

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	FY 21 PUBLIC SCHOOLS BUDGET REQUEST	Information Item
3	LESS THAN 10 REPORT	Information Item
4	PENDING RULE, DOCKET NO. 08-0202-1902	Motion to Approve
5	PENDING RULE, DOCKET NO. 08-0203-1903	Motion to Approve
6	BIAS & SENSITIVITY COMMITTEE RECOMMENDATION	Motion to Approve

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

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.

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

SUBJECT

FY 2021 Public School Budget Request

APPLICABLE STATUTE, RULE, OR POLICY

Title 33, Chapter 10, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

In August, Superintendent Ybarra invited the Chairs of the legislative education committees, and representatives of the Idaho Association of School Administrators (IASA), Idaho Business for Education (IBE), Idaho Digital Learning (IDLA), Idaho Education Association (IEA), Idaho School Boards Association (ISBA), Idaho Parent Teacher Association (PTA), Idaho Rural Schools Association (IRSA), Idaho Charter School Network (ICSN), Idaho Career Technical Education, Northwest Professional Educators (NPE), Idaho School Superintendent Association (ISSA), Idaho Association of Special Education Administrators (IASEA), Workforce Development, Office of the State Board of Education (OSBE), Office of the Governor / Division of Financial Management, and Legislative Services, to meet and make specific budget recommendations. Superintendent Ybarra took those recommendations into consideration when preparing the FY 2021 Public Schools Budget request.

IMPACT

If approved by the Legislature, this request will require a \$101 million increase in state general funds.

ATTACHMENTS

Attachment 1 – FY 2021 Public School Budget Request (including the Idaho Education Services for the Deaf and the Blind)

Attachment 2 – FY 2021 Public School Budget Request (excluding the Idaho Education Services for the Deaf and the Blind)

Attachment 3 – FY 2021 Public School Budget Request Summary

STAFF COMMENTS AND RECOMMENDATIONS

Recommendations from the various stakeholder groups were fairly consistent with slight variations. The three most consistent priorities across groups during the meeting were for building out the career ladder, and continued or increased funds for early literacy support and college and career advising.

BOARD ACTION

This item is for informational purposes only.

DEPARTMENT OF EDUCATION
OCTOBER 16, 2019
Public School Foundation Program

ATTACHMENT 1

	APPROPRIATION 2019-2020			Request 2020-2021			\$ CHANGE			% CHANGE		
	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total
1 REVENUES												
a. General Fund	\$1,887,420,200	\$10,987,000	\$1,898,407,200	\$1,988,196,700	\$12,008,600	\$2,000,205,300	\$100,776,500	\$1,021,600	\$101,798,100	5.3%	9.3%	5.4%
STATE DEDICATED REVENUE												
b. Endowment / Lands	\$51,260,000	\$191,800	\$51,451,800	\$52,586,400	\$199,700	\$52,786,100	\$1,326,400	\$7,900	\$1,334,300	2.6%	4.1%	2.6%
c. Miscellaneous	11,156,500	137,700	11,294,200	8,000,000	109,200	8,109,200	(3,156,500)	(28,500)	(3,185,000)	-28.3%	-20.7%	-28.2%
d. Lottery Dividend	22,842,500	0	22,842,500	24,187,500	0	24,187,500	1,345,000	0	1,345,000	5.9%	NA	5.9%
e. Bond Levy Equalization Fund	15,448,900	0	15,448,900	16,098,100	0	16,098,100	649,200	0	649,200	4.2%	NA	4.2%
f. Cigarette and Lottery Taxes	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
TOTAL STATE DEDICATED REVENUE	\$104,732,800	\$329,500	\$105,062,300	\$104,896,900	\$308,900	\$105,205,800	\$164,100	(\$20,600)	\$143,500	0.2%	-6.3%	0.1%
TOTAL STATE REVENUES	\$1,992,153,000	\$11,316,500	\$2,003,469,500	\$2,093,093,600	\$12,317,500	\$2,105,411,100	\$100,940,600	\$1,001,000	\$101,941,600	5.1%	8.8%	5.1%
g. FEDERAL REVENUES	\$264,115,000	\$223,500	\$264,338,500	\$264,115,000	\$223,500	\$264,338,500	\$0	\$0	\$0	0.0%	0.0%	0.0%
TOTAL REVENUES	\$2,256,268,000	\$11,540,000	\$2,267,808,000	\$2,357,208,600	\$12,541,000	\$2,369,749,600	\$100,940,600	\$1,001,000	\$101,941,600	4.5%	8.7%	4.5%
2 STATUTORY EXPENDITURES												
a. Transportation	\$75,334,700	\$0	\$75,334,700	\$83,040,000	\$0	\$83,040,000	\$7,705,300	\$0	\$7,705,300	10.2%	NA	10.2%
b. Border Contracts	1,200,000	0	1,200,000	1,484,100	0	1,484,100	284,100	0	284,100	23.7%	NA	23.7%
c. Exceptional Contracts and Tuition Equivalents	5,761,000	0	5,761,000	5,833,400	0	5,833,400	72,400	0	72,400	1.3%	NA	1.3%
d. Salary-based Apportionment (Administrators, Classified)	213,050,600	0	213,050,600	222,402,700	0	222,402,700	9,352,100	0	9,352,100	4.4%	NA	4.4%
e. Employer's Benefit Obligations (Administrators, Classified)	41,289,200	0	41,289,200	43,101,600	0	43,101,600	1,812,400	0	1,812,400	4.4%	NA	4.4%
f. Career Ladder Salaries	806,572,300	0	806,572,300	856,236,100	0	856,236,100	49,663,800	0	49,663,800	6.2%	NA	6.2%
g. Career Ladder Employer's Benefit Obligations	156,313,700	0	156,313,700	165,938,500	0	165,938,500	9,624,800	0	9,624,800	6.2%	NA	6.2%
h. Master Educator Premiums	7,175,400	0	7,175,400	7,175,400	0	7,175,400	0	0	0	0.0%	NA	0.0%
i. Leadership Premiums	18,400,700	0	18,400,700	19,310,000	0	19,310,000	909,300	0	909,300	4.9%	NA	4.9%
j. Teacher Incentive Award (Nat'l Bd Cert)	90,000	0	90,000	90,000	0	90,000	0	0	0	0.0%	NA	0.0%
k. Idaho Safe and Drug-Free Schools	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
l. Bond Levy Equalization Support Program	23,387,900	0	23,387,900	23,079,500	0	23,079,500	(308,400)	0	(308,400)	-1.3%	NA	-1.3%
m. Charter School Facilities	8,840,000	0	8,840,000	10,372,600	0	10,372,600	1,532,600	0	1,532,600	17.3%	NA	17.3%
n. Idaho Digital Learning Academy	11,854,200	0	11,854,200	12,221,400	0	12,221,400	367,200	0	367,200	3.1%	NA	3.1%
o. School Facilities Funding (lottery)	22,842,500	0	22,842,500	24,187,500	0	24,187,500	1,345,000	0	1,345,000	5.9%	NA	5.9%
p. School Facilities Maintenance Match	4,104,000	0	4,104,000	1,972,200	0	1,972,200	(2,131,800)	0	(2,131,800)	-51.9%	NA	-51.9%
q. Advanced Opportunities	18,000,000	0	18,000,000	20,000,000	0	20,000,000	2,000,000	0	2,000,000	11.1%	NA	11.1%
r. Math and Science Requirement	6,590,900	0	6,590,900	6,502,600	0	6,502,600	(88,300)	0	(88,300)	-1.3%	NA	-1.3%
s. Continuous Improvement Plans and Training	652,000	0	652,000	652,000	0	652,000	0	0	0	0.0%	NA	0.0%
t. Mastery-Based Education	1,400,000	0	1,400,000	1,900,000	0	1,900,000	500,000	0	500,000	35.7%	NA	35.7%
u. College and Career Advisors and Student Mentors	9,000,000	0	9,000,000	9,000,000	0	9,000,000	0	0	0	0.0%	NA	0.0%
v. Literacy Intervention	26,146,800	0	26,146,800	26,146,800	0	26,146,800	0	0	0	0.0%	NA	0.0%
3 NON-STATUTORY EXPENDITURES												
a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	36,500,000	0	36,500,000	36,500,000	0	36,500,000	0	0	0	0.0%	NA	0.0%
b. IT Staffing	8,000,000	0	8,000,000	8,000,000	0	8,000,000	0	0	0	0.0%	NA	0.0%
c. Student Achievement Assessments	2,258,500	0	2,258,500	2,258,500	0	2,258,500	0	0	0	0.0%	NA	0.0%
d. Math Initiative	1,817,800	0	1,817,800	1,817,800	0	1,817,800	0	0	0	0.0%	NA	0.0%
e. Remediation / Waiver (non Title I)	5,456,300	0	5,456,300	5,456,300	0	5,456,300	0	0	0	0.0%	NA	0.0%
f. Limited English Proficient (LEP)	4,870,000	0	4,870,000	4,870,000	0	4,870,000	0	0	0	0.0%	NA	0.0%
g. Professional Development (Reading Coaches, District Funding, G/T)	21,550,000	0	21,550,000	21,550,000	0	21,550,000	0	0	0	0.0%	NA	0.0%
h. Content and Curriculum	6,350,000	0	6,350,000	6,350,000	0	6,350,000	0	0	0	0.0%	NA	0.0%
i. Social / Emotional Learning	0	0	0	1,000,000	0	1,000,000	1,000,000	0	1,000,000	NA	NA	NA
4 FEDERAL EXPENDITURES	264,115,000	0	264,115,000	264,115,000	0	264,115,000	0	0	0	0.0%	NA	0.0%
5 IDAHO EDUCATIONAL SERVICES FOR THE DEAF & THE BLIND												
a. Campus	0	7,410,600	7,410,600	0	8,080,700	8,080,700	0	670,100	670,100	NA	9.0%	9.0%
b. Outreach	0	4,129,400	4,129,400	0	4,460,300	4,460,300	0	330,900	330,900	NA	8.0%	8.0%
TOTAL EXPENDITURES	\$1,812,948,400	\$11,540,000	\$1,824,488,400	\$1,896,588,900	\$12,541,000	\$1,909,129,900	\$83,640,500	\$1,001,000	\$84,641,500	4.6%	8.7%	4.6%
6 PUBLIC EDUCATION STABILIZATION FUNDS	\$0			\$0			\$0			NA		
7 NET STATE FUNDING	\$443,319,600			\$460,619,700			\$17,300,100			3.9%		
8 SUPPORT UNITS	15,601			15,786			185			1.2%		
9 DISTRIBUTION FACTOR (includes \$300 for Safe Environment Provisions)	\$28,416			\$29,179			\$763			2.7%		

Public School Foundation Program

(excludes IESDB)

