recommendation for cost-effective and time-efficient opportunities that can provide the best educational opportunities for students in Idaho. This proposed mastery-based route to certification augments the current traditional pathways offered at LCSC toward teacher certification as well as the existing alternative Pathways for Accelerated Certification and Endorsement (PACE) program. LCSC's Teacher Education Division seeks the opportunity to work with principals, superintendents, and communities in Idaho to develop partnerships where this mastery-based program can be implemented with success. The candidates prepared through this process will hold at minimum a four-year degree. They will also need to be supported by a school district and engage as a Content Specialist at a school as required by the Board approved program.

Program Proposal

In accordance with the *Alternative Authorization for Content Specialists (MAA-CS)* approved by the State Board of Education, the following three phases of implementation are proposed by LCSC:

- **Phase I - Proof of Content Knowledge and Individualized Learning Plans**
- **Phase II: Pedagogy Boot Camp, Professional Learning Community and Support**
- **Phase III: Mentoring and Performance Assessment**

Each phase of the proposed program adheres to the guidelines of the State Board of Education and is in full compliance with the *Idaho Standards for Initial Certification of Professional School Personnel* by meeting all of the requirements for the common summative assessment which is utilized by traditional preparation programs accredited by the state.

Phase I

Individuals or school districts may identify potential candidates for the program. If a school district requests a partnership for an uncertified teacher-of-record, or an individual applies to the program, LCSC will evaluate the applicant's qualifications using the *Uniform Standard for Evaluating Content Competency Rubric* (USECC Rubric). In cases where the applicant does not meet the minimum number of points required an individualized learning plan will be developed that will permit him/her to work toward candidacy.

If the applicant meets or exceeds the minimum number of points required LCSC will continue the application process toward candidacy by completing the following steps:

1. The candidate will take the appropriate Praxis exam (if not yet completed).
2. A school district (if not already identified) will partner with the candidate and LCSC for the mentorship as well as providing the documentation necessary to the Professional Standards Commission to obtain an interim certificate.
3. Candidates will commit to an intensive and rigorous individualized learning plan; and,
4. Candidates will agree to work with the support of a mentor.

Phase II

LCSC will establish cohorts of candidates based on the regional district classification used by the Idaho State Department of Education (Regions I – VI). These cohorts will provide the professional learning community for each region and will meet together no less than once each quarter to ensure candidates are progressing through the modules and to engage them in professional development, application of pedagogy, and developing rapport with LCSC faculty and peers. In cases where travel is prohibitive, or sufficient candidates are not available in an established region, the cohorts may be adjusted to ensure appropriate support and to strengthen the learning community. For the duration of a candidate's program a mentor will be available to provide support and timely feedback on teaching practice.

The pedological component of the program will be delivered online through LCSC's leaning management system. The content has been broken down into a set of five self-paced modules. The modules are aligned to the *INTASC Model Core Teaching Standards* and the *Framework for Teaching Clusters*. Modules are designed so that they can be taken independently, in any order, and as many as the candidate is comfortable taking at a time. Specific pedagogical instruction will be developed and provided to candidates, as appropriate, to ensure that the state specific requirement for ELA, literacy, and mathematics instruction are met. Modules will also address reading and writing in the content areas, and academic language. Please review the attached document New Program for Certification *Request* for specific details about the modules as well as alignments *Idaho Core Teaching Standards* outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*.

Phase III

LCSC will require candidates to submit evidence of their practice for evaluation to meet the proof of competence in pedagogy. Each of the performance assessments will be reviewed and scored by individuals outside of the instruction and mentoring of the candidate. Feedback will be provided to the candidate based on the evaluation of the evidence submitted. Candidates will either receive a 'pass' on the assessment or receive a 'no pass' or 'incomplete' score. Additional targeted feedback, coaching, mentoring, and attempts will be provided in cases where candidates are not successful. Sample performance evidence for each module/assessment is also noted in the attached document New Program for Certification Request.