	Appropriation 2019-2020	Request 2020-2021	\$ Change	% Change
1 REVENUES				
a. General Fund	\$1,887,420,200	\$1,988,196,700	\$100,776,500	5.3%
STATE DEDICATED REVENUE				
b. Endowment / Lands	\$51,260,000	\$52,586,400	\$1,326,400	2.6%
c. Miscellaneous	11,156,500	8,000,000	(3,156,500)	-28.3%
d. Lottery Dividend	22,842,500	24,187,500	1,345,000	5.9%
e. Bond Levy Equalization Fund	15,448,900	16,098,100	649,200	4.2%
f. Cigarette and Lottery Taxes	4,024,900	4,024,900	0	0.0%
TOTAL STATE DEDICATED REVENUE	\$104,732,800	\$104,896,900	\$164,100	0.2%
TOTAL STATE REVENUES	\$1,992,153,000	\$2,093,093,600	\$100,940,600	5.1%
g. FEDERAL REVENUES	\$264,115,000	\$264,115,000	\$0	0.0%
TOTAL REVENUES	\$2,256,268,000	\$2,357,208,600	\$100,940,600	4.5%
2 STATUTORY EXPENDITURES				
a. Transportation	\$75,334,700	\$83,040,000	\$7,705,300	10.2%
b. Border Contracts	1,200,000	1,484,100	284,100	23.7%
c. Exceptional Contracts and Tuition Equivalents	5,761,000	5,833,400	72,400	1.3%
d. Salary-based Apportionment (Administrators, Classified)	213,050,600	222,402,700	9,352,100	4.4%
e. Employer's Benefit Obligations (Administrators, Classified)	41,289,200	43,101,600	1,812,400	4.4%
f. Career Ladder Salaries	806,572,300	856,236,100	49,663,800	6.2%
g. Career Ladder Employer's Benefit Obligations	156,313,700	165,938,500	9,624,800	6.2%
h. Master Educator Premiums	7,175,400	7,175,400	0	0.0%
i. Leadership Premiums	18,400,700	19,310,000	909,300	4.9%
j. Teacher Incentive Award (Nat'l Bd Cert)	90,000	90,000	0	0.0%
k. Idaho Safe and Drug-Free Schools	4,024,900	4,024,900	0	0.0%
l. Bond Levy Equalization Support Program	23,387,900	23,079,500	(308,400)	-1.3%
m. Charter School Facilities	8,840,000	10,372,600	1,532,600	17.3%
n. Idaho Digital Learning Academy	11,854,200	12,221,400	367,200	3.1%
o. School Facilities Funding (lottery)	22,842,500	24,187,500	1,345,000	5.9%
p. School Facilities Maintenance Match	4,104,000	1,972,200	(2,131,800)	-51.9%
q. Advanced Opportunities	18,000,000	20,000,000	2,000,000	11.1%
r. Math and Science Requirement	6,590,900	6,502,600	(88,300)	-1.3%
s. Continuous Improvement Plans and Training	652,000	652,000	0	0.0%
t. Mastery-Based Education	1,400,000	1,900,000	500,000	35.7%
u. College and Career Advisors and Student Mentors	9,000,000	9,000,000	0	0.0%
v. Literacy Intervention	26,146,800	26,146,800	0	0.0%
3 NON-STATUTORY EXPENDITURES				
a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	36,500,000	36,500,000	0	0.0%
b. IT Staffing	8,000,000	8,000,000	0	0.0%
c. Student Achievement Assessments	2,258,500	2,258,500	0	0.0%
d. Math Initiative	1,817,800	1,817,800	0	0.0%
e. Remediation / Waiver (non Title I)	5,456,300	5,456,300	0	0.0%
f. Limited English Proficient (LEP)	4,870,000	4,870,000	0	0.0%
g. Professional Development (Reading Coaches, District Funding, G/T)	21,550,000	21,550,000	0	0.0%
h. Content and Curriculum	6,350,000	6,350,000	0	0.0%
i. Social / Emotional Learning	0	1,000,000	1,000,000	NA
4 FEDERAL EXPENDITURES	264,115,000	264,115,000	0	0.0%
TOTAL EXPENDITURES	\$1,812,948,400	\$1,896,588,900	\$83,640,500	4.6%
5 PUBLIC EDUCATION STABILIZATION FUNDS	\$0	\$0	\$0	NA
6 NET STATE FUNDING	\$443,319,600	\$460,619,700	\$17,300,100	3.9%
7 SUPPORT UNITS	15,601	15,786	185	1.2%
8 DISTRIBUTION FACTOR (includes \$300 for Safe Environment Provisions)	\$28,416	\$29,179	\$763	2.7%

9/3/2019

9:27 AM

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

ATTACHMENT 3

**FY 2021 Public School Budget
Request
(excludes IESDB)**

1.	FY 2020 General Fund Original Appropriation		\$1,887,420,200	
2.	Base Adjustments / Transfers			
a.	Endowment / Lands Revenue (from \$51,260,000 to \$52,586,400)		-\$1,326,400	-0.07%
	Total Base Adjustments		-\$1,326,400	-0.07%
3.	Statutory / Maintenance (Governor's Task Force)			
a.	Advanced Opportunities (from \$18,000,000 to \$20,000,000)	#	\$2,000,000	0.11%
	Total Statutory / Maintenance (Governor's Task Force)	4.	\$2,000,000	0.11%
4.	Statutory / Maintenance			
a.	Career Ladder - Increase of 189 mid-term support units (from 15,658 to 15,847)		\$11,622,600	0.62%
b.	Transportation (from \$75,334,700 to \$83,040,000)		7,705,300	0.41%
c.	Career Ladder - Base Allocation increases for R1, R2, and R3 rungs (HB 153, 2019 Legislative session)		7,666,000	0.41%
d.	Operational Increase - Increase of 185 Best 28 week support units (from 15,601 to 15,786)		5,257,000	0.28%
e.	Salary and Benefit Apportionment (Administrators, Classified) - Increase of 189 mid-term support units (from 15,658 to 15,847)		3,072,500	0.16%
f.	Charter School Facilities (from \$8,840,000 to \$10,372,600)		1,532,600	0.08%
g.	Leadership Awards / Premiums - Growth (FTE) (from \$18,400,700 to \$19,310,000; FTE from 18,095 to 18,996)		909,300	0.05%
h.	Salary and Benefit Apportionment - Administrators Experience and Education Index, Small District Staff Allowance		391,300	0.02%
i.	Idaho Digital Learning Alliance (IDLA) (from \$11,854,200 to \$12,221,400)		367,200	0.02%
j.	Border Contracts (from \$1,200,000 to \$1,484,100)		284,100	0.02%
k.	Exceptional Contracts and Tuition Equivalents (from \$5,761,000 to \$5,833,400)		72,400	0.00%
l.	Math and Science Requirement (from \$6,590,900 to \$6,502,600)		-88,300	0.00%
m.	Bond Levy Equalization Support Program (from \$7,939,000 to \$6,981,400)		-957,600	-0.05%
n.	School Facilities Maintenance Match (from \$4,104,000 to \$1,972,200)		-2,131,800	-0.11%
	Total Statutory / Maintenance		\$35,702,600	1.89%
5.	Division of Financial Management Directives			
a.	Salary and Benefit Apportionment - 1% increase in Base Salaries (Administrators, Classified)		\$2,567,800	0.14%
	Total Division of Financial Management Directives		\$2,567,800	0.14%
6.	Line Item Requests (Governor's Task Force)	#		
a.	Career Ladder	12.	\$40,000,000	2.12%
b.	Literacy (from \$26,146,800 to \$26,146,800; replacing \$3,156,500 one-time dedicated funds with general funds)	3.	3,156,500	0.17%
c.	Mastery Education (from \$1,400,000 to \$1,900,000)	1.	500,000	0.03%
	Total Line Item Requests (Governor's Task Force)		\$43,656,500	2.31%
7.	Line Item Requests (Other)			
a.	Discretionary Increase (Health Insurance, from \$12,190 to \$12,661, 3.86% increase)		\$7,434,500	0.39%
b.	Discretionary Increase (Other, from \$16,226 to \$16,518, 1.8% increase)		4,608,600	0.24%
c.	Additional 2% - Classified (including 1% DFM directive, increases base salary from \$22,315 to \$22,984)		3,153,200	0.17%
d.	Additional 2% - Administration (including 1% DFM directive, increases base salary from \$37,272 to \$38,390)		1,979,700	0.10%
e.	Social / Emotional Learning (new line item)		1,000,000	0.05%
	Total Line Item Requests (Other)		\$18,176,000	0.96%
8.	FY 2021 General Fund Requested Increase		\$100,776,500	5.34%
9.	FY 2021 General Fund Total Request		\$1,988,196,700	

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

SUBJECT

Less Than Ten (10) Report

REFERENCE

October 2015	Superintendent reported to the Board that four (4) schools had requested approval and four (4) were approved.
October 2017	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.
October 2018	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment. Objective C: Access

BACKGROUND/DISCUSSION

Section 33-1003 (2)(f), Idaho Code, states that *“Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”* At the November 1999 meeting, the State Board of Education (Board) delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the Board at the October meeting.

Nine (9) schools have requested to operate with less than ten (10) average daily attendance during the 2019 – 2020 school year. Superintendent Ybarra has approved all of the requests (Attachment 1).

IMPACT

These approved schools will generate state funding for their school districts, per Chapter 10, Title 33, Idaho Code.

ATTACHMENTS

Attachment 1 – Superintendent Ybarra’s approval of list of approved schools

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-107(4)(d) and (e), Idaho Code authorizes the Board to:

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

- (d) Delegate to its executive secretary, the superintendent of public instruction, if necessary to enhance effectiveness and efficiency, such powers as he requires to perform duties and render decisions prescribed to the state board involving the exercise of judgment and discretion that affect the public schools in Idaho;
- (e) Delegations of powers under this subsection must be adopted as statements of agency action by the state board, as provided in section 33-105(2), Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the state board....

Statements of agency action are adopted through the Board's Governing Policies and Procedures approval process. To comply with section 33-107(4), Idaho Code, this delegation will need to be incorporated into Board policy. The original delegation and annual reporting requirement was made by the Board at the November 18-19, 1999 Board meeting. In addition to the statutory provisions regarding the delegation of duties to the Board's executive officers, in 2014, the Board amended its bylaws to require all Board action that "impacts the ongoing future behavior of the agencies and institutions to be incorporated into Board Policy." Staff recommends Board Policy be amended, incorporating the delegation and reporting requirements for the funding of schools with less than ten (10) students.

BOARD ACTION

This item is for informational purposes only.



SHERRI YBARRA
SUPERINTENDENT OF
PUBLIC INSTRUCTION

650 W. STATE STREET
P.O. BOX 83720
BOISE, IDAHO 83720-0027

OFFICE: 208-332-6800
FAX: 208-334-2228
SPEECH/HEARING
IMPAIRED: 1-800-377-3529

DATE: August 22, 2019
TO: Sherri Ybarra
FROM: Timothy D. Hill
SUBJECT: Approval of Elementary Schools Having Less Than 10 ADA

Idaho Code 33-1003 (2)(f) states,

Minimum Pupils Required. -- Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.

At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted will be provided to the State Board of Education.

Attached is a list of school districts and elementary schools requesting approval to operate during the 2019-2020 school year with less than ten (10) average daily attendance. I have on file a letter from each school district on this list. I recommend approval of these schools to participate in the state support program. Upon receiving your approval, I will prepare materials for the October State Board of Education meeting, and a letter to each school district advising them of the approval.

Please let me know if you have any questions or if you would like to discuss.

I, Sherri Ybarra, Superintendent of Public Instruction, approve the attached list of schools to operate during the 2019-2020 school year with less than ten (10) average daily attendance.

A handwritten signature in blue ink, reading "Sherri Ybarra", is written over a horizontal line.

Elementary Schools Approved to Operate with Less than 10 ADA
2019-2020

District Name	Building #	Building Name	Estimated Enrollment	Superintendent
71 Garden Valley School District	398	LOWMAN ELEMENTARY SCHOOL	<10	Vickie Chandler
151 Cassia County	468	ALMO ELEMENTARY SCHOOL	9	Jim Shank
181 Challis	486	STANLEY ELEM-JR HIGH SCHOOL	9	Peter McPherson
191 Prairie	491	PRAIRIE ELEM-JR HIGH SCHOOL	4	Elaine Faddis
193 Mountain Home	517	PINE ELEM-JR HIGH SCHOOL	3	James Gilbert
244 Mountain View	1287	ELK CITY PUBLIC SCHOOL	4-7	Marcus Scheibe
351 Oneida	797	STONE ELEMENTARY SCHOOL	10	Rich Moore
364 Pleasant Valley	800	PLEASANT VALLEY ELEM-JR HIGH	<10	Rene Maestrejuan
416 Three Creek	835	THREE CREEK ELEM-JR HI SCHOOL	6	Gus Brackett

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

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

REFERENCE

November 2018	Board approved pending rule docket number 08-0202-1801, as recommended by the professional standards commission.
June 2019	Board approved proposed rule docket 08-0202-1902 with modifications that would maintain the ability to hire individuals on an alternate route to certification without going through a failed search first.

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

On June 19, 2019, the Professional Standards Commission (PSC) submitted proposed rule docket number 08-0202-1902 to the State Board of Education (Board) for approval. The proposed rule amended the *Standards for the Initial Certification of Professional School Personnel*, a document incorporated by reference, and several sections of IDAPA 08.02.02, Rules Governing Uniformity, revising the following certificates and endorsements: 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. 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, and to clarify sections of the Code of Ethics for Idaho Professional Educators.

After reviewing the staff comments for this agenda item, and in consultation with Board staff, it was determined that Section 42 of the proposed revisions reenacted some language that may be prohibitive. Changes to Section 42 will be further clarified and brought back to the Board following the close of a new public comment period. The Board adopted the revised incorporated document and approved proposed rule docket number 08-0202-1902 with the exception of Section 42, not inclusive of the subsections.

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A Notice of Rulemaking – Proposed Rule was published in the August 7, 2019, Idaho Administrative Bulletin. The proposed rule published in the bulletin included additional amendments made by the Division of Financial Management. These changes are highlighted in green in Attachment 1.

Pursuant to Section 67-5222(1), Idaho Code, a public comment period on the proposed rule was held August 7 through August 28, 2019. No comments were received during the public comment period. The Department has recommended amendments that more appropriately clarify Section 42 as suggested at the June, 2019, Board meeting. Department staff determined the suggested amendment to Section 42 would require an amendment to Section 021. These changes are highlighted in yellow in 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.

ATTACHMENTS

Attachment 1 – Pending rule docket number 08-0202-1902

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 approved two additional non-traditional routes to certification. These include a non-traditional route through Lewis-Clark State College and the 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 originally intended to provide school districts unable to find and hire certificated personnel a path for hiring individuals who met minimum education requirements with an “interim certificate” while the individuals completed requirements to obtain a standard certificate. Districts were required to have a failed search prior to hiring someone through the alternate route. 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 alternate 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,” removed barriers and allowed school districts and charter schools to hire non-traditional 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 were interested in becoming a classroom teacher. Identifying 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 amendments proposed at the June Board meeting would have inadvertently removed this flexibility and reinstated language that would only allow the alternate routes (Alternative Authorization) to be used when the school district or charter school could not fill the position with someone who has the “correct” certification in the area of need identified. This language was removed from the proposed rule and is not included in the pending rule. Additional amendments shift responsibility for determining completion of the locally developed plan for meeting the state standards and assessing whether 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 amendments 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. An individual on an alternate route receives an interim certificate while on the alternate route. The proposed amendments interchange the language regarding the alternative authorization with the interim certificate. Technically, an alternative authorization is not a “certificate”. 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, discipline, 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. Further, the current language allows for alternate authorization to new endorsement language is being amended to add teacher to new endorsement. This amendment is not consistent with the change in terminology from “teacher” to “educator” and is close to the alternate route – teacher to new certification. The endorsement route allows an individual with an existing certificate to add additional endorsements as applicable to their certification area. The alternate route “teacher to new” allows individuals with one type of certificate to earn a separate type of certificate, such as an individual with an “instructional staff” certificate earning a “pupil service” certificate or vice versa.

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.02.02 – RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-1902

THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0202-1902
(Only Those Sections With Amendments Are Shown.)

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. **Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2019, 20182.** 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)

(BREAK IN CONTINUITY OF SECTIONS)

007. DEFINITIONS.

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

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

031. **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)

042. **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)

053. **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)

~~064.~~ **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)

~~075.~~ **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)

~~086.~~ **Idaho Student Achievement Standards.** Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

~~097.~~ **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)

~~408.~~ **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)

~~409.~~ **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)

~~120.~~ **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)~~

~~141.~~ **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)

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

163. 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)

174. 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)

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

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

(BREAK IN CONTINUITY OF SECTION

015. IDAHO EDUCATOR CREDENTIAL.

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

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

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

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

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

b. Completed an approved 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~~ 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. ()

~~**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)

~~**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)

~~**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. ()~~

gi. 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)

hi. 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 (Pre-K-12) setting. Post-~~L~~MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a Pre-K-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)~~

jk. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the Occupational Therapy Licensure Board of Idaho will 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)

kl. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the Idaho Physical Therapy Licensure Board will 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 addition to the competencies in the Idaho Standards for School Principals. (3-28-18)
- v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)

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

- i. Hold a master's degree from an accredited college or university; (3-25-16)
- ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

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

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

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

c. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

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

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

a. Be at least twenty-two (22) years of age; document recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-28-18)

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

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

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

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

i. Pathway I - Coursework: Within the three-year 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. ~~and~~ (3-25-16)

~~b. Each school district with a Junior ROTC program shall provide the State Department of Education with~~ a notarized copy of their certificate(s) of completion. (3-25-16) ()

~~eb.~~ Authorization Letter. Upon receiving the items identified in Subsection 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)~~

ea. 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 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. ()

023. 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)

034. 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)

045. 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)~~ ()

056. 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)

067. 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)

078. 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 an ~~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 an ~~Standard~~ 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~~ statements ~~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 and mentoring. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held.~~ (3-29-17)

~~i. Pathway 1— An Endorsements may be added through by successfully completing a state board approved testing and a mentoring component. The appropriate test must be successfully completed content area assessment 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)

021. 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)

032. 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)

043. 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)

054. 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)

065. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows

one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements. ~~(3-28-18)~~

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

076. 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)~~

097. 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)~~

108. 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)

~~119.~~ 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)

120. Deaf/Hard of Hearing (Pre-K-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. *An institutional recommendation specific to this endorsement is required. To be eligible for a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements:* 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. (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. 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)

~~109.~~ **Geology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of geology. (3-29-17)

~~140.~~ **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)

~~121.~~ **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)

~~132.~~ **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)

~~143.~~ **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)

~~154.~~ **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)

~~165.~~ **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)~~

~~021. **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)~~ ()

032. 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)~~ ()

043. 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)

054. 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)

065. 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)

076. 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)

087. 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)

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

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

140. 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)

121. 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)

132. 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)

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

154. 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)

165. 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)

1-76. 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)~~

197. 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)

2018. 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)

219. 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. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements:

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

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

~~b. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out of state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (3-29-17)~~

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

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

220. 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 IVE AUTHORIZATION – INTERIM 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 Routes to authorization – interim certification allows a local education agency to request certification for a candidate. 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 no 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 this~~ This alternative authorization ~~is to~~ allow 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~~ attesting to the ~~ability of the~~ candidate's ability to fill the position.
(3-29-17)()

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

i. The candidate will work toward completion of ~~the alternative route preparation~~ a state board approved 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 this~~ This alternative authorization ~~is~~

~~to offer an expedited route to certification~~ allows a local education agency to request an instructional certificate for an individuals 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 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~~ Education 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)~~

043. Alternative Authorization - Pupil Service Staff. ~~The purpose of this alternative authorization is to allow 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)~~

- 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~~ attesting 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~~ the 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 ~~college/university or the State Department of Education~~ educator preparation program 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)

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

043. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

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

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

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

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by ~~district~~ 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 transcribed and completed through a college or university accredited by an entity recognized by the State Board of Education. For pupil service staff, continuing education units completed and applied to the renewal of an occupational license issued by the 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 SECTION

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; ()

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

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

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

~~ji.~~ 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)

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

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

~~**05. 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. Conditional Certificate.** Allows an educator to retain licensure under certain s~~ Stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(102), 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)~~

~~106. 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)())

~~107. 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)

~~108. 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)())

~~109. 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)

~~140. 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)

~~151. 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)~~

~~172. 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)())

~~183. 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. ()

~~195. 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)())

~~2016. 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)

~~217. Revocation.~~ The invalidation of any Certificate held by the educator. (3-20-04)

~~2218. 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)~~

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

SUBJECT

Pending Rule, 08-0203-1903, Rules Governing Thoroughness

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
June 2019	Board approved proposed rule, Docket 08-0203-1903.

APPLICABLE STATUTE, RULE, OR POLICY

Section 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

On June 19, 2019, the State Department of Education (SDE) submitted a temporary and proposed rule, later identified as docket number 08-0203-1903, to the State Board of Education (Board) for approval. To comply with the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA), the temporary and proposed rule replaced the Idaho Extended Content Standards in Science with the *Idaho Content Standards Core Content Connectors-Science* (subsection 004.05). Additionally, subsection 111.06 was amended to move the administration of the grade band 6-9 test from grade 7 to grade 8 (subsection 111.06.h-i) and to replace the course-specific end of course science assessment (subsection 111.06.n) with a single science assessment administered in grade 11 (subsection 111.06.l) to comply 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 did not meet this requirement.

A Notice of Rulemaking – Temporary and Proposed Rule was published in the August 7, 2019, Idaho Administrative Bulletin. Pursuant to Section 67-5222(1), Idaho Code, a public comment period on the proposed rule was held August 7 – August 28 and extended through September 8, 2019. A public hearing was held

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the evening of Tuesday, August 20, 2019, at the SDE office. No (0) members of the public attended the hearing, resulting in zero (0) public comments.

Twenty-three (23) written comments were received during the public comment period (Attachment 2), which resulted in no changes to the pending rule. The pending rule is being presented as approved by the Board on June 19, 2019.

IMPACT

The adoption of pending rule ensures 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 ensures 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 – Pending rule docket number 08-0203-1903

Attachment 2 – Public Comments on pending rule 08-0203-1903

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. The Board approved this rule as a temporary rule at the June 2019 Board meeting. This rule is currently in effect as approved in June.

Once approved by the Board, proposed rules are 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.

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BOARD ACTION

I move to approve Pending rule docket number 08-0203-1903, Rules Governing Thoroughness, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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)~~

~~0605.~~ **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. ()~~

~~0706.~~ **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)

~~0807.~~ **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)

~~0908.~~ **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)

~~1009.~~ **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

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

ATTACHMENT 2

	First and Last Name	City/Town	State	I am a/an: Response	I am a/an: Response
1	Janet Avery	Jerome	ID	Curriculum Director	
2	Annie Muniz	Boise	ID	Teacher	High School Science Teacher
3	Tanya Gordon	Boise	Idaho	Teacher	Middle School Science Teacher
4	Arwen Gelsthorpe	Boise	Idaho	Teacher	Middle School Science Teacher
5	Dawn Bolen	Boise	Idaho	Teacher	Middle School Science Teacher
6	Michelle Van Beek	Eagle	ID	Teacher	Other Teacher
7	Lloyd Verhage	Wilder	ID	Teacher	High School Science Teacher
8	Valerie Van Leeuwen	Twin Falls	Idaho	Teacher	Middle School Science Teacher
9	David Miles II	Sandpoint	Idaho	Principal	
10	Brooke Calderon	Boise	Idaho	Parent	
11	Melyssa Ferro	Caldwell	Idaho	Teacher	Middle School Science Teacher
12	Sharon Cates	Boise	Idaho	Teacher	High School Science Teacher
13	Emily Sarha	Rathdrum	ID	Teacher	Other Teacher
14	David Bradfield	Nampa	Idaho	Teacher	High School Science Teacher
15	Emily Sarha	Rathdrum	ID	Teacher	Other Teacher
16	Chris Taylor	Boise	Idaho	Curriculum Director	
17	David Bradfield	Nampa	Idaho	Teacher	High School Science Teacher
18	Anita Christenson Koons	Nampa	Idaho	Assessment/Accountability Coordinator	
19	Gregg Russell	Boise	Idaho	Superintendent/Charter Administrator	
20	Scott Ray	Malad city	Idaho	Teacher	Middle School Science Teacher
21	Jennifer Pollard	Moscow	ID	Teacher	High School Science Teacher
22	Susan Hawke	Boise	ID	Teacher	Middle School Science Teacher
23	Erin Stutzman	Boise	Idaho	Teacher	High School Science Teacher

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

ATTACHMENT 2

	Please provide feedback on the Idaho Extended Content Standards-Core Content Connectors, Science, for students with significant cognitive disabilities. Please include page or section numbers if applicable.
	Response
1	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
2	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
3	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
4	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
5	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
6	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
7	I have no comment on the Idaho Extended Content Standards - Core Content Connectors, Science.
8	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
9	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
10	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
11	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
12	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
13	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
14	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
15	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
16	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
17	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
18	I have no comment on the Idaho Extended Content Standards - Core Content Connectors, Science.
19	I have no comment on the Idaho Extended Content Standards - Core Content Connectors, Science.
20	I suggest the following changes to the Idaho Extended Content Standards - Core Content Connectors, Science.
21	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
22	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
23	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.