A 'pass' score for any of the modules will serve as the proof of pedagogy and meet the requirements for the *Idaho Core Teaching Standards*. Once all five performance assessments receive a 'pass' score the candidate will have completed the module portion of the program.

If a candidate has also demonstrated the required proficiency on the applicable *Praxis II* test to verify content knowledge a trained supervisor will complete the *Common Summative Assessment* (Danielson Framework) on the candidate. This assessment is required of all teacher candidates and successful completion will qualify the candidate for full standard certification.

An overview of the alignment (crosswalk of standards) between the *Framework for Teaching Clusters*/ *Common Summative Assessment* (Danielson) and alignment to *Idaho Core Teaching Standards* can be found in Appendix 1 Mastery-Based Pathway Crosswalk for LCSC.

Conclusion

This proposed program provides a more flexible and approachable pathway for certification than the current Carnegie Unit coursework-based programs;

- The entire program is tailored toward the needs of the individual as well as the specific environment where the candidate will teach.
- Modules are available to begin at any time in the year rather than courses that are constrained to a specific location and semester scheduling.
- Performance assessments are available and may be completed at any time. It is possible for an individual with strong pedagogical skills to become highly-qualified in less than a typical semester.
- LCSC's Teacher Education Division has developed partnerships with many school districts across Idaho in conjunction with the PACE program and is committed to the development of highly-qualified teachers for all students in Idaho.
- The cost for the individualized learning program to the candidate is less than traditional, and many existing alternative preparation programs.

Development Time-line*

- Modules A and B will be fully developed by Fall 2019
- Modules C, D, and E will be fully developed by Spring 2020

**Note: This time-line for development will permit a candidate to complete the program in one academic year with future candidates having no prescribed "seat-time" requirement completion.*

Appendix 1 Mastery-Based Pathway Crosswalk for LCSC

LEWIS-CLARK STATE COLLEGE MASTERY-BASED PATHWAY TO CERTIFICATION CROSSWALK

Streamlined Pedagogy Modules with alignment to the Framework for Teaching	Alignment to Idaho Core Teaching Standards
CONTENT METHODS AND STANDARDS ALIGNMENT Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 1a, 1b, 1c, 1d: Knowledge of content, clarity, and appropriateness for students of instructional outcomes, resources for classroom use 1e: Planned activities aligned to instructional purpose 3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language 3b, 3c: Questions, activities and assignments aligned to instructional purpose	**#1. Learner Development** - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **#2: Learning Differences** - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
CREATING AN ENVIRONMENT THAT FOSTERS COLLEGE AND CAREER READY SKILLS Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 2a: All 2b: Expectations for learning and achievement, student perseverance in challenging work and pride in that work	**#3: Learning Environment** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
CREATING A LEARNING ENVIRONMENT FOR ALL LEARNERS Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 2c: All 2d: All 2e: All	**#3: Learning Environment** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
DIFFERENTIATION AND APPLICATION OF CONTENT Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 1e: Design of instruction 2b: Importance of the content 3a: Explanations of content: their rigor and invitations for thinking 3b: Quality of questions/ discussions, student discourse 3c: Intellectual challenge	**#4: Content Knowledge** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **#5: Application of Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
DESIGNING INSTRUCTION AND ASSESSEMENT LITERACY Alignment to Framework for Teaching (Idaho Common Summative Evaluation): 1b: Knowledge of students 1d: Resources for students 1f: Design of summative and formative assessments aligned to outcomes 3d: Monitoring of student learning, feedback to students, student self-assessment 3e: Persistence, lesson adjustment 4a: All 4b: All 4c: All	**#6: Assessment** - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **#7: Planning for Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **#8: Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
STANDARDS #9 – Professional Learning and #10 – Leadership and Collaboration are embedded in select modules. Modules will be designed to integrate pedagogical concepts, that can be taken in any order, so candidates may flow into the course series at any point and exit the course series once all modules have been completed (or candidate has proven mastery based upon other measures) without being artificially time-bound by traditional coursework schedules.	

*Taken Directly from the PROPOSED MASTERY-BASED PATHWAYS TO CERTIFICATION dated October 19,2017

LCSC Addendum to Mastery-Based Route to Certification
May 2019

Lewis-Clark State College would like to request that our original proposal for Alternative Authorization - Content Specialist - PACE Mastery-Based Pathway be changed to a Non-Traditional Route to Certification.

This change will permit our application to address the concerns voiced relative to enhancement standards by the Professional Standards Commission (PSC) after our initial application. For clarity, the following items would be acceptable for the non-traditional route.

1. During Phase I (Proof of Content Knowledge and Individualized Learning Plans) of the process applicants would provide the following for evaluation:
   - A baccalaureate in the specific content area for endorsement; or,
   - Evidence that he/she qualifies for the required number of points on the *Uniform Standard for Evaluating Content Competency Rubric* (USECC Rubric).

Applicants would also be expected to take the Praxis exam as the content area assessment necessary for certification. When applicants do not receive a sufficient score on the Praxis exam they may continue in the program, but their individual learning plan may be remediated with additional coursework in areas of deficiency as well as individualized coaching and mentoring.

2. Completion will require the candidate to have:
   - Successfully completed all content courses required in an individual pathway plan;
   - Successfully completed all pedagogy modules, seminars ,and/or mastery-based pedagogy assessments;
   - Passed the Common Summative Assessment (SBOE-approved performance assessment); and,
   - Providing evidence of student proficiency growth scores over two of the three years of interim certification. If this evidence is provided the Praxis may be waived if it was not passed on the first attempt (PPGA, 2017, TAB 6 Pg. 12).

The summative assessments for each of the modules are currently aligned to the Core Teacher Standards to ensure all candidates are meeting the basic requirements for certification per the *Idaho Standards for Initial Certification of Professional School Personnel*. The enhancement standards will be addressed through the individual program of study for each applicant. An example of evidence of meeting the *Idaho Standards for English Language Arts Teachers* could be as follows:

STANDARD	Enhancement Standards	Possible Learning Contract/Evidence/Assessment Alignment
Standard 1: **Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Performance** 1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning. 2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media). 3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.	The Candidate will: 1. Compile a classroom demographic report that includes identification of student literacy. Evidence will be used from the report to plan appropriate instruction based on learner development and diversity. 2. Plan and teach learning activities that include a wide variety of texts appropriate for the learner's developmental needs. 3. Plan and teach leaning activities that require students to compose various texts appropriate for students' developmental level. (Evidences can be taken directly from the assessment example planned for Module A)
Standard 2: **Learning Difference** The teacher uses understanding of individual differences and diverse cultures and communities to ensure	**Performance** 1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender	The candidate will: 1. Incorporate diversity into curricular experiences that are responsive to the demographics in the classroom as well as

inclusive learning environments that enable each learner to meet high standards.	expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA. 2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.	expansive opportunities to learn about diverse cultures and communities. 2. Use rhetorical choices and language practices that are inclusive and sensitive to those being taught. (Evidences can be taken directly from the assessment example planned for Module A with adaptation to ensure that rhetorical choices and language practices are also included in Step 5)
Standard 3: **Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Performance** 1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).	The candidate will: 1. Use data to plan for inclusive learning environments that permit students to participate in their own literacy development. (Evidences can be taken directly from the assessment example planned for Module B with adaptation to ensure that data regarding literacy is incorporated in Step 1. Evidence can also be taken from the sample assessment in Module C Steps 2 – 4)
Standard 4: **Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures	**Performance** 1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent	The candidate will: 1. Use various texts (e.g. print and non-print texts, media texts, classic texts and contemporary texts, including young

of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts. 2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society. 3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse. 4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).	adult) representing multiple perspectives, differences in traditions, genres, etc. to create a unit of study that incorporates critique. 2. Use mechanics, application of grammar systems and dialect, language acquisition, and English history to connect ELA content. 3. Create opportunities for students to demonstrate a range of composition skills as well as technologies to produce a variety of texts. 4. Apply vocabulary strategies to assist students in further development of their individual lexicons to aid in comprehension or expression as appropriate. (Evidences can be taken directly from the assessment example planned for Module D with specific focus on ELA requirements as a focus for lesson plans developed for Step 1)