	I suggest the following changes to the Idaho Extended Content Standards - Core Content Connectors, Science.
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20	I support your decision to move the test to the 8th grade because these kids were tested on science they wouldn't receive until the 8th grade. They will have a better chance to score higher because they will receive instruction on all the topics covered in the test .
21	
22	
23	

	Regarding the administration of a comprehensive science assessment in middle school in grade 8:
	Response
1	I support administering a comprehensive science assessment in middle school in grade 8.
2	I support administering a comprehensive science assessment in middle school in grade 8.
3	I support administering a comprehensive science assessment in middle school in grade 8.
4	I support administering a comprehensive science assessment in middle school in grade 8.
5	I support administering a comprehensive science assessment in middle school in grade 8.
6	I support administering a comprehensive science assessment in middle school in grade 8.
7	
8	I support administering a comprehensive science assessment in middle school in grade 8.
9	I support administering a comprehensive science assessment in middle school in grade 8.
10	I support administering a comprehensive science assessment in middle school in grade 8.
11	I support administering a comprehensive science assessment in middle school in grade 8.
12	I support administering a comprehensive science assessment in middle school in grade 8.
13	I support administering a comprehensive science assessment in middle school in grade 8.
14	I support administering a comprehensive science assessment in middle school in grade 8.
15	I support administering a comprehensive science assessment in middle school in grade 8.
16	I support administering a comprehensive science assessment in middle school in grade 8.
17	I support administering a comprehensive science assessment in middle school in grade 8.
18	I support administering a comprehensive science assessment in middle school in grade 8.
19	I support administering a comprehensive science assessment in middle school in grade 8.
20	I support administering a comprehensive science assessment in middle school in grade 8.
21	I support administering a comprehensive science assessment in middle school in grade 8.
22	I support administering a comprehensive science assessment in middle school in grade 8.
23	I support administering a comprehensive science assessment in middle school in grade 8.

	Regarding the administration of a comprehensive science assessment in high school in grade 11:
	Response
1	I do not support administering a comprehensive science assessment in high school in grade 11.
2	I support administering a comprehensive science assessment in high school in grade 11.
3	I support administering a comprehensive science assessment in high school in grade 11.
4	I support administering a comprehensive science assessment in high school in grade 11.
5	I support administering a comprehensive science assessment in high school in grade 11.
6	I support administering a comprehensive science assessment in high school in grade 11.
7	
8	I support administering a comprehensive science assessment in high school in grade 11.
9	I support administering a comprehensive science assessment in high school in grade 11.
10	I support administering a comprehensive science assessment in high school in grade 11.
11	I support administering a comprehensive science assessment in high school in grade 11.
12	I support administering a comprehensive science assessment in high school in grade 11.
13	I support administering a comprehensive science assessment in high school in grade 11.
14	I do not support administering a comprehensive science assessment in high school in grade 11.
15	I support administering a comprehensive science assessment in high school in grade 11.
16	I support administering a comprehensive science assessment in high school in grade 11.
17	I do not support administering a comprehensive science assessment in high school in grade 11.
18	I do not support administering a comprehensive science assessment in high school in grade 11.
19	
20	I support administering a comprehensive science assessment in high school in grade 11.
21	I support administering a comprehensive science assessment in high school in grade 11.
22	
23	I support administering a comprehensive science assessment in high school in grade 11.

	If you do not support the administration of the comprehensive science assessment in high school in grade 11, which option do you prefer?
	Response
1	I prefer administering a comprehensive science assessment in high school in grade 10.
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14	I prefer administering a single content end of course assessment in life science.
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17	I prefer administering a single content end of course assessment in life science.
18	I prefer administering a comprehensive science assessment in high school in grade 10.
19	I do not support administering a comprehensive science assessment in high school in grade 11.
20	
21	
22	I support administering a comprehensive science assessment in high school in grade 11.
23	

	What other suggestions or general feedback do you have?
	Open-Ended Response
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8	It is time to have an opportunity to teach all the middle school content BEFORE you test it.
9	Why not grade 12 for the science assessment? Why are students in a grade 12 at all if we aren't assessing them for it?
10	
11	
12	Because the 9-12 test is cumulative and Idaho requires 3 years of science for graduation, I feel very strongly that the test should be taken in 11th grade.
13	
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17	
18	It is so difficult to meet the assessment participation requirements at the high school level already with just tenth grade students testing. I cannot imagine having another entire group of students the science test. In addition these same group of students will be participating in the SAT in the same window of time.
19	I prefer administering a comprehensive science assessment in high school when students complete their second lab course, allowing students to test when ready.
20	Thanks for all you do and thanks for for considering changing to the 8th grade for the Science. We will do better on the test.
21	I support this, however, student scores should still be broken into content areas, so scores can be used as feedback for the science program regarding strengths and areas of weakness. I am also in on the balance of the test, as some school provide Earth Science instruction in the 8th grade, while others provide it at the high school level.
22	
23	If the state is finally adopting the Next Generation Standards and going to integrated science for grades 6-9 this is a really goo thing. You need to align the assessment to the new scaffolding and pr for the transition. You also need to consider making the assessment a graduation requirement so students take it seriously, otherwise the scores will never be where the state wants them. If you d requirement to graduate you need to eliminate the assessment. The politics over the past 20 years has created a generation of teachers who hate the ISAT and it trickles down to the students. I am the assessment does not match the scaffolding and the feedback is not useful. Give the analysis to the teachers in a timely manner and assess what is being taught and the teachers and students w

**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019**

SUBJECT

Assessment Item Review (Bias and Sensitivity) Committee Recommendations

REFERENCE

February 2015	The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
December 2016	The Board approved the removal of the three (3) ELA, on (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.
October 2017	The Board approved the removal of one (1) grade 4 ELA item.
November 2018	The Board approved the removal of one (1) Grade 5 ELA Item

APPLICABLE STATUTE, RULE, OR POLICY

Section 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

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

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

The Bias and Sensitivity Committee is recommending the removal of one (1) High School ELA/L item and one (1) High School Science item. The basis of this decision is detailed in the 2019 Bias and Sensitivity Committee Report in Attachment 1.

**DEPARTMENT OF EDUCATION
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IMPACT

As a result of previous recommendations by the Bias and Sensitivity Committee and approval of these recommendations, Idaho requires a separate item configuration for the online delivery of the ELA/Literacy assessment. The ongoing costs associated to generate the separate test configuration is \$57,000 annually. The recommendation from the 2019 review committee *does not* incur additional costs.

ATTACHMENTS

Attachment 1 – 2019 Assessment Item Review Committee Report

STAFF COMMENTS AND RECOMMENDATIONS

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

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

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

BOARD ACTION

I move to approve the recommendation of the Assessment Review Committee to remove one (1) High School ELA/Literacy item and one (1) High School Science item from the 2020 item pool of the Idaho Standards Achievement Test.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

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I move to reject the recommendation from the Assessment Review Committee and retain all new items in the 2020 item pool of the Idaho Standards Achievement Tests.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION

Bias and Sensitivity Committee Report

September 2019

Section 1: Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the American Institutes for Research (AIR) and the Idaho State Department of Education (SDE) established a review committee intended to ensure that stakeholders of Idaho’s public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee annually review all summative computer adaptive test questions for possible issues of bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the State Department of Education regarding the revision or elimination of summative computer adaptive test questions from the state assessments.

According to the law, the committee is to consist of at least 30 Idaho residents and shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors.

Section 2: Three Round Review Process

The Round 1 review process in 2019 is adjusted so each item is reviewed by five (5) committee members, chosen at random from the overall committee pool. Items that are “flagged” as displaying bias and sensitivity issues by 3/5th of the reviewers move on to Round 2 for small group discussions and review.

In Round 2, committee members discuss the item(s) flagged in Round 1 in small groups and individually review the item(s). Items which are flagged by 1/3rd of the committee in Round 2 move on to Round 3

Round 3 consists of a large group discussion where committee members share their point of view, and hear the perspectives and input of other members. After discussion, committee members vote anonymously if an item meets bias and sensitivity criteria. Items for which 2/3 of the full committee vote an item does not meet bias and sensitivity criteria are then recommended to the State Board of Education for exclusion from the Idaho test bank in the following spring administration.

Section 3: Preparation

For ease of assignment and review by the committee, AIR organizes the items into batches by subject. Each of the batches is assigned to five (5) different committee members at random in the first round.

AIR configures the Item Tracking System software to create a “Bias and Sensitivity (BnS) Survey” in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 1, the user interface for Content Rater displays each item with a “click-to-enlarge” box that contained the “Item Rating Question” (with comment boxes for feedback), an “Item Overview” dialog pane, which included information about the content alignment of the item, and an “Item Content Web Preview” dialog pane, which presents a rendering of the item as it would appear to a student taking an actual administration. The Content Rater application contained a single question for the committee to answer: “Bias and Sensitivity: Meets Criteria.” A response of “Yes” or “No” was required for this question on each item that an individual reviewed. If a participant determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation, and as per standing AIR L.A.B.S. guidelines (i.e., the item **did** display a bias and sensitivity concern; see Appendix 2), then the panelist would select “No.” A “No” response from a committee member would require a comment.

Prior to the committee meeting, AIR creates usernames and passwords for each committee member within the Item Tracking System. AIR loads and pre-assigns (randomly) one batch for each committee member to review. Participants are instructed to ask for additional batches as they complete and submit their initial assignment.

Figure 1. Content Rater Interface

Section 4: Training

Committee members are trained to identify bias and sensitivity concerns in items annually. The “Idaho Bias & Sensitivity Review” PowerPoint presentation is included in Appendix 1. Additionally, AIR provides a handout entitled “Summary of Language Accessibility, Bias, and Sensitivity (L.A.B.S.) Guidelines” (Appendix 2) committee members are able to reference during their reviews.

Upon completion of the Bias and Sensitivity training, the committee is trained to use the Item Tracking System and Content Rater to submit their feedback on each item electronically (Appendix 3).

Section 5: 2019 Summary of Committee Review

Round 1

In September 2019, 1,280 items (500 English Language Arts/Literacy, 500 Mathematics and 280 Science items) were presented to the committee. 20 English Language Arts/Literacy (ELA/L) batches, consisting of 25 items; 20 Mathematics, batches consisting of 25 items; and 11 science batches, consisting of 24-31 items were randomly assigned to five (5) committee members in Round 1.