Standard 5: **Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Performance** 1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. 2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. 3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners. 4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.	The candidate will: Complete enhancement standard performances 1 – 4 as part of module D. (Evidences can be taken directly from the assessment example planned for Module D with specific focus on ELA requirements as a focus for lesson plans developed for step 1 and then instructed in Step 4.)
Standard 6: **Assessment** The teacher understands and uses multiple methods of assessment to	**Performance** 1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding	The candidate will demonstrate specific competencies for enhancement performance Standards 1 – 4 in module E. Specific focus of the assessment for Standard 6 will be on the design of

engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. 2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies. 3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time. 4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.	appropriate assessments in ELA. The additional requirement of providing evidence for: • Candidates' responses to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time. • Candidates' communications with students about their performance in ways that actively involve students in their own learning. (Evidences can be taken directly from the assessment example planned for Module E. The additional evidences required can be obtained as part of Step 4.)
Standard 7: **Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon	**Performance** 1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which	The INTASC Standard 7 Assessment Example can be used as evidence for meeting these specific performance standards. Since the focus would be ELA, planning for the unit of study would

knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	includes reading, writing, speaking, listening, and language. 2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. 3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. 4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.	naturally incorporate these standards as well as the Core Teacher Standards.

Standard 8: **Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Performance** 1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.	The INTASC Standard 8 Assessment Example would need to focus on instructional strategies and resources specific to effective literacy instruction; however, no further adaptation would be necessary.
Standard 9: **Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Performance** 1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.	Standard 9 performances would be embedded in all modules.
Standard 10: **Leadership and Collaboration**	**Performance** 1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate	Standard 10 performances would be embedded in all modules.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.	

References

Planning, Policy and Governmental Affairs (2017, October) Proposed Mastery-Based Pathways to Certification.

Idaho State Board of Education (2017, July) Idaho Standards for Initial Certification of Professional School Personnel

PROFESSIONAL STANDARDS COMMISSION

SUBJECT
Emergency Provisional Certificates

REFERENCE

June 2018	Board approved six (6) provisional certificates for the 2017-18 school year.
October 2018	Board approved one (1) provisional certificate for the 2018-19 school year.
December 2018	Board approved twenty-two (22) provisional certificates for the 2018-19 school year.
February 2019	Board approved forty-eight (48) provisional certificates for the 2018-19 school year.
April 2019	Board approved seven (7) provisional certificates for the 2018-19 school year and approved requirements recommended by the Department for the processing of emergency provisional certificates.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 3: A Well Educated Citizenry, Objective A: Access

BACKGROUND/DISCUSSION
Twelve (12) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/ credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Bonneville Joint School District #93
Applicant Name: Willis, Julian
Content & Grade Range: Business Technology Education 6-12
Educational Level: MBA 11/2018, BS, Sports Management 2/2017
Declared Emergency: December 12, 2018, Bonneville Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: There were eleven (11) applicants and five (5) interviews. They received two (2) certified applicants who were under contract at other districts. Of the non-certified applicants, they felt Mr. Willis was the strongest

candidate. With his degree and employment in the district as an In-School Suspension paraprofessional and coach, they've had the opportunity to observe him working with students.
PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Bonneville Joint School District's request for Julian Willis without reservation.

Caldwell School District #132
Applicant Name: Zaragoza, Isidro
Content & Grade Range: Mathematics 6-12
Educational Level: BA, Spanish 12/2009
Declared Emergency: August 13, 2018, Caldwell School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: This candidate was hired in the prior school year but was unable to complete renewal requirements of the Content Specialist application.
PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee does not recommend Caldwell School District's request for Isidro Zaragoza. Although this application meets the letter of the law, the Authorization Committee does not recommend the approval of the application. This candidate was unable to complete the ABCTE program in the 2017-18 school year. The district submitted a renewal of the Alternative Authorization – Content Specialist application with a change in the educator preparation program. The candidate sought a Mathematics educator program through Boise State University (BSU) but BSU required pre-requisite coursework (090 level Mathematics) to be completed prior to enrollment. The candidate was unable to meet the Uniform Standard for Evaluating Content Competency (rubric) and was not able to enroll in the BSU program as the candidate did not complete the pre-requisite coursework. The application did not meet the requirements for the Alternative Authorization – Content Specialist and the district chose to convert the application to a Provisional.

Clark County School District #161
Applicant Name: Knight, Michael
Content & Grade Range: Health 6-12
Certified: Standard Instructional certificate for History 6-12, American Government/Political Science 6-12, and Spanish 6-12.
Declared Emergency: January 14, 2019, Clark County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: There was one(1) applicant and one (1) interview. Mr. Knight was the only applicant and had a desire to go back to college to obtain the endorsement.
PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Clark County School District's request for Michael Knight without reservation.

Coeur d'Alene School District #271
Applicant Name: Whitted, Alicen
Content & Grade Range: English 6-12
Educational Level: BA, Secondary Education – English 6-12
Declared Emergency: January 7, 2019, Coeur d'Alene School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: There were 17 applicants and seven (7) interviews. Ms. Whitted worked as a long-term substitute in 2017-18 for Lakes Middle School for an English position where she showed that she had a positive attitude and was a collaborative team member and an effective teacher. She earned her bachelor's degree in English education at Arizona State University. She moved to Coeur d'Alene before applying for her Arizona teaching credential. She is in the process of applying to Arizona for her certificate.
PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Coeur d'Alene School District's request for Alicen Whitted without reservation.

Gem Prep: Pocatello, Inc. Charter #496
Applicant Name: Ruffridge, Shayla
Content & Grade Range: All Subjects K-8
Educational Level: AA, 2017
Declared Emergency: December 16, 2018, Gem Prep: Pocatello, Inc. Charter Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: This candidate has been a paraprofessional in this classroom for the 2018-19 school year. She is familiar with the curriculum, students, families, and other staff. In the best interests of the students, school administrators felt the transition of this candidate to the classroom was the best direction. No vacancy was posted for this position.
PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Gem Prep: Pocatello, Inc. Charter's request for Shayla Ruffridge without reservation.

Joint Hagerman School District #233
Applicant Name: Jayo, Nicolas
Content & Grade Range: Physical Education K-12
Educational Level: BA, General Studies 5/2017
Declared Emergency: August 27, 2018, Joint Hagerman School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: Mr. Jayo was reassigned within district to teach one to two periods of PE and coach to cover the loss of a PE teacher due to reduction in force processes.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Joint Hagerman School District's request for Nicolas Jayo without reservation.

Joint Hagerman School District #233
Applicant Name: Johnson, Leeland
Content & Grade Range: Music K-12
Educational Level: 169 credits, enrolled in BA, Religon program
Declared Emergency: April 8, 2019, Joint Hagerman School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: The district has had the need to teach Music to students since the last certified teacher left five (5) years ago. The position has been advertised for years without any inquiries except for classified personnel. The district is a small rural district with limited access to certified teachers. The student interest will need to be rebuilt since the district has been without a program for five (5) years. Meanwhile, the position is only offered as a part time position. Mr. Johnson is a paraprofessional at the elementary school and commented on his ability to teach music (choir) with previous experience. He is currently teaching choir only one period a day as he will finish his bachelor's degree in May 2019. The district will continue to search for a certified teacher that may be interested in a part time position. Mr. Johnson was unable to qualify on the Uniform Standard for Evaluating Content Competency.
PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Joint Hagerman School District's request for Leeland Johnson without reservation.