Table 1. Results of Round 1

	Total Items Reviewed	Number of Items with Zero Flags	Number of Items with One Flag	Number of Items with Two Flags	Number of Items with Three or more Flags
ELA/Literacy	500	432	62	5	1
MATHEMATICS	500	483	15	2	0
SCIENCE	280	233	41	5	1
TOTAL	1280	1148	118	12	2

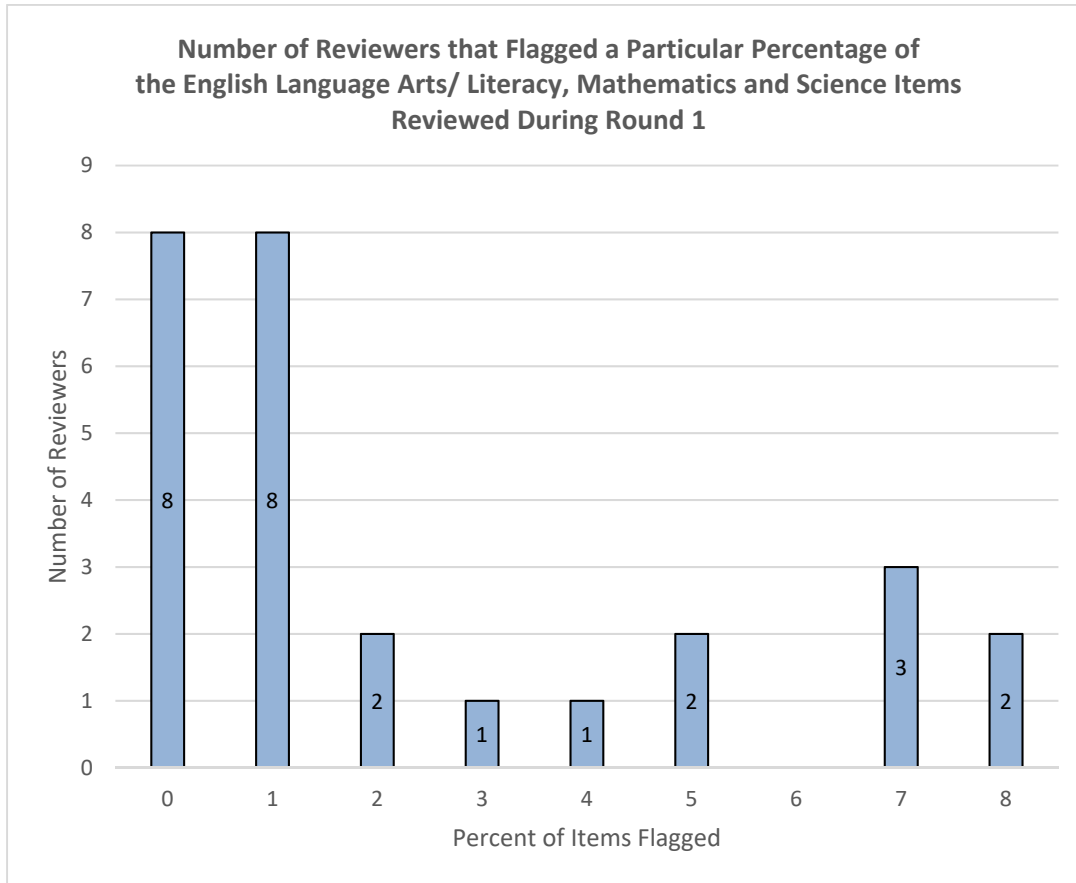
Table 2 shows the average cumulative rating time (in seconds) per item for each subject area: ELA/L, Mathematics and Science. The average cumulative rating time is the average amount of time each reviewer spent reviewing each item.

Table 2. Average Cumulative Rating Time for Round 1

Subject	Average Cumulative Rating Time (s) Per Item
ELA/Literacy	146.7
MATHEMATICS	38.1
SCIENCE	169.9

Figure 2 is a graph of the number of reviewers that flagged a particular percentage of the ELA/Literacy, mathematics and science items reviewed during Round 1. From the graph, it can be noted that just over half of the panelists flagged between zero and one percent of the items (8 and 8 panelists, respectively).

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



Round 2 Procedures and Results

In Round 2, the committee was asked to conduct an individual review on each item that was flagged by three or more members from Round 1 and then discuss the item(s) in small groups. Committee members used the same Content Rater Interface and were asked to answer the same “Bias and Sensitivity: Meets Criteria” question. A response of “Yes” or “No” was required for each item; if individuals determined the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and the L.A.B.S. guidelines, then he/she answered the “Bias and Sensitivity: Meets Criteria” question “No,” and entered a comment explaining his/her reasoning.

A detailed summary of the results of Round 2 is provided in Table 3.

Table 3. Results of Round 2

Subject	ITS ID	Number of Committee members voting Yes	Number of committee members voting No
ELA/Literacy	62375	11	18
MATHEMATICS	-	-	-
SCIENCE	24933	18	9

A 1/3rd vote rule was established for moving items from Round 2 to Round 3 and followed the design of all previous Bias and Sensitivity Committee Review meetings. AIR analyzed the items that were flagged by 1/3rd of all committee members after Round 2. Based on this information, 1 ELA/L item, 0 math items and 1 science items move on to Round 3.

Round 3 Procedures and Result

During Round 3, committee members convened in a large group setting to discuss the item. Any item receiving a 2/3rd vote from members in attendance in Round 3 are sent to the State Board of Education with a recommendation to exclude the item from the summative computer adaptive test. As detailed in Table 4, the committee found Bias and Sensitivity concerns with one ELA/L item and one science item. This ELA/L item is not associated with a passage and is considered a “discrete” item.

Table 4. Results of Round 3 Analysis

Subject	Item ITS ID	Number of committee members voting Yes	Number of committee members voting No
ELA	62375	8	21
Math	-	-	-
Science	24933	8	19

Final Result

Of the 1280 items reviewed by the committee per Idaho Code § 33-134,

- One (1) High School ELA/L item was determined to not pass guideline #3 (advice).
- One (1) High School Science Item was determined to not pass guideline #2 (sensitive or controversial subjects).

Figure 3. Round 3 Results for ELA/L Item 62375

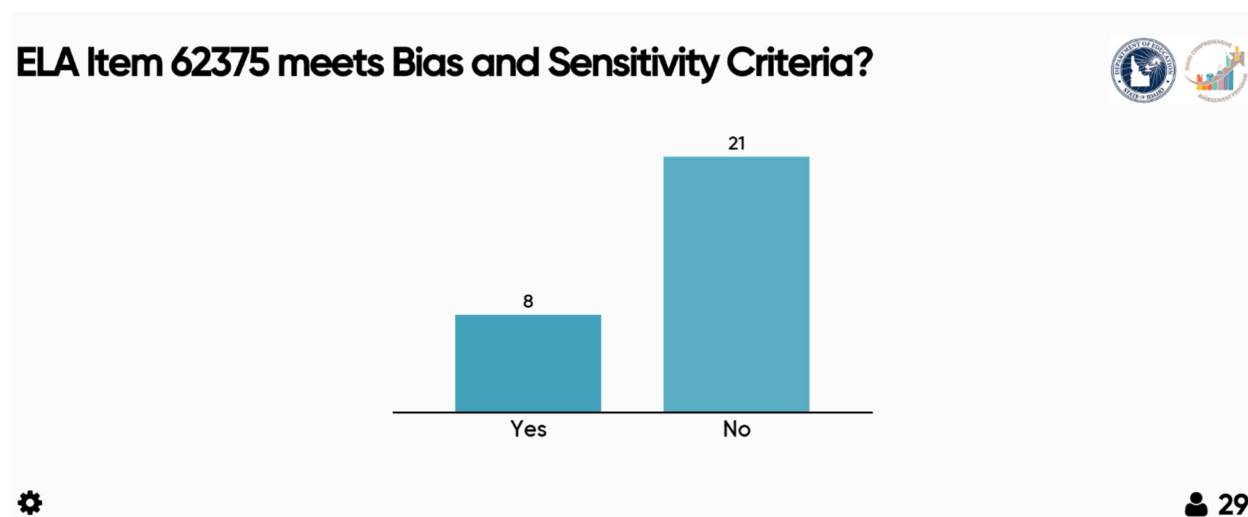
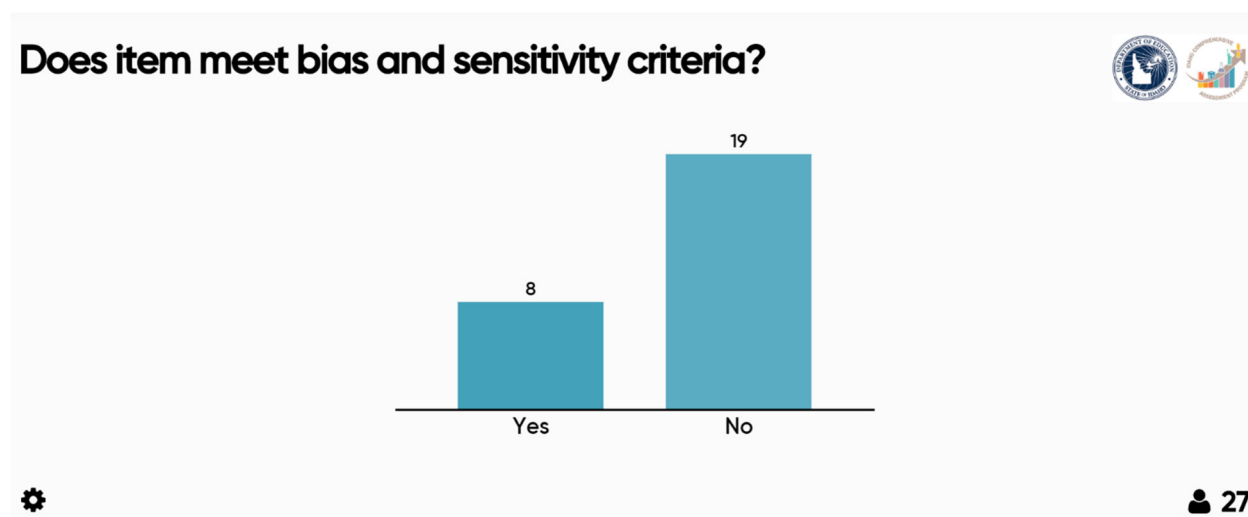


Figure 4. Round 3 Results for Science Item 24933



Implications of Excluding the Proposed Item

AIR has completed the analysis of the impacted Item Bank pools to determine risks associated with rejecting the items identified by the 2019 Bias and Sensitivity Committee. Based on the State Board of Education's decision in previous years to exclude all items and passages recommended by the Bias and Sensitivity Committee, Idaho has a separate item configuration for the online delivery of the ELA/L assessments. This requires an annual fee of \$57,000 to configure a unique item bank for Idaho. Exclusion of the items proposed by the 2019 Bias and Sensitivity Committee will not incur additional costs by the Idaho State Department of Education.

For additional questions, please contact Karlynn Laraway, Director of Assessment & Accountability, at the Idaho State Department of Education, 208-332-6976, or klaraway@sde.idaho.gov.

Idaho Bias & Sensitivity Review

Mathematics, English Language Arts/ Literacy, and
Science
Monday, September 16th - Wednesday, September 18th,
2019
Boise, Idaho



KC1

Introductions

- SDE Personnel
 - Karlynn Laraway
 - Kevin Chandler
 - Andrew Bennett
 - Alayna Knop
- AIR Personnel
 - Gelareh Rahbari
 - Anneka Wiersma
 - Chelsea Charland
 - Dave Eberhart



Slide 2

- KC1** Add Andrew Bennett and Alayna Knop under SDE Personnel. Also add David Eberhart under AIR Personnel.
Kevin Chandler, 9/5/2019

What is Bias & Sensitivity Review?

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



AIR Fairness Guidelines

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



1. Stereotypes

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



Examples of Stereotyping

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



“Loaded” Words to Avoid

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



Example Item - Stereotyping

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

How many students in all received an A?

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



2. Inflammatory or Controversial Material

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



Emotional Topics to Avoid

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



Examples of Specific Topics to Avoid

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



Example Item - Inflammatory or Controversial Material

Mark created a survey to see whether the war in Iraq or the American economy is most important in determining a candidate for the upcoming election.