Jerome Joint School District #261
Applicant Name: Navarro Alvarez, Felipe
Content & Grade Range: All Subjects K-8
Certified: Standard Instructional certificate for English 6-12.
Declared Emergency: December 18, 2018, Jerome Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: There were six (6) applicants and six (6) interviews for three (3) vacancies. Felipe was selected due to his extensive experience and education in teaching in dual language programs, and he is proficient in reading, speaking, and writing both Spanish and English. He also brought much cultural knowledge of Mexico to the program.
PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Jerome Joint School District's request for Felipe Navarro Alvarez without reservation.

Marsing Joint School District #363
Applicant Name: Hamblin, Maria
Content & Grade Range: All Subjects K-8

Educational Level: BS, Psychology 7/2014
Declared Emergency: January 15, 2019, Marsing Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: There was one (1) applicant and one (1) interview. Maria was a sub in the district and enrolled in ABCTE Summer 2018.
PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Marsing Joint School District's request for Maria Hamblin without reservation.

Soda Springs Joint School District #150
Applicant Name: Burger, Christopher
Content & Grade Range: Mathematics 6-12
Educational Level: BS, Science and English 5/2016
Declared Emergency: August 20, 2018, Soda Springs Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: There was one (1) applicant and one (1) interview. Mr. Burger is enrolled in Western Governors University for Biology and Physical Science teacher preparation. He does not have a plan for mathematics but was the only applicant.
PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Soda Springs Joint School District's request for Christopher Burger without reservation.

Twin Falls School District #411
Applicant Name: Smith, Weston
Content & Grade Range: Visual Arts K-12
Educational Level: BA, Art 5/2017
Declared Emergency: February 11, 2019, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.
Summary of Recruitment Efforts: There were three (3) candidates and three(3) interviews. This candidate held a bachelor's degree in Art and was selected.
PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends Twin Falls School District's request for Weston Smith without reservation.

West Bonner County School District #83
Applicant Name: Pavey, Steffie
Content & Grade Range: Mathematics 6-12
Educational Level: BS, Business Administration 5/2017
Declared Emergency: February 20, 2019, West Bonner County School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was only one (1) applicant and one (1) interview.

PSC Review: The Professional Standards Commission Authorizations Committee met April 4, 2019. The committee recommends West Bonner County School District's request for Steffie Pavey without reservation.

ATTACHMENTS

Attachment 1 – Caldwell School District Letter Regarding Applicant

Attachment 2 – Provisional Certificate Processing Requirements Approved April 2019

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education…." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in "trades and industries" (occupational fields) or emergency situations.

Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator…" Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In many cases the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Requests for emergency provisional certificates after the end of the school year for funding purposes is not consistent with the requirements of Section 33-1201, Idaho Code. At the April 2019 Regular Board meeting the Board approved the request from the Department of Education to limit consideration of Emergency Provisional Certificates by the April Board meeting of each year.

Staff recommends the Board follow the newly adopted process and reject all requests for emergency provisional certificates brought forward after the April Board Meeting for the proceeding school year.

The Department receives applications from the school districts for requests for provisional certifications. Department staff then work with the school districts to ensure the applications are complete. The Professional Standards Commission then reviews requests for the one-year emergency provisional certificates. The

Department then brings those that are complete forward to the Board for consideration with a recommendation from the Professional Standards Commission.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Julian Willis, Michael Knight, Alicen Whitted, Shayla Ruffridge, Nicolas Jayo, Leeland Johnson, Felipe Navarro Alvarez, Maria Hamblin, Christopher Burger, Weston Smith and Steffie Pavey to teach the content area and grade ranges at the specified school districts as provided herein for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation of the Professional Standards Commission to not approve a one-year emergency provisional certificate for Isidro Zaragoza to teach the content area and grade ranges at the specified school district as provided herein for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CALDWELL SCHOOL DISTRICT #132
1502 Fillmore St.
CALDWELL, IDAHO 83605
(208) 455-3300 *FAX (208) 455-3302
www.caldwellschools.org

May 28, 2019

To Whom It May Concern:

I am writing regarding the Emergency Provisional request for Isidro Zaragosa and to provide the series of events that led up to making this request.

Through the process of renewing Mr. Zaragoza's second year alternative authorization, the District discovered Mr. Zaragosa had passed the ABCTE PTK test, but had taken and failed the ABCTE Math course three times, which made him ineligible to continue the ABCTE program.

Mr. Zaragosa changed his renewal pathway and enrolled in a math course at the College of Western Idaho. During this time, the District also received notice that he did not have enough points on the new rubric, which was implemented in August.

I consulted with the State Department of Education. The options presented to Mr. Zaragosa were:

- Option 1: Ask BSU to reevaluate your math credits for the "basic math" endorsement requirements. If eligible, we would need a copy of the educational plan from BSU asap.
- Option 2: Enroll in CSI's math program for educators.
- Option 3: The district can declare an "Emergency Provisional" for this year only while you research the best route. Then, once enrolled, we could request one more alternative authorization for 19-20. The dilemma with this option is that I believe you would need to complete your program by the end of 19-20.

Mr. Zaragosa selected Option 2 and enrolled at the College of Southern Idaho. However, at the end of January, Mr. Zaragosa notified the District that he could not financially afford the Math Program at the College of Southern Idaho. At this time, I contacted the State Department of Education and asked to change Mr. Zaragosa's request to an Emergency Provisional to ensure funding for 2018-2019. I notified Mr. Zaragosa that he would not have a teaching position in 2019-2020.

On April 9, 2019, I was advised that the PSC made a recommendation to the SBE *not* to approve the District's request for Mr. Zaragosa's Emergency Provisional and the final decision would not be made until June.

I made many attempts to work through Mr. Zaragosa's certification. The past practice of the State Department of Education has been to recommend the approval of Emergency Provisionals when an emergency has been declared. This situation did become an emergency for Caldwell School District. I ask that the panel approve the District's request. Thank you for your consideration.

Sincerely,

Patti Wade

Patricia Wade
Director of Human Resources

Emergency Provisional Certificate Considerations and Recommendations

As of June 19, 2019, State Board of Education (Board) has approved 78 Emergency Provisional Certificates for the 2018-2019 school year

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
Definition of "two years of college training"	Historically, Federal Programs defined two years of study at an accredited postsecondary educational institution as 32 credits for paraprofessional requirements. Current process mirrors definition.	The Board defines a full time student as taking 12 or more credits (or equivalent) per semester. Based on this definition, an individual with 48 or more semester credits (or equivalent) would be considered as receiving two years of college training.	• 69 out of 71 met 48 credits • 2 out of the 71 did not meet 48 credits, but did meet 32 credit	Two years of college training shall equal 48 semester credits.
Annual or by academic term deadlines for requests	Applications are submitted and processed by academic school year. Applications can be categorized in one of the four scenarios: • LEA hired applicant *prior* to school staring o May be due to not finding an appropriately certified individual or losing staff • LEA started school year without appropriately certified individual and applicant was hired *after* the year started – may have had a long term substitute (LTS)* o May be due to not finding an appropriately certified individual or losing staff • Original application was processed as an Alternative Authorization – Content Specialist (AA-CS), but later converted to an Emergency Provisional due to applicant not able to meet the initial qualification of passing content or pedagogy assessment nor meet the state board approved Uniform Standard for Evaluating Content Competency Rubric prior to entering the classroom.	Due to various situations LEAs experience throughout each school year, as well as timelines for Professional Standards Commission (PSC) and Board meetings, it is possible for applications for Emergency Provisional Certificates to be submitted as late as May of a school year, although not likely.	Except for extenuating situations, applications for each school year should be presented by the April Board meeting of the same school year. • LEA hired applicant *prior* to school starting o 40 out of 71 • LEA hired applicant *after* school started o 6 out of 71 • Applicant did not qualify for AA-CS o 20 out of 71 • Applicant did not meet conditions on Interim o 5 out of 71	Emergency provisional certificates for the current school year shall be recommended for consideration by the Board by the April meeting. Should an LEA lose a staff member after the deadline for the April Board meeting, the emergency provisional certificate can be recommended for consideration at the June meeting of the Board.