Which sample should Mark use to get the most valid results?

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



3. Advice

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



Examples of Advice to Avoid

- Diet
- Health
- Religion
- Sex
- Wellness



Example Item - Advice

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

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



4. Dangerous Activities

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



Examples of Dangerous Activities to Avoid

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



Example Item – Dangerous Activities

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

What kind of change is taking place with the liquids?



5. Population Diversity

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



Reflect the Diversity of the Population

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



Appropriate References

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



6. Topic Familiarity

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



Examples of Topics with Differential Familiarity

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



Socioeconomic Status-Related Concerns

- Possessions
- Financial concepts
- Leisure activities
- Social functions

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



Regional Concerns

- Weather
- Geographical features
- Occupations
- Ethnic groups



KC2

Underlying Assumptions

- Be aware of cultural assumptions that underlie the content of a passage or an item.
 - Cultural norms may not be familiar to all students
 - Examples: marriage, tipping



Slide 26

KC2

I'm not sure what this means. Can you add some clarifying text and/or an example passage?

Kevin Chandler, 9/5/2019

Example Item - Topic Familiarity

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

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

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



7. Language Inclusiveness

Language must be inclusive as possible.

Avoid "man" words

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

And Female Stereotypes

- Old maid
- Old wives' tale
- Pollyanna



Use Equal Pairs

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



Avoid Regional Vocabulary

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



8. Linguistic Features/ Language Accessibility

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



Three Categories

- Style
- Grammar
- Vocabulary



Style Issues to Avoid

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



Style Issues to Avoid

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



Style Issues to Avoid

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



Grammar Issues to Avoid

- Rarefied structures
- Missing or unclear antecedents
 - an expression (word, phrase, clause, etc.) that gives its meaning to a pro-form (pronoun, pro-verb, pro-adverb, etc.).
 - “He ought to speak French well. He lived there for twenty years.”
- Grammatical double negatives
 - incorrect grammar



Vocabulary to Avoid

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



Vocabulary to Avoid

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



In Conclusion

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



**DEPARTMENT OF EDUCATION
OCTOBER 16, 2019
SUMMARY OF LANGUAGE ACCESSIBILITY, BIAS, AND SENSITIVITY
GUIDELINES**

ATTACHMENT 1

1. STEREOTYPING

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

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

2. SENSITIVE OR CONTROVERSIAL SUBJECTS

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

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

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

3. ADVICE

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

- Religion
- Sexual preference

4. DANGEROUS ACTIVITIES

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

5. POPULATION DIVERSITY, REPRESENTATIVENESS, AND ETHNOCENTRISM

Testing materials should:

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

6. DIFFERENTIAL FAMILIARITY: ELITISM AND DIF

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

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

7. LANGUAGE ACCESSIBILITY

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

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

8. GRAPHICS

All of the relevant foregoing standards apply to graphics.

SBAC and Idaho Assessment Content Rater

Idaho Stakeholder Bias & Sensitivity Meeting
Monday, September 16th – Wednesday,
September 18th, 2019

Idaho Stakeholder Bias & Sensitivity Meeting

- Open Mozilla Firefox
- Log-In with Credentials

Please Log In
Enter your username and password to log into an assessment online system. Once you log in, you will automatically be directed to your selected system.

Need More Help?
If you forget your password or need a new password, please use the [Forgot Your Password](#) link to reset it.

Login

[Forgot Your Password?](#)

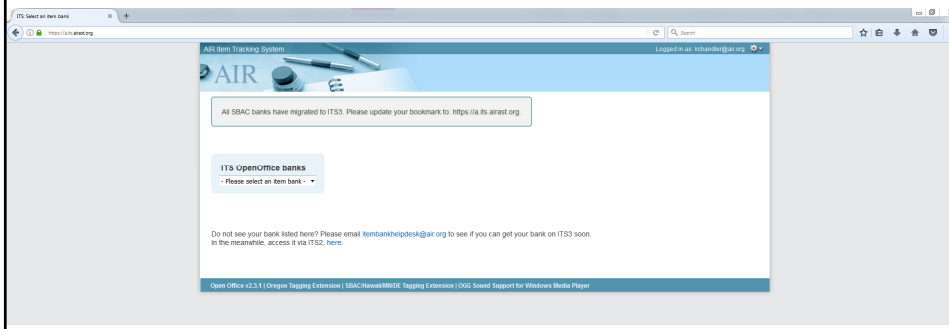
Secure Login

First Time Login This School Year?
The password you used during the previous school year has expired.
[Request a new one for this school year.](#)

KC1

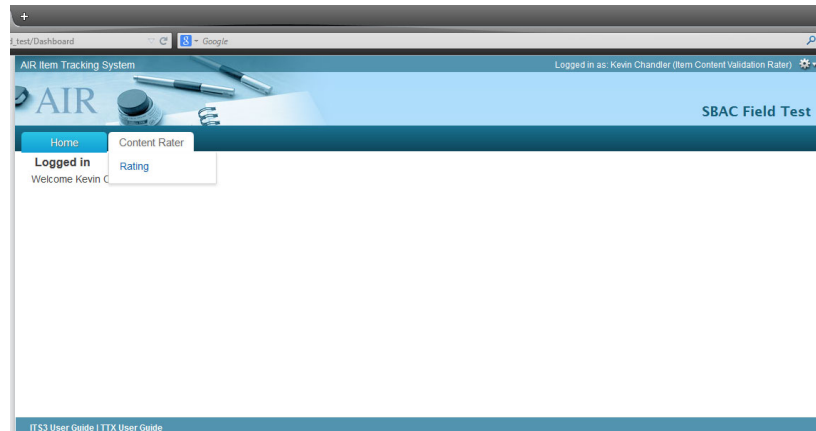
Idaho Stakeholder Bias & Sensitivity Meeting

- Choose “Idaho Assessment” Bank for Science Review
- Choose “SBAC Field Test IAT” Bank for Math and ELA review



Idaho Stakeholder Bias & Sensitivity Meeting

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



Slide 3

- KC1** Switch the bulleted text since the committee will be reviewing the science items first.
Kevin Chandler, 9/5/2019

Idaho Stakeholder Bias & Sensitivity Meeting

- Assigned Incomplete Batches Shown

The screenshot shows the AIR Item Tracking System interface. The user is logged in as Kevin Chandler (Item Content Validation Rater). The page displays two tables of incomplete batches under the heading 'Incomplete Batches'.

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

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B2	Batch ID: 536
Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25697	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

- Minimize

The screenshot shows the AIR Item Tracking System interface. The user is logged in as Kevin Chandler (Item Content Validation Rater). The page displays two tables of incomplete batches under the heading 'Incomplete Batches'. A red box highlights the minimize button (a small square with a horizontal line) located to the right of the 'Batch ID' column for both batch entries.

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B2	Batch ID: 536

Idaho Stakeholder Bias & Sensitivity Meeting

- Click Start

AIR Item Tracking System

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

SBAC Field Test

Home Content Rater

Incomplete Batches

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

Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

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

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1 : Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

General Comment: optional
General Comment on the Item is Optional

Save Reset Return to list

Next Item

Item Rating Question

2. If "Yes" clicked

- General Comments are Optional

Review Score Item Rubric

Items: [dropdown]

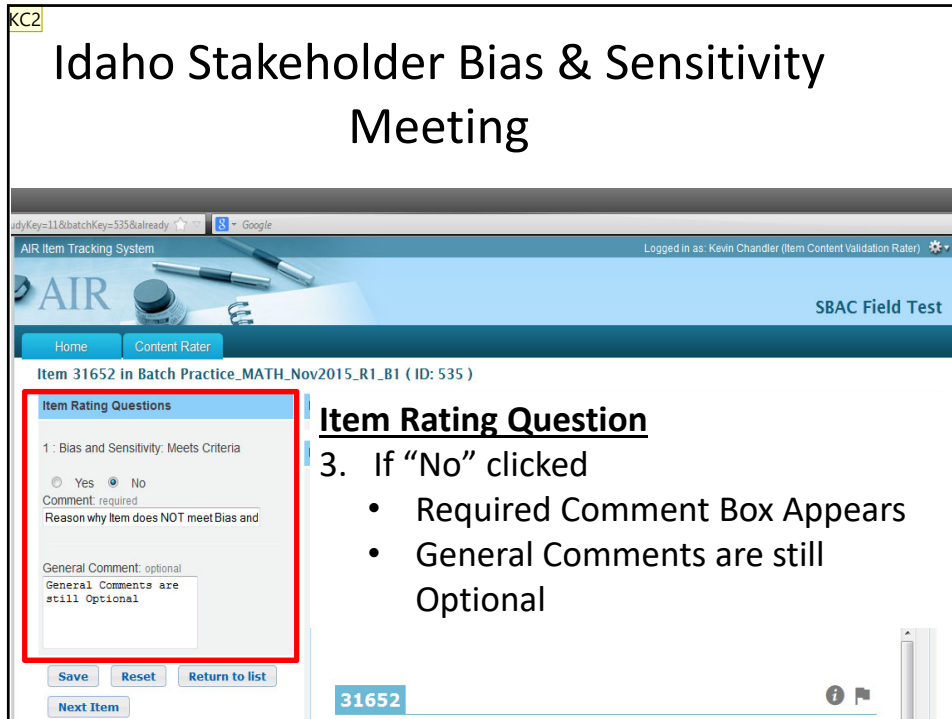
Back Next Pause Item Score

Zoom Out Zoom In

31652

KC2

Idaho Stakeholder Bias & Sensitivity Meeting



AIR Item Tracking System

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

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

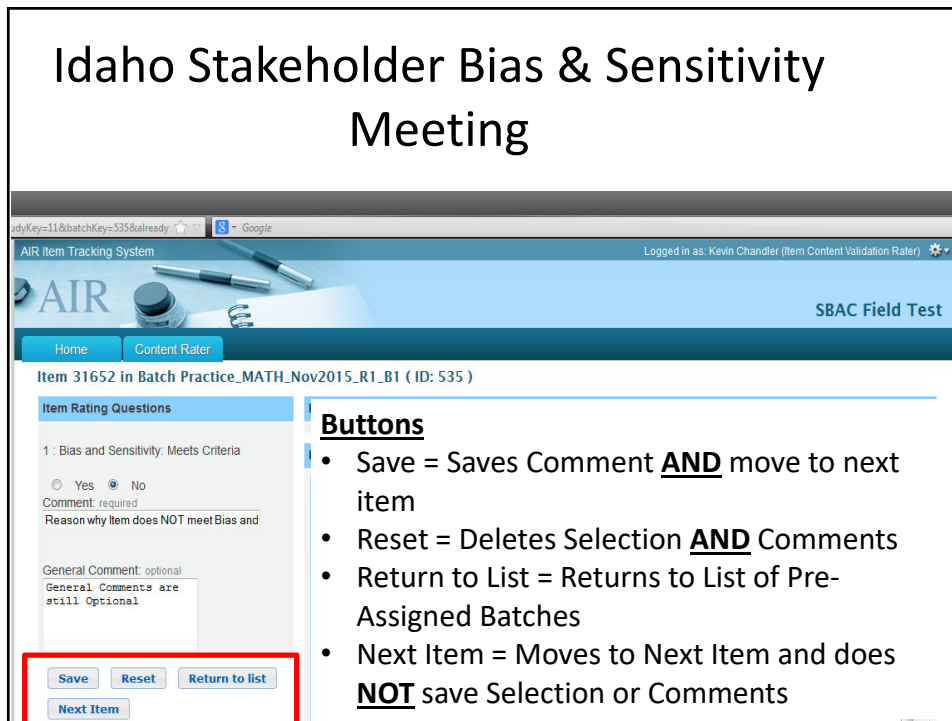
31652

Item Rating Question

3. If "No" clicked

- Required Comment Box Appears
- General Comments are still Optional

Idaho Stakeholder Bias & Sensitivity Meeting



AIR Item Tracking System

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

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

Buttons

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

Slide 9

KC2 Be sure to say during your presentation that the character count in the Required Comment box is limited, so be brief when describing the reason the item does NOT meet the criteria - in that box. Usually just recording the number of the AIR Fairness Guideline that was violated is sufficient. The General comments box is where the participant can describe in more detail why the item violates an AIR Fairness guideline. They can also put notes about the stimulus in the General Comments box. Since we are allowing proposed changes to the Science items, be clear about what constitutes a reasonable proposal of a change. The change should correct or mitigate a violation of the AIR Fairness Guidelines. An unreasonable change would be something along the lines of "Change the mention of wolves to bears because i think there have been too many items about wolves." That unreasonable proposed change does not necessarily correct a violation of the AIR Fairness Guideline and it would alter the content of the item. Think of a few more examples, but remember these are - for the most part - NOT science educators.

Kevin Chandler, 9/5/2019

Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

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

Item Overview

1. Item Alignment Attributes
2. Can Minimize and Maximize

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 53)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

Items: [dropdown]

Back Next Pause Item Score

Zoom Out Zoom In

31652

KC3

Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

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

Item Content Webpreview

1. Item
2. Score button does work

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

Items: [dropdown]

Back Next Pause Item Score

Zoom Out Zoom In

31652

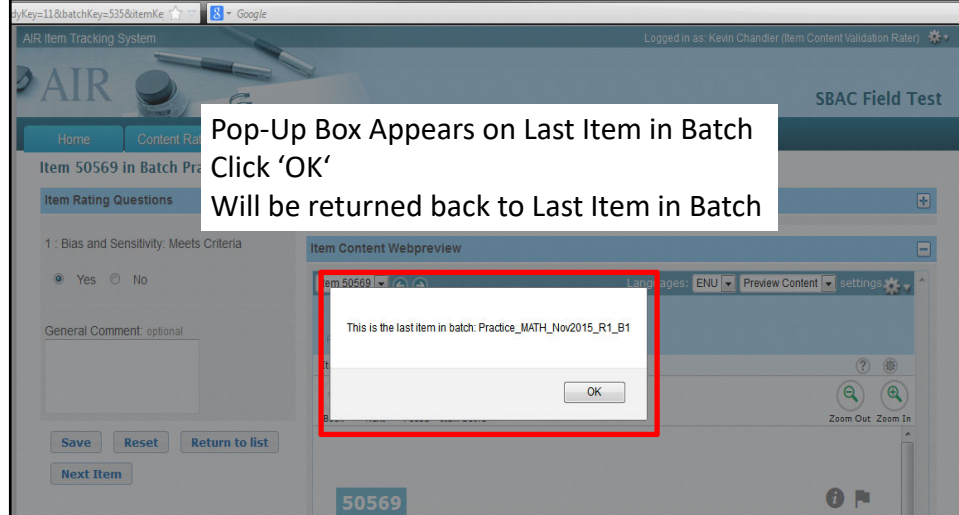
Slide 12

KC3

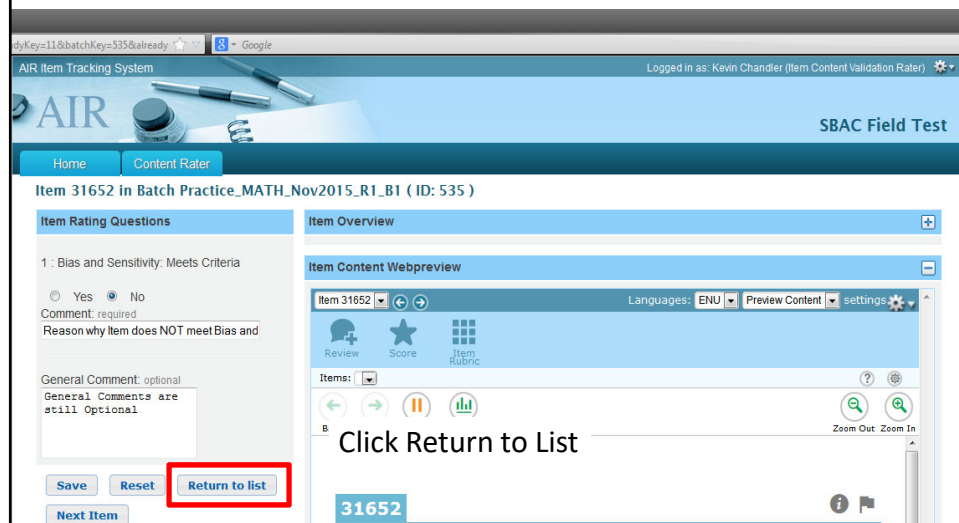
There is an extra linespace in the call out box. Remove so there is just "1."

Kevin Chandler, 9/5/2019

Idaho Stakeholder Bias & Sensitivity Meeting



Idaho Stakeholder Bias & Sensitivity Meeting



Idaho Stakeholder Bias & Sensitivity Meeting

The screenshot shows the AIR Item Tracking System interface. At the top, it says "AIR Item Tracking System" and "Logged in as: Kevin Chandler (Item Content Validation Rater)". Below this, there are tabs for "Home" and "Content". A text box indicates "Status = Completed OR Status = Incomplete". To the right, there is a button labeled "General Comments Shown". Below this, there is a link "Complete Batches". The main table shows a batch of items with the following data:

Item ID	Status	Stimulus	Comment
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Incomplete		
36483	Incomplete		
42951	Incomplete		
42963	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

The screenshot shows the AIR Item Tracking System interface. At the top, it says "AIR Item Tracking System" and "Logged in as: Kevin Chandler (Item Content Validation Rater)". Below this, there are tabs for "Home" and "Content Rater". A text box indicates "Make Sure Status of ALL Items in Batch is 'Completed'". Below this, there is a button labeled "Click 'Submit' to Submit Batch". The main table shows a batch of items with the following data:

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

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

The screenshot shows the AIR Item Tracking System interface. A pop-up box with a red border is centered on the screen, displaying the message "Batch rating was submitted successfully" and an "OK" button. The background shows a table with columns for Item ID, Status, Stimulus, and Comment. The table contains several rows of data, all with a status of "Completed".

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

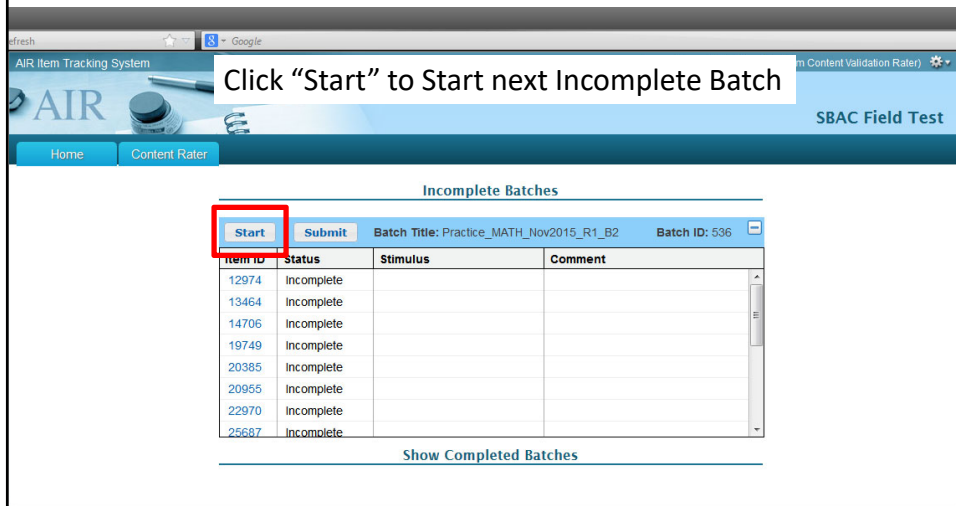
Idaho Stakeholder Bias & Sensitivity Meeting

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

The screenshot shows the AIR Item Tracking System interface. A table lists several batches with a status of "Incomplete". Below the table, a button labeled "Show Completed Batches" is highlighted with a red border.

Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20965	Incomplete		
22970	Incomplete		
25687	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting



Click "Start" to Start next Incomplete Batch

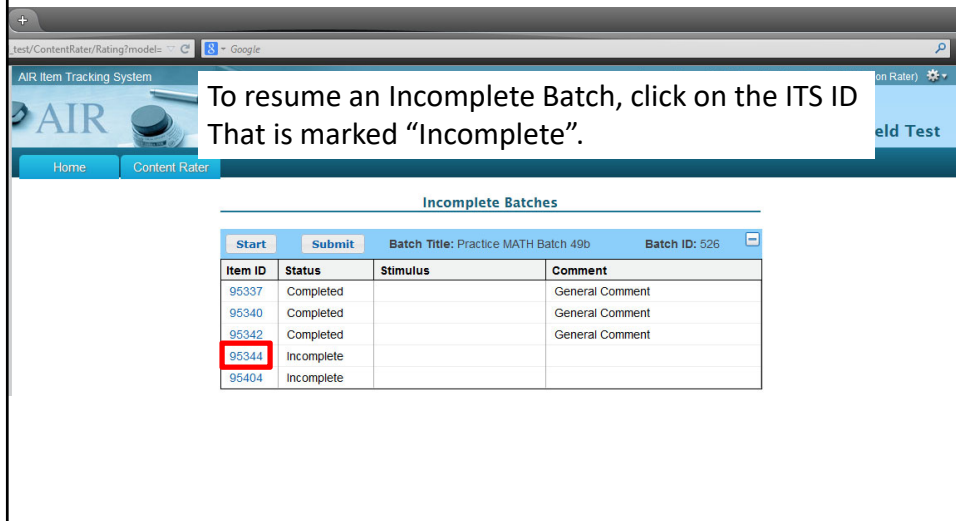
Incomplete Batches

Start Submit Batch Title: Practice_MATH_Nov2015_R1_B2 Batch ID: 536

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

Show Completed Batches

Idaho Stakeholder Bias & Sensitivity Meeting



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

Incomplete Batches

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

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

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

Save Reset Return to list

Idaho Stakeholder Bias & Sensitivity Meeting

Do NOT Click

Idaho Stakeholder Bias & Sensitivity
Meeting

Questions about Content Rater?

KC4

Idaho Stakeholder Bias & Sensitivity
Meeting – Process & Procedures

September 2019

Slide 24

KC4

Kevin Chandler, 9/5/2019



Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

- Science Batches
 - 278 total items (109 Clusters, 169 Standalones)
 - 11 Batches Total, 24-31 items in each
 - 7-14 clusters, 12-17 standalones
 - Each Science Batch Reviewed by 5 Reviewers
 - All Reviewers will review at least 2 Science Batch
 - Batches organized to distribute clusters and standalones relatively evenly, NOT by grade
 - All Science Batches Reviewed First
 - May propose reasonable changes to science items
 - Changes must fix a violation of the bias and sensitivity guidelines



Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

- English Language Arts (ELA) Batches
 - 500 Items
 - 250 Discrete Items & 250 Passage Associated Items
 - 20 Batches Total
 - Batches contain 25 Items
 - Each ELA Batch Reviewed by 5 Reviewers
 - All Reviewers will review at least 3 ELA Batches
 - Batches Organized by Passage NOT Grade
 - All ELA Batches Reviewed Second

Slide 25

- KC5** Add a slide about the Science SoW before this slide, since they will be reviewing the science items, first. Add a reminder about proposing changes to the science items and what constitutes a "Reasonable Change" in that summation. Be specific about number of batches and range of item count in each batch.
Kevin Chandler, 9/5/2019
- KC6** Change the "Lots of Batches Total" and "Batches 'Lots' Items" to more specific numbers. The committee needs to be informed of their SoW because they will ask and they will need to be periodically updated on their progress.
Kevin Chandler, 9/5/2019
- KC7** Edit last bullet accordingly.
Kevin Chandler, 9/5/2019

Slide 26

- KC5** Add a slide about the Science SoW before this slide, since they will be reviewing the science items, first. Add a reminder about proposing changes to the science items and what constitutes a "Reasonable Change" in that summation. Be specific about number of batches and range of item count in each batch.
Kevin Chandler, 9/5/2019
- KC6** Change the "Lots of Batches Total" and "Batches 'Lots' Items" to more specific numbers. The committee needs to be informed of their SoW because they will ask and they will need to be periodically updated on their progress.
Kevin Chandler, 9/5/2019
- KC7** Edit last bullet accordingly.
Kevin Chandler, 9/5/2019

KC16

Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

- Mathematics (MATH) Batches
 - 500 Items *(1825 last year)*
 - 500 Discrete Items
 - 20 Batches Total
 - Batches contain 25 items each
 - Each MATH Batch Reviewed by 5 Reviewers
 - All Reviewers will review at least 3 MATH Batches

Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Process

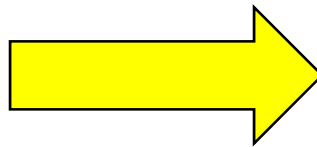
- Individual Review
- Five Reviewers for Each Item (Item & Passage)
 - **Yes** = Meets Bias & Sensitivity Criteria
 - **No** = Does NOT Meet Bias & Sensitivity Criteria
- IF Three (or More) Reviewers Answer ‘No’ for an item THEN that item is ‘Flagged’ and will move on to Round 2

Slide 27

- KC16** Change the "Lots of Batches Total" and "Batches 'Lots' Items" to more specific numbers. The committee needs to be informed of their SoW because they will ask and they will need to be periodically updated on their progress.
Kevin Chandler, 9/5/2019

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

During Round 1
 ≥ 3 Individual
Reviewers
Answer 'No' to
'Meets Criteria'
Question



Round 2

KC8

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

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

Slide 30

- KC8** Change second bullet to "Small Group of Reviewers". In the past, I had just grouped together the people that were at tables near each other.
Kevin Chandler, 9/5/2019

KC10

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

- Review & Discuss ALL Items in Small Group
- Each Member of the Group Individually Votes on the Item in Content Rater
 - Proposed changes to the science items needs to be recorded **again** in the Required Comments and the General Comments boxes
- IF 1/3 (or More) of Total Number of Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will move on to Round 3

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

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



Round 3

Slide 31

- KC10** Be clear about how proposed feedback to the science items needs to be recorded again in the Required Comments and the General Comments boxes
Kevin Chandler, 9/5/2019

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

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

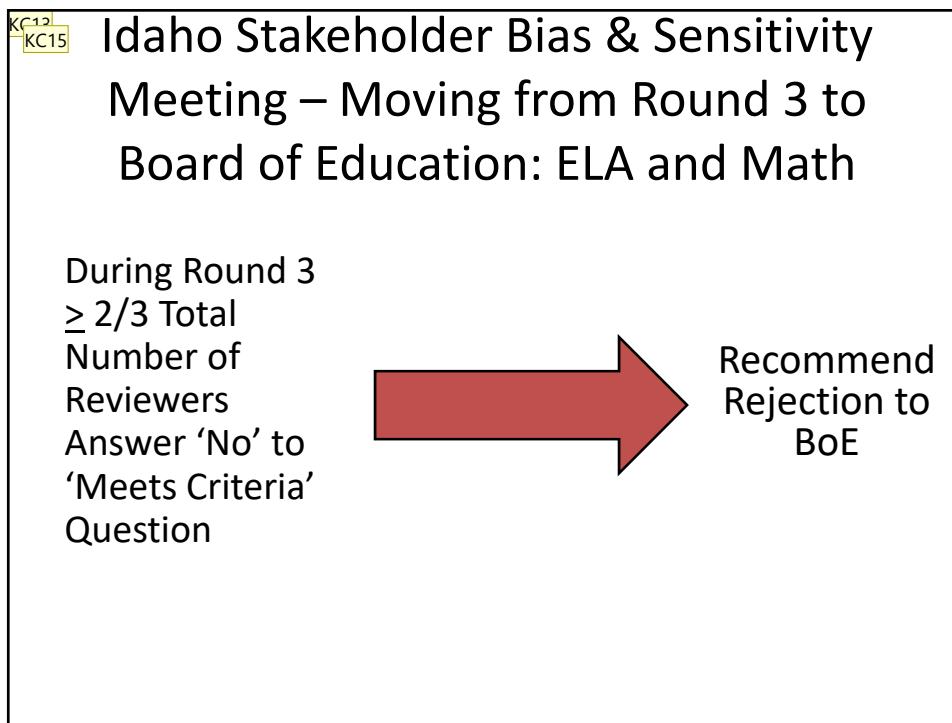
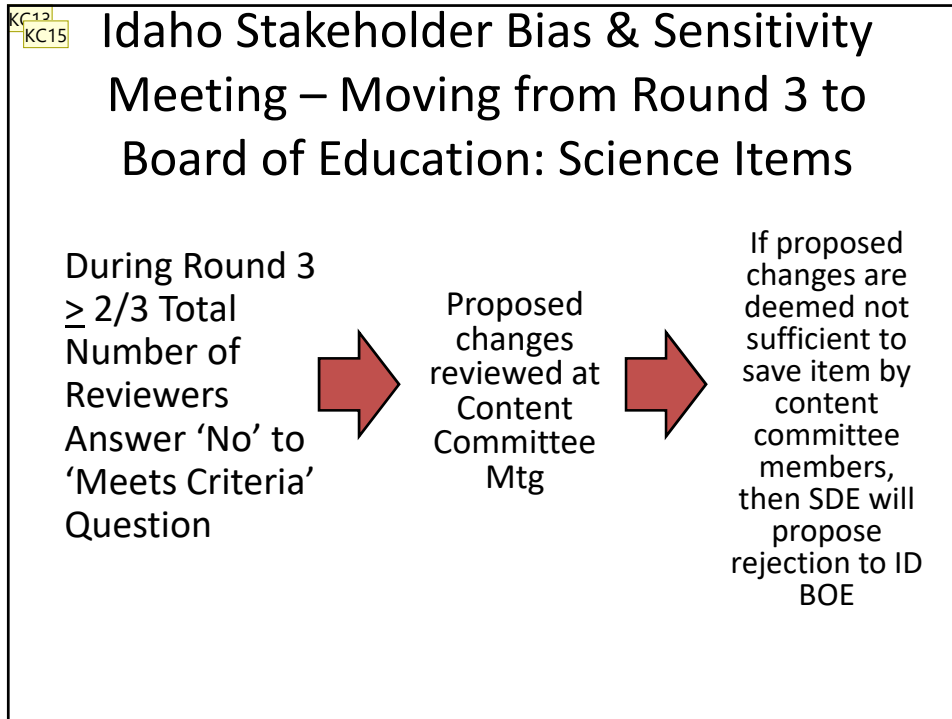
KC9
KC11
KC12

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

- Items Presented on Projector
- Review & Discuss ALL Items in Large Group
 - Proposed changes to science items reviewed in large group
- Each Member of the Group Individually Votes on the Item with Mentimeter
 - Mentimeter is an easy-to-use online software used to automatically record vote tallies
- Results Presented to Large Group
- IF 2/3 (or More) of Total Number of Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will Recommend to BoE for Rejection
 - Only ELA and Math items may be recommended for rejection.
 - Science items will be reviewed **again** at the Content Committee Meeting and will be informed of BnS committee recommendations.

Slide 34

- KC9** Be clear about how the proposed changes to the Science items will be communicated to the Large Group and then the discussion will take place.
Kevin Chandler, 9/5/2019
- KC11** Remove the bullet about the paper ballot and insert info about Mentimeter. i.e., Online software that is very easy to use and will automatically record vote tallies.
Kevin Chandler, 9/5/2019
- KC12** Need to clarify that the recommendation for rejection will just be for the Math and ELA items. The science items will be reviewed AGAIN by the Content Committee and they will be informed of the BnS Committee's recommended changes as well.
Kevin Chandler, 9/5/2019



Slide 35

- KC13** I would strongly recommend adding in a new slide that clarifies the "After Round 3" track for the Science items and the track for the Math and ELA items.
Kevin Chandler, 9/5/2019
- KC15** During your presentation you can give a general outline of what we need them to complete each day so that we finish on time, but that is of course subject to change based on their rate of work.
Kevin Chandler, 9/5/2019

Slide 36

- KC13** I would strongly recommend adding in a new slide that clarifies the "After Round 3" track for the Science items and the track for the Math and ELA items.
Kevin Chandler, 9/5/2019
- KC15** During your presentation you can give a general outline of what we need them to complete each day so that we finish on time, but that is of course subject to change based on their rate of work.
Kevin Chandler, 9/5/2019

Idaho Stakeholder Bias & Sensitivity Meeting – Rate of Work

- Day 1: Round 1
 - Science
 - ELA
 - Begin Math
- Day 2: Round 1 and Round 2
 - Math (round 1)
 - Round 2
 - Science
 - ELA
 - Math
- Day 3: Round 3 (subject to change based on previous day's work)
 - Science
 - ELA
 - Math

Idaho Stakeholder Bias & Sensitivity Meeting

Questions about the Overview
of Processes & Procedures?

KC14
KC17

Idaho Stakeholder Bias & Sensitivity Meeting

Additional Questions about the Idaho
Stakeholder Bias & Sensitivity Meeting can
be directed to Karlynn Laraway and Kevin
Chandler

User Name: ISATID_Rev1@generic.user

Password: IDbnS101!

Slide 39

KC14 Replace "Idaho State Department of Education" with mine and KL's names.
Kevin Chandler, 9/5/2019

KC17 All the slides after this are add ons when Round 2 and 3 are necessary. Hide them, but use them as examples if/when you'll need them.
Kevin Chandler, 9/5/2019

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

SBAC Field Test Content Rater

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

Results – Items & Passage Moving to Round 2

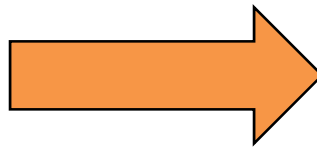
- Math = x Items
- ELA = x Items
 - x discrete
 - x associated to three different passages

Round 2 Process

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

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

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



Round 3

Idaho Stakeholder Bias & Sensitivity Meeting

Questions about Round 2 Processes & Procedures?

Reviewing PASSAGES Batch

Incomplete Batches			
Start	Submit	Batch Title: ID_ELA_Sept2016_R2_passages	Batch ID: 652
Item ID	Status	Stimulus	Comment
50475	Incomplete	1586: 8487	
50726	Incomplete	1598: 8514	
123897	Incomplete	4439: 41IS2_A Place for Butterflies	
63305	Incomplete	1507: 8449	

Idaho Stakeholder Bias & Sensitivity Meeting

Item 50475 in Batch ID_ELA_Sept2016_R2_passages (ID: 656)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

General Comment: optional
Passage Concern - Does Not Meet Guideline #4

[Save](#) [Reset](#) [Return to list](#)
[Next Item](#)

Item Rating Question Applies to Item

Record Feedback for Passage in General Comments

[Back](#) [Next](#) [Pause](#) [Item Score](#) [Zoom Out](#) [Zoom In](#)

Read the text and answer the

50475

SBAC Field Test Content Rater

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

Results – Item(s) Moving to Round 3

ELA ITS IDs	No	Yes	Grand Total
	X	X	X
	X	X	X
	X	X	X
	X	X	X
	X	X	X
Grand Total	X	X	X

Round 3 Process

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

Round 3 Process

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

Round 3 Process

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

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

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



Recommend
Rejection to
BoE