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	• Applicant did not meet the conditions of their Interim Certificate which has expired.			
New certificate with endorsement	For every Board-approved Emergency Provisional Certificate, an applicant is issued a Provisional Certificate with corresponding endorsement regardless of whether they hold certification. There are three situations that apply: • Applicant does not hold any certificates o Example: No certificate applying for Provisional Instructional Certificate – All Subjects (K-8) • Applicant holds certification, but NOT the same certificate as the provisional certificate. o Example: Pupil Service Staff – School Counselor applying for Provisional Instructional Certificate – Mathematics (6-12) • Applicant holds the same certificate as the provisional certificate. o Example: Standard Instructional Certificate – English (6-12) applying for Provisional Instructional Certificate – History (6-12)	Is the Emergency Provisional Certificate only applicable to the first two situations (those who do not hold any certificate and those who do not hold the same certificate as the provisional)? Statutory language authorizing the approval of emergency certificates does not address endorsement. Does that preclude the ability to add endorsement to the Emergency Provisional Certificate? Including endorsements assists in tracking areas of need, and also provides transparency to subject areas the Emergency Provisional Certified applicant may be assigned.	Applicants who already hold the same certificate (i.e. Instructional certificate) are typically stronger than those who do not. If the current law precludes this, is there another way, such as rulemaking, that would grant this option? • Does not currently hold a valid certificate = 57 out of 71 • Adding a new certificate = 5 out of 71 • Holds same certificate = 9 out of 71 There is an option to add an endorsement through the Alternative Authorization – Teacher to New Endorsement; however, some candidates may not have the desire to add the endorsement or a plan that will lead to the endorsement, and the	The PSC may recommend an Emergency Provisional Certificate with endorsement, and an Emergency Provisional Certificate with endorsement may be recommended for an individual who already holds the same certificate.

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			LEA has an identified area of need for one year.	
Extending a non-renewable Interim certificate	Some Emergency Provisional Certificate applications are for applicants who did not meet the requirements of their Interim certificate. For example, failure to complete all required assessment and/or coursework as identified in their educator preparation plan and/or Interim certificate. LEAs may declare an emergency and apply for Emergency Provisional Certification for applicants in this situation.	Statutory language does not address whether an Emergency Provisional Certificate can be issued to an applicant who holds an expired certificate, including expired Interim certificates.	Interim certificates are for up to three years and are non-renewable	Emergency Provisional Certificate may be recommended for an individual who holds an expired certificate, including an expired interim certificate.
Emergency Provisional Certificates issued for Pupil Service Staff or Administrator	The PSC has had discussions regarding the concern about issuing Emergency Provisional Certificates for Pupil Service Staff (PSS) and Administrators, specifically, those individuals with two years of college training serving as a School Counselor, School Social Worker, Speech-Language Pathologist, School Nurse, School Psychologist, Audiologist, Principal, Special Education Director, or Superintendent. Currently the Authorizations Committee of the PSC is extremely selective with recommendations for Emergency Provisional Certificates for PSS or Administrator. An example is an Emergency Provisional Certificate for a School Counselor for an applicant who had a master's in clinical mental health counseling. The background and educational experience of this applicant reduced concerns of them serving as school counselor for the year.	Statutory language does not address what certificates an Emergency Provisional can issue. In addition, the language does not address any criteria other than the two years of college training and declaration of emergency.	• 3 out of 71 were for Pupil Service Staff – School counselor • 68 out of 71 were for instructional staff or occupational specialist with applicable endorsements.	Continue current practice of providing only exceptionally selective recommendations to the Board.

* Long Term Substitute (LTS) – A substitute for 10 or more consecutive days is considered a LTS. Substitutes and LTS must be tied to a teacher of record. 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.

- If a teacher of record leaves, LEAs may apply for Emergency Provisional Certificate if they cannot find a replacement